

Inspection of a good school: Edmund Waller Primary School

Waller Road, New Cross, London SE14 5LY

Inspection dates:

14 and 15 June 2023

Outcome

Edmund Waller Primary School continues to be a good school.

What is it like to attend this school?

Pupils enjoy coming to school. They are often excited about the learning that their teachers prepare for them. They play and work well with their classmates. Pupils are happy and feel safe in school. When they have any concerns or worries, they are confident in saying that an adult will be there for them.

Leaders and staff expect pupils to be respectful to everyone – adults and children alike. It is a common sight to see pupils holding the door for other pupils, for example. On rare occasions when bullying occurs, staff deal with it promptly and effectively.

Staff want pupils to be always ready to learn during lesson times. Pupils work hard to complete tasks that are assigned to them. Leaders give them plenty of opportunities within the curriculum to pursue their 'creativity, humanity, and ambition'. Pupils are learning the curriculum well.

Pupils are proud of their sporting achievements. This year, all three of the school's football teams made it to the local authority-wide league finals. Pupils who are keen artists and musicians are supported well. Pupils frequently perform in music halls and large venues. The school's orchestra holds annual concerts and individual pupils perform in piano recitals throughout the year.

What does the school do well and what does it need to do better?

Leaders have worked hard to put an ambitious curriculum in place. They have considered the sequence of learning very carefully. In doing so, they have ensured that pupils consistently build on their prior learning. In geography, for example, children in the early years are exposed to maps as they locate countries they visited on holidays with their families. In Year 2, pupils are confident when talking about continents and oceans. They know the countries of the United Kingdom and their capital cities off by heart. Year 6 pupils have significant knowledge about the world's climate zones and biomes. Pupils, including those with special educational needs and/or disabilities (SEND), are learning the

curriculum well. Pupils with SEND are supported effectively with adaptations including, for example, through the use of additional resources, and pre-teaching of key words in a subject.

In most subjects, teachers introduce subject content clearly. They use examples, models, and images to support learning. They know just the right amount of information pupils can process and retain. In mathematics, for example, teachers break down ideas into small steps. They support pupils' understanding further with well-chosen resources, such as concrete objects and pictorial representations. As a result, pupils learn new concepts securely. In a few subjects, however, the delivery of the curriculum does not focus enough on ensuring that pupils know and understand subject-specific vocabulary.

Pupils participate actively in discussions. They collaborate well with each other. Pupils behave well, in and out of lessons. Disruptions to learning are rare.

It is clear from leaders' plans and actions that they prioritise the teaching of early reading. They have put in place a suitable phonics programme and trained all staff in delivering it. Pupils learn phonics daily. Teachers give pupils plenty of opportunities to practise the letter sounds they already know.

Staff use assessment well. For example, they identify pupils who are falling behind in their phonic knowledge at the earliest opportunity. These pupils receive either short keep-up sessions, or a more structured catch-up programme. Through these approaches, they catch up quickly. Pupils show a genuine interest in books and a love of reading. They hear adults read to them daily.

Leaders complement the curriculum with a wide range of educational outings which pupils enjoy. Pupils like being able to visit many places of interest to enrich their experience of the curriculum. They visit museums, galleries, wildlife centres and places of worship, for example. Older pupils talk excitedly about their residential trips. There is a wide range of after-school clubs on offer. Take up of these is high.

Pupils also experience democracy first-hand as they elect their school council representatives and their climate champions. Leaders listen to the views of these young leaders. For example, leaders have recently kitted out play supervisors with high-visibility jackets. This action was in direct response to the school council's request to help pupils to spot adults more quickly during play times.

Staff are proud to be a part of this school. They appreciate the way leaders have streamlined systems and processes to make their workload more manageable. They said that leaders are approachable and are always willing to provide support when asked.

Safeguarding

The arrangements for safeguarding are effective.

Staff are vigilant. Leaders ensure that they are clear about their safeguarding responsibilities. In addition to the training that they receive on starting, staff receive

regular updates. They can identify early warning signs that might indicate that a pupil is at risk of neglect, abuse or exploitation. They know how to log concerns, and they do so promptly and effectively. Staff work well with other professionals to ensure that pupils who are at risk receive immediate and appropriate support.

Pupils know how to keep themselves safe at school, at home, or when online. They learn about internet safety, road safety, stranger danger, and privacy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the implementation of the curriculum does not give enough focus to ensuring that pupils know and understand subject-specific vocabulary. When this happens, pupils' understanding of key concepts in these subjects is not as clear as it should be. Leaders should support teachers in ensuring that pupils know and understand subject-specific vocabulary before moving the learning on.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100680
Local authority	Lewisham
Inspection number	10287179
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	425
Appropriate authority	The governing body
Chair of the governing body	Elisabeth Stone
Headteacher	Anne Rennie
Website	www.edmundwaller.lewisham.sch.uk/
Date of previous inspection	17 April 2018, under section 8 of the Education Act 2005

Information about this school

- The school leaders use one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with members of the governing body, including the chair of governors.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work. Other subjects were considered as part of this inspection.
- In inspecting safeguarding, the inspector carried out a scrutiny of the school's single central record of pre-employment checks, as well as other records. He also considered

the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:
<http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023