

Eglinton Primary School

Inspection report

Unique Reference Number	132827
Local Authority	Greenwich
Inspection number	341353
Inspection dates	29–30 June 2010
Reporting inspector	Jane Chesterfield

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	0–11
Gender of pupils	Mixed
Number of pupils on the school roll	556
Appropriate authority	The governing body
Chair	Christine Smith
Headteacher	Maggie Carney
Date of previous school inspection	18 July 2007
School address	Paget Rise London SE18 3PY
Telephone number	020 88546917
Fax number	020 8855 1999
Email address	headteacher.eglinton.greenwich@lgfl.net

Age group	0–11
Inspection dates	29–30 June 2010
Inspection number	341353

**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by four additional inspectors. They visited 22 lessons taught by 16 teachers. They held meetings with pupils, governors and staff. Inspectors observed the school's work, and looked at school policies and documentation, safeguarding records, pupils' work, assessment data, monitoring records, strategic planning and the minutes of governors' meetings. Questionnaires completed by staff, pupils and 136 parents and carers were analysed.

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

- the current picture of attainment and progress in the school
- how effectively the school has brought about improvements in progress and attainment in English, mathematics and science
- whether provision, especially teaching, is good enough to enable pupils to make better progress than previously and recover lost ground
- how effectively leaders and managers at all levels are monitoring, developing and supporting teaching and learning
- the quality of provision and outcomes for the children in the registered provision.

Information about the school

Eglinton Primary School and Early Years Centre is a school of above average size serving a culturally diverse inner city area of London. About three quarters of the pupils come from minority ethnic backgrounds, and more than half are learning English as an additional language. These figures are high compared with the national picture. Almost half the pupils are known to be eligible for free school meals, which is higher than average. The proportion of pupils who have special educational needs and/or disabilities is above average. These needs relate mainly to speech and language difficulties or behavioural difficulties. The proportion of pupils who have a statement of special educational needs is below average. The school has gained a number of awards, including the Healthy School Award and the Activemark. The Early Years Centre, run by the governors, offers Early Years Foundation Stage provision in its Nursery and Reception classes and in its setting for the children aged under three. The provision for these children is registered with Ofsted. There is a Children's Centre within the Early Years Centre, also run by the governors.

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?

3

The school's capacity for sustained improvement

2

Main findings

Eglinton Primary is a satisfactory school which is rapidly improving. There is a strong drive for, and commitment to, improvement throughout the school community. One parent commented, 'The school seems to be going from strength to strength □ they really encourage the children to achieve', while another said, 'I have seen many positive changes in Eglinton and I strongly believe these will continue'. A member of staff felt that 'the progress we have made in all areas has been exceptional □ hard work but worth it!' Pupils too are pleased with changes at the school, and say that they have many good new opportunities to do fun things.

Thanks to the good pastoral care and support, pupils feel safe at school and are confident about turning to adults if they have a problem. They know the difference between right and wrong and are keen to take on responsibility around the school. They get on well with one another and respect others from different backgrounds. Children enter the Nursery with a level of skills that is generally low compared with typical expectations for their age. They make outstanding progress in the Nursery and Reception classes, moving into Key Stage 1 with a level of attainment that is generally above average. As a result of these excellent outcomes, first identified at the last inspection, attainment is improving throughout the school as pupils move up the school from year to year. In Key Stage 1 and Key Stage 2, attainment has been too low in recent years in English, mathematics and science. Last year, however, pupils in Year 2 reached broadly average standards, and the improvement has been maintained this year. In Year 6 similar improvement in attainment has been evident this year, particularly in reading and mathematics, although attainment in writing and science is still low. Attainment in the rest of Key Stage 2 shows a similar picture. The school has worked hard to improve the quality and consistency of teaching, and this has meant that pupils have made accelerated progress and started to regain lost ground. Improved systems for assessing and tracking pupils' progress have made an important contribution to this. The school has recognised that in its efforts to improve literacy and numeracy, other subjects of the curriculum, including science, have not received enough attention, and so is looking to redress the balance.

The steady and sustainable improvement made by the school since the last inspection has been down to the good quality of its leadership. The headteacher and the deputy headteacher form an exceptionally good partnership, bringing together complementary skills to ensure that first-rate management systems and a positive and caring ethos are in place. Although staff absences have caused a number of changes in subject leadership, those with responsibilities have a good understanding of the challenges facing the school and how to tackle the issues in their subjects, and are full of

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

enthusiasm for the task ahead. The school has made good progress in addressing the issues from the last inspection. Its self-evaluation and development planning are accurate, realistic, and clearly targeted on the school's most urgent priorities. There has been good improvement in the quality of teaching thanks to the determination of the school's leaders, and this has resulted in improved outcomes for pupils. The school has a good capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment in writing in Key Stage 1 and Key Stage 2 by:
 - improving pupils' vocabulary, grammar, and sentence structure
 - increasing pupils' range of experiences so they have more ideas for writing
 - increasing pupils' opportunities for writing across the curriculum.
- Raise attainment in science in Key Stage 1 and Key Stage 2 by:
 - increasing opportunities for pupils to carry out investigative work
 - improving pupils' skills in interpreting data.
- Review curriculum coverage in Key Stage 1 and Key Stage 2 to promote a better balance between all subjects taught.

Outcomes for individuals and groups of pupils**3**

The work seen in lessons and in pupils' books confirms that attainment is improving across the school this year, and that progress is good in almost all classes, particularly in Years 2, 3 and 4. Books show that often pupils from all backgrounds lack the vocabulary, grammar and sentence structure to reach the higher levels in their writing. Those pupils who have speech and language difficulties or specific behavioural difficulties are well supported in class and in their withdrawal groups, so that they make good progress. Pupils have positive attitudes and are ready and willing to learn. They cooperate well with one another. In a lower-ability set Year 6 literacy lesson, for example, pupils used digital cameras sensibly to role-play interviews in pairs as a basis for report writing. They enjoyed themselves very much in the process. Pupils are always keen to answer questions and volunteer their ideas. In a Year 2 mathematics lesson, for example, pupils were eager to come forward to pick a number to round to the nearest ten, and were supported by their classmates to get the right answer.

Pupils enjoy school, and this is reflected in their above average attendance, which has improved steadily from a low level over the last three years. Pupils are friendly and lively, and know how to behave well in lessons, though some have to be reminded occasionally. Pupils play an active part in their class, as monitors and helpers, and in the school, for example as school council representatives, playleaders and prefects. They have a good understanding of how to live a healthy lifestyle and how to keep themselves safe. They are adequately prepared for moving on to secondary school.

These are the grades for pupils' outcomes

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The overall quality of teaching has improved since the last inspection and is now good, although it is too soon to see the full impact of this in terms of pupils' outcomes.

Teachers share a common approach in class, setting high standards for behaviour and managing it consistently. Lesson objectives and success criteria are always shared with pupils, so that they know what is expected of them. The improvement in teachers' assessments means that they plan work well to meet the needs of all learners. High attainers in particular enjoy a good level of challenge, which was a key issue from the last inspection. Lessons have pace and energy, and teamwork between teachers and teaching assistants is good. Teachers make good use of resources, particularly visual aids such as the interactive whiteboard, and this is especially helpful to the high proportion of pupils learning English as an additional language. Occasionally, teachers spend too long introducing the lesson, and this reduces the pace of learning. Teachers mark pupils' books consistently well, setting clear guidelines for improvement, but sometimes they do not ensure that pupils put these into practice.

The school's curriculum is currently in a state of development. There has been a necessary focus on literacy and numeracy in recent years, but alongside this there have been some good links between subjects and some good creative development. Pupils spoke with great enthusiasm of their weekly 'enrichment afternoon', when they are able to do different sports and crafts. Parents too commented that the school gives their

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

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

children the chance to do things that they may not otherwise have had the chance to do, such as learning to ride a bicycle. The school prides itself on giving pupils new opportunities in this way. However, there has not been a systematic review of what is covered in all subjects, and this is reflected in pupils' work in science, where their books show that they have not had enough opportunities to develop their skills in investigations, nor to interpret data they have been given. There are insufficient opportunities for pupils to practise their writing skills in other subjects of the curriculum. Care for all pupils is good, and support for the most vulnerable pupils in the school is excellent. The school monitors pupils' circumstances carefully in order to tackle any barriers to learning they may have. As one parent put it, staff are prepared to, 'go the extra mile' to help pupils. Staff are able to call on the services of health and welfare professionals working through the Children's Centre and other specialist services to work with pupils and their families, which is very helpful for parents. The before-school and after-school facilities offered by the Children's Centre provide good-quality childcare for parents. The school has worked successfully to improve attendance and punctuality, and to set clear expectations for behaviour.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and deputy headteacher have focused intently on improving provision for pupils to boost their progress, at a time of constant change in the leadership team due to staff absence. The introduction of rigorous systems for assessing and tracking pupils' progress has enabled them to involve teaching staff fully in the process, and to hold them to account for how well their pupils perform. Thanks to systematic monitoring of teaching and learning, coupled with a full programme of professional development and coaching and a willingness to make tough decisions, senior leaders have achieved a consistently good quality of teaching across the school. The governors fulfil their role well. Although some are relatively new and inexperienced, they have a good understanding of their duties and of the school's strengths and weaknesses. They receive good direction and guidance from the Chair of Governors. Arrangements for safeguarding are very robust. Child protection procedures are particularly stringent, and training for staff is thorough and up to date.

The school works well to promote equal opportunities and tackle discrimination. It tracks the performance of different groups of pupils carefully and is working to reduce any

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

gaps in attainment and progress. The school has good links with parents, and makes good use of the Children's Centre to offer parents services they find useful, such as training in job-related skills or courses in leisure activities. Good partnerships promote pupils' learning and well-being, and here too the services offered by the Children's Centre are of great benefit. Community cohesion is good, particularly at school and local level, and some exciting new links are being forged with schools elsewhere in the country and abroad.

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	3

Early Years Foundation Stage

The Early Years Centre provides its children with an excellent start in life and learning. The under-threes, Nursery and Reception classes offer an outstanding range of activities across all the areas of learning, at a level that is expertly tailored to the needs of the different age groups. Staff in the under-two and the two-to-three rooms provide the very youngest children with a calm and caring environment, where they gain the confidence to explore their surroundings and start to discover things for themselves. There is a strong focus on promoting children's well-being and helping them to become independent, for example in feeding and toileting. Sleeping arrangements are well organised, and links with parents regarding their children's welfare are very close. Outdoor provision for all of the Early Years Centre rooms is outstanding, and parents comment on how much they appreciate it. Children of all ages love learning outdoors. Those in the Nursery and Reception classes are curious, outgoing and adventurous, and apply themselves thoroughly to their activities. The Nursery and Reception classes are very word-rich environments, and there is a real emphasis on encouraging children to

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

write for a purpose, often stimulated by role play. Themes and topics are chosen to encourage boys to get involved in writing. In Reception, for example, boys were enjoying being pirates on a pirate ship, and were able to make treasure maps for their voyage. The quality of adult support for children's learning is a particular strength, and some excellent examples were seen in the Nursery. Here the children were getting a good grounding in knowledge and understanding of the world, in preparation for learning science, through bubble-blowing activities. Careful preparation and questioning by the teacher helped children to make discoveries about their task. One commented, 'My bubble's bigger than yours because the blower's bigger', while another said, 'My bubble's floating because it's got air in from my mouth'.

Leadership and coordination of the Early Years Foundation Stage are excellent. Processes for feeding observations into planning as next steps for learning are straightforward and systematic, and children's assessment folders are simple and easy to use. Parents are full of praise for the Early Years Centre and its staff, who take every opportunity to liaise and consult with them. The registered provision complies fully with the conditions of registration.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Most parents and carers who responded to the questionnaire were happy with the school and what it offers their children. In particular, almost all felt that their children enjoyed school and that the school kept their children safe. A few felt that the school did not take enough account of their suggestions and concerns, or that the school did not help them to support their child's learning. Inspectors investigated these concerns but did not agree with them. The school communicates well with parents, and gives them good advice on how to support their children's learning at home through regular curriculum letters and evenings. Senior staff are always happy to talk to parents and are readily available at the beginning and the end of the day to listen to any concerns they may have.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eglinton Primary School and Early Years Centre 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 136 completed questionnaires by the end of the on-site inspection. In total, there are 556 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	59	55	40	1	1	0	0
The school keeps my child safe	83	61	52	38	1	1	0	0
The school informs me about my child's progress	65	48	62	46	7	5	0	0
My child is making enough progress at this school	65	48	58	43	9	7	1	1
The teaching is good at this school	70	51	57	38	9	7	1	1
The school helps me to support my child's learning	70	51	51	38	12	9	0	0
The school helps my child to have a healthy lifestyle	57	42	74	54	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)	45	33	68	50	9	7	1	1
The school meets my child's particular needs	55	40	63	46	11	8	0	0
The school deals effectively with unacceptable behaviour	55	40	68	50	9	7	1	1
The school takes account of my suggestions and concerns	46	34	65	48	17	13	2	1
The school is led and managed effectively	55	40	70	51	5	4	2	1
Overall, I am happy with my child's experience at this school	67	49	61	45	7	5	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.



1 July 2010

Dear Pupils

Inspection of Eglinton Primary School & Early Years Centre, London SE18 3PY

Thank you for making us so welcome when we visited your school recently, and for helping us with the inspection. We really enjoyed talking to you, looking at your work and sharing your lessons.

We found that your school is giving you a satisfactory education, and that there is a lot of good improvement going on. These are some of the things we found out about your school.

- You enjoy coming to school and there has been a big improvement in your attendance over the last few years.
- You are making good progress in your lessons, because you are well taught.
- The children in the Early Years Centre get off to an excellent start.
- You behave well in lessons and around the school, although some of you are a bit boisterous outside.
- You show a great deal of respect for the different backgrounds and beliefs of others.
- You feel safe and secure at school, thanks to the efforts of your teachers.
- You get very good extra help and support if you need it.
- The senior leaders are doing a good job, and know how to make the school even better.

To help the school improve further, this is what we have asked the staff to do.

- Make sure that your standards in writing and science continue to rise, so that you do at least as well as most other children in the country.
- Make sure that you are doing lots of exciting and interesting work in all the subjects that you are taught.

Yours sincerely

Jane Chesterfield

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.