

Conway Primary School

Inspection report

Unique Reference Number	132800
Local Authority	Greenwich
Inspection number	341344
Inspection dates	17–18 June 2010
Reporting inspector	Robin Gaff

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Stephen Piper
Headteacher	Rachel Webber
Date of previous school inspection	18 July 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 27 part lessons, observing all 20 teachers in the school at least once. Inspectors held meetings with staff, pupils, parents and governors, as well as representatives of the local authority. They scrutinised the school's own analysis of pupils' attainment and progress. Inspectors observed the school's work, and looked at planning and evaluation documents, as well as reports completed by the local authority and questionnaires completed by pupils and staff. A total of 122 questionnaires completed by parents and carers were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current attainment of pupils and the quality of their learning and progress in the classroom
- the extent of pupils' knowledge about and contribution to the wider community beyond the school
- the extent to which measures designed to improve teaching and assessment are succeeding in raising pupils' achievement.

Information about the school

Conway Primary School is larger than average. A very large number of pupils are from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is well above average: more than 30 different languages are spoken by pupils currently at the school. The proportion of pupils who have special educational needs and/or disabilities, including those who have a statement of special educational needs, is also well above the national average. Their additional needs are varied but frequently include emotional and/or learning difficulties. An above average proportion of pupils join or leave the school at other than the normal time of transfer. The headteacher took up her appointment in January 2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Conway Primary is a good and highly inclusive school which enables pupils with very different backgrounds and abilities to thrive. The new leadership team has built on the school's established good practice in providing a caring and supportive environment for all its pupils. It has also focused very strongly on improving their performance in reading, writing and mathematics and has provided intensive support for pupils at risk of underachieving. This includes after-school classes for Year 6 pupils and well-targeted help for individuals from teachers and teaching assistants, particularly for pupils who have special educational needs and/or disabilities and those who speak English as an additional language. As a result, pupils' attainment by the end of Key Stage 2 has risen sharply and is now broadly in line with the national average. This represents good achievement for pupils, many of whom start school with very low levels of basic skills. They make good progress because of the high-quality support they receive, a curriculum that is well matched to their needs, and increasingly effective teaching.

The school has created an ethos where achievement is rewarded and celebrated. An excellent example of this is the 'Golden Table' on Fridays, where pupils who have distinguished themselves invite a friend to lunch, with the use of special plates and glasses and a fruit juice fountain. Pupils' attendance has also increased significantly, so that from being below, it is now well above the national average. Behaviour is good and pupils say it has improved. They relate well to one another and to their teachers and are very proud of the way their school 'treats everyone fairly', as one pupil said. They learn to respect and value the many different cultures represented in the school. Pupils gain a good understanding of ways of life elsewhere in the United Kingdom, through links with other schools and residential visits. However, their opportunities to learn about lifestyles in other parts of the world are more limited.

The school has developed highly sophisticated systems for tracking pupils' progress. It provides well-targeted help for pupils who are at risk of falling behind through in-class support as well as withdrawal and after-school sessions. Teaching is more often sound than it is inspiring and it is stronger in the upper part of the school. Teachers plan their lessons to include a range of activities that meet their pupils' differing needs. They ensure that pupils understand what they are going to learn and how they will know when they have succeeded. Teachers mark their pupils' work regularly and thoroughly. However, they do not always give them sufficiently detailed written guidance about the next steps to improve or give pupils enough opportunities to learn by reviewing and assessing their own work.

Leaders and managers rigorously monitor the quality of teaching and have acted decisively to improve it. The leadership of Early Years Foundation Stage provision is

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currently in transition and is not ensuring consistency of teaching and care for children, which is satisfactory overall but variable. For example, teaching assistants are not always deployed effectively to respond promptly to children's changing needs. The school's self-evaluation and planning are robust and are based on a good understanding of the school's strengths and weaknesses and its priorities for further development. This, together with the effective steps taken to address weaknesses identified by the last inspection report, underlines the school's good capacity for further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment from broadly average to above average by increasing the proportion of good and outstanding teaching throughout the school by ensuring that all teachers:
 - include imaginative and exciting activities in their lessons
 - give pupils sufficiently detailed written advice about how to improve their work
 - give pupils more opportunities to reflect upon and assess the quality of their own work.
- Improve the consistency of provision for pupils in the Early Years Foundation Stage by clarifying leadership responsibilities, by December 2010.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment, as represented by the results of most groups of pupils in national tests at the end of Key Stage 2, has been low except in English in recent years. It has however risen rapidly over the last year, and the school's rigorous and robust tracking systems show that the attainment of current Year 6 pupils is now much closer to the national average. Standards in mathematics in particular have improved a great deal over the last year because the school has successfully addressed weaknesses in teaching in this area. Pupils make especially good progress in their lessons when they enjoy and take pride in their work. For example, Year 6 pupils developed their writing skills in composing newspaper articles about a missing person. Similarly, pupils in a Year 5 geography lesson enjoyed calculating percentages based on surveys that they had carried out during a recent visit to Southampton. Teaching assistants ensure that pupils who have special educational needs and/or disabilities and those who are learning English as an additional language are fully included in classroom activities and make progress in line with their peers. In a few lessons, particularly in the lower part of the school, learning is less secure because not all pupils understand clearly what they are being asked to do.

Pupils feel safe in school and say that their suggestions for improving safety have been acted upon. They are not concerned about bullying, because they are confident that any incidents will be dealt with effectively. Pupils behave well around the school and in lessons where, for example, they work well together in discussions with their 'talk partner'. They are helped to understand the importance of a balanced diet by praise

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from staff when they bring in healthy snacks in their lunch boxes. They enjoy taking part in a range of physical activities, including sessions organised by the local football club. Many pupils benefit from the good range of opportunities to contribute to the school and wider communities, for example as buddies, mentors or school council members, and by raising money for charity. Their high levels of attendance and good punctuality, together with their development of teamwork and problem-solving skills, provide them with a solid basis on which to build future learning and prepare for the world of work.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good relationships with their classes. They plan their lessons to include carefully sequenced activities that build on what pupils have already learned. They set relevant homework that enables pupils to practise, for example, their research skills. Teachers make good use of questioning techniques, developing pupils' ideas so that they learn from one another as well as from their teachers. Most lessons challenge pupils well, but on occasion the pace is too rapid and pupils do not have enough time to reflect on what they are learning. Lessons do not always include sufficiently stimulating

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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activities to fire pupils' imaginations, which limits their progress. Teachers enable pupils to make links between different subject areas, so that pupils develop their writing skills, for example, through their work in science investigations. Good examples of their work are displayed prominently in classrooms and corridors. The school has carefully adapted its curriculum in order to maximise pupils' progress, by providing, for example, after-school literacy and numeracy sessions. Pupils' good creative development is demonstrated by many attractive displays around the school, and by their participation in a range of music-making activities. Their learning is enhanced by residential visits and trips, so that they can, for example, sample life in the countryside.

Pupils, as well as parents and carers, speak highly of the care and support the school gives to pupils. One parent commented that 'the school has been outstanding in providing appropriate support and responding to [my children's] needs. On a day-to-day basis the school encourages and praises my children, encouraging them to achieve their potential'. The school ensures that pupils new to the school, including those who join it at other than normal times, settle in quickly. It works effectively with a variety of agencies to promote the well-being of potentially vulnerable pupils, including those who have special educational needs and/or disabilities. The 'Place to Be' centre provides valuable additional support for pupils who encounter barriers to their learning, as well as to their parents and carers. The school has been extremely effective in considerably reducing the proportion of pupils who are persistent absentees. An indicator of the improvement in behaviour is that no pupils have been excluded from school in the last year.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher ceaselessly strives to improve pupils' achievement and is ably supported by the senior management team and the governing body. She has instigated effective improvements since her appointment last year. These include a comprehensive training programme for teachers focused on raising attainment, which has been developed with the local authority. Middle leaders have responded enthusiastically and are implementing initiatives which have already had a positive impact on pupils' achievement. The composition of the governing body is representative of the community the school serves, and governors contribute a good range of experience and expertise. They are prepared to support and challenge school leaders and they share their

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commitment to improving outcomes for pupils. School leaders promote equality of opportunity successfully, ensuring that all pupils, whatever their background or additional needs, make good progress. They ensure that systems for safeguarding pupils are robust, and that pupils understand how to keep themselves safe. Leaders' and managers' promotion of community cohesion is most effective within the school itself, where children from a very wide range of backgrounds work and play well together. There have been no racist incidents in recent years. Pupils have good opportunities to learn about different faiths through visits to local places of worship.

The school's relationship with parents and carers is increasingly positive. Parents and carers are welcomed into the school. They contribute to their children's learning, for example, by listening to pupils read. Many also learn new skills, for example, through English language classes, which enable them to enhance their children's education. The school works well with a range of external bodies, including the local authority as well as schools in a neighbouring borough and a range of welfare organisations, to promote pupils' learning and well-being. A relentless focus on raising pupils' attainment and improving their achievement underlies the school development plan and provides a strong basis for future improvement.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children in the Nursery and Reception class enjoy coming to school and make satisfactory progress in their learning and development from starting points which in many cases are very low. Their progress in some areas, for example in creative

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development where they enjoy making clay minibeasts and playing with a variety of materials, is good, but is slower in others, such as communication, language and literacy. Children benefit from a good choice of stimulating outdoor activities. They develop their social skills by taking turns to ride tricycles safely up and down the sloping playground. Children from different backgrounds, including those who are at an early stage of learning English, relate well to one another, as well as to teachers and teaching assistants. Staff have put in place adequate systems for observing children's progress in learning and development and plan systematically to meet their needs. However, they do not always manage unwanted behaviour consistently. Leaders understand and implement the requirements of the Early Years Foundation Stage, for example with regard to promoting children's understanding of healthy living and keeping them safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents and carers are highly supportive of the school and most are pleased with their children's experience. None of the questionnaires received included any adverse written comments. The overwhelming majority of responding parents and carers say their children are happy, healthy and safe at the school, that they are satisfied with the quality of teaching and agree that the school helps them to support their children's learning. Almost all believe that the school takes account of their suggestions and concerns and that it is led and managed well. Most parents and carers feel they are well informed about their children's progress. A few are not convinced that the school deals effectively with unacceptable behaviour or that it meets their child's particular needs. Inspectors agreed with most of the views expressed by parents and carers, although they judged teaching overall to be satisfactory rather than good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Conway Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 122 completed questionnaires by the end of the on-site inspection. In total, there are 404 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	58	47	39	3	2	0	0
The school keeps my child safe	74	61	46	38	2	2	0	0
The school informs me about my child's progress	67	55	48	39	5	4	1	1
My child is making enough progress at this school	57	47	57	47	5	4	0	0
The teaching is good at this school	62	51	57	47	3	2	0	0
The school helps me to support my child's learning	60	49	56	46	3	2	0	0
The school helps my child to have a healthy lifestyle	47	39	68	56	4	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	52	43	58	48	5	4	0	0
The school meets my child's particular needs	43	35	63	52	9	7	0	0
The school deals effectively with unacceptable behaviour	54	44	55	45	9	7	2	2
The school takes account of my suggestions and concerns	43	35	70	57	3	2	1	1
The school is led and managed effectively	57	47	58	48	3	2	0	0
Overall, I am happy with my child's experience at this school	72	59	45	37	5	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 June 2010

Dear Pupils

Inspection of Conway Primary School, London SE12 1QY

Thank you for the friendly welcome you gave the inspectors during our visit. You helped us a great deal by talking to us and filling in the questionnaire.

We think Conway is a good school which helps pupils from many different backgrounds to do well. You behave well in lessons and around the school and you feel safe, because bullying is rare and dealt with well if it does happen. You help one another by acting as buddies and mentors or joining the school council. You understand how important a healthy lifestyle is and your attendance is high. Well done! You learn to value each other's different traditions.

You make good progress during your time at Conway, especially in the older classes, and you reach the expected levels in most of your work. You enjoy learning because your teachers give you different things to do in lessons, but we think you would do even better if more lessons were more exciting. We think it would help if teachers gave you chances to think more about and to mark your own work, and gave you more information to help you know what to do next to improve it. The adults in the school take good care of you. They help you to settle in well, and give extra support to those of you who need it most so everyone can succeed.

The headteacher, staff and the governors are all working hard to help everyone to do well. We have asked them to make the school even better by:

- making sure teachers give you more time in lessons to think about and review your own work, include some more exciting activities in lessons, and give you more written advice about how to improve your work
- helping children in the Nursery and Reception class to make faster progress.

We wish you all the very best for the future!

Yours sincerely

Robin Gaff

Lead inspector

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