

Edmund Waller Primary School

Waller Road, Lewisham, London, SE14 5LY

Inspection dates

27–28 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from their individual starting points so that by the end of Year 6 achievement is good, particularly in reading and writing.
- The quality of teaching is good so that pupils across all year groups are now making good or better progress.
- Disabled pupils and those with special educational needs make progress which is as good as other pupils' because of the additional support they receive.
- Behaviour is good across the school and pupils say they feel safe. Pupils say they enjoy their lessons and want to be successful in their learning.
- Children in the Nursery and Reception enjoy a range of activities which capture their interests and help them to develop their basic literacy skills.
- There are strong links with parents and carers who value being involved in the learning experiences of their children.
- The executive headteacher and with the head of school have been very effective in improving the quality of teaching so that there are rapid gains in pupils' progress.
- Governors have ensured that the restructuring of the school leadership and management has led to improvements in pupils' achievement. They have a clear focus on further developing the school's performance.

It is not yet an outstanding school because:

- The most-able pupils are not always moved on quickly enough in lessons to more challenging tasks so they can make the best possible progress.
- Pupils do not have sufficient opportunities to apply their mathematical skills to solving problems.
- Teachers' written guidance in their marking does not consistently help pupils understand how to move to the next level in their learning, especially in mathematics.

Information about this inspection

- Inspectors observed 24 lessons, four of which were observed jointly with the head of school. Inspectors listened to pupils read, visited an assembly and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked about their work. Meetings were also held with staff including subject leaders, the executive headteacher and head of school, governors and representatives of the local authority.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, attendance and checks on pupils' attainment and progress were reviewed.
- Inspectors took account of 64 responses from parents and carers to the online questionnaire (Parent View), and 10 questionnaires from staff.

Inspection team

Howard Jones, Lead inspector	Additional Inspector
David Howley	Additional Inspector
Diana Travis	Additional Inspector

Full report

Information about this school

- Edmund Waller Primary School is larger than the average-sized primary school.
- In the Early Years Foundation Stage there is a Nursery class and two Reception classes.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language are both high when compared to the national average.
- The proportion of pupils receiving support from the pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is above average. In this school, it relates to pupils who are known to qualify for free school meals.
- When compared to national figures, the proportions of disabled pupils and those who have special educational needs at school action, and those at school action plus or who have a statement of special educational needs, are above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The governing body has recently been reconstituted and the executive headteacher and head of school were appointed in April 2013.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to further raise pupils' achievement by:
 - introducing greater challenge sooner for the most able pupils so they can make the best possible progress
 - ensuring teachers' written guidance in their marking enables pupils to understand how to move to the next level in their learning, especially in mathematics
 - providing more opportunities for pupils to apply their mathematical skills to solve problems.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement is good. The very large majority of pupils make good progress in reading and writing as shown in the results of national tests.
- Pupils use their writing skills in a wide range of opportunities, so that this improvement point from the previous inspection has been attended to. For example, pupils have used their skills well to write successfully about Shakespeare's *Julius Caesar* and *Macbeth*.
- Pupils enjoy reading across a range of texts. Younger pupils are competent in their use of phonics (letters and the sounds they make) and are expressive when recounting a story. Attainment at the end of Year 2 in reading and writing is good. Older pupils are able to explore how language is used to develop characters in the work of authors such as Louis Sachar.
- Children in the Early Years Foundation Stage make a good start to school. Most children enter the Nursery or join the Reception class with the levels of skills expected for their age, and because of the range of activities provided within the setting, children enter Year 1 well prepared for the next stage in their education.
- Disabled pupils and those who have special educational needs are successful in their learning. They are making good progress and gaps in their skills are closing rapidly because of the effective support they receive during lessons.
- Pupils who speak English as an additional language do as well as similar groups nationally. Pupils who are from different minority ethnic groups are successful, like their peers, especially in English, by the end of Key Stage 2.
- The gap in attainment for pupils eligible for free school meals is closing rapidly. In the 2013 national tests, their attainment was behind their peers by approximately 12 months in mathematics, reading and writing. However, school evidence shows these pupils are now making good progress within each year group.
- The most-able pupils achieve well by the end of Key Stage 2, and are especially competent in their use of English grammar. However, they are not always moved on quickly enough in lessons to more challenging tasks so they can make the best possible progress.
- Achievement in mathematics is not consistently strong. Most pupils achieve the levels expected for their age by the end of Year 6 but pupils do not have sufficient opportunities to apply their mathematical skills to solving problems and the school has rightly identified this as an area for improvement.

The quality of teaching is good

- There is a positive climate for learning within classrooms. Displays of pupils' work, for example on science in Year 6, celebrate how they have applied their understanding in research, and 'working walls' are used by pupils to annotate their work and learn more effectively in writing narratives. Pupils say they enjoy their lessons.
- Pupils' use of subject vocabulary and skills are extended effectively through a range of activities. For example, in one Year 6 mathematics session pupils remained engaged throughout the lesson as they worked together in a series of tasks which extended their understanding of geometry.
- Teachers use questioning effectively to develop pupils' understanding. For example in one Year 5 mathematics session, the teacher discussed with pupils the process and application of skills in their work on percentages and used pupils' responses to questions to further deepen their learning.
- In the Nursery, children happily share in activities which extend their use of language. For example, children followed a trail of tasks, which supported their learning about a sequence of a story. Adults have consistently high expectations so that children grow in confidence.
- Within Reception, adults listen to children and provide effective tasks to develop their basic literacy skills. For example, in one successful session, children's use of the sounds letters make

led to their use of key words in their writing.

- Additional adults provide appropriate support for disabled pupils and those with special educational needs. For instance in one Year 2 literacy lesson, support was well crafted and pupils' learning was reinforced so they confidently used new words beginning with the same first letter.
- The marking of pupils' work is not consistently effective across the school. There are examples of excellent practice, as seen in one Year 4 English lesson in which it was made clear how pupils could develop their writing. However, written guidance does not always help pupils understand how to improve and move to the next level in their learning, especially in mathematics.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils work and engage with each other well within lessons and in the lunch halls or outside open spaces. Pupils are consistently polite and are eager to be successful in their work. They talk confidently about their learning and work well together to achieve the tasks their teachers set them. Behaviour is not outstanding because these positive attitudes have yet to have a stronger impact on pupils' progress, especially in mathematics.
- Children within the Early Years Foundation Stage work and play well together. There is a calm and purposeful setting within the Nursery and children in Reception are happy to talk about the work they have been doing and use the resources imaginatively to explore their ideas together.
- Pupils value the responsibilities they share, for example, in caring for the chickens kept in school. They appreciate the opportunities to grow and use the vegetables in the school garden and in planning a restaurant project. Some pupils act as book monitors and help in friendship groups and other pupils enjoy playing in the orchestra and performing at public events.
- The school's work to keep pupils safe is good. Pupils say they feel safe and that their teachers are very caring. Pupils have a good understanding of risk and this is supported by the school's work on helping pupils use the internet safely. Bullying of any type is not a problem for pupils. They say there is no discrimination and they get on well together and that racist incidents are very rare.
- Attendance is above average. The very large majority of parents and carers who responded to the online questionnaire (Parent View) confirm their child is both happy and feels safe at this school.

The leadership and management are good

- The executive headteacher, supported by the head of school, have together taken effective action to bring about marked improvements in the quality of teaching. This has ensured rapid improvements in pupils' progress within all year groups.
- The quality of teaching is closely checked. Teachers report that recent training has been beneficial in developing their classroom practice. School evidence shows that the monitoring of how well pupils are doing is now closely linked to teachers' pay and progression up the salary scale.
- Subject leaders take an active role in monitoring the quality of pupils' learning within their area of responsibility. They plan activities and resources which enhance the provision within year groups so that any gaps in pupils' knowledge and understanding are being addressed.
- Equality of opportunity is effectively addressed. The provision for disabled pupils and those with special educational needs is reviewed regularly so that any additional support enhances their learning experience as they move through the school. Parents and carers are now increasingly involved in supporting their child's learning.
- The local authority has supported the school in developing its partnership with the executive headteacher. The school can now demonstrate a strong capacity in providing positive outcomes in the achievement of pupils.
- Sport has a high priority within the school and leaders are rightly proud of the success of pupils,

especially in football. Table tennis and cricket are popular too. Leaders have an effective action plan in place to use the primary school sports funding which draws on professional coaches to develop the skills of staff to teach physical education.

- Subjects are planned so that pupils participate in a range of themed and practical activities to extend their knowledge and understanding. Pupils develop their skills in a coherent way as they move through the school. Leaders have rightly prioritised the development of mathematics so that it is as effective as other subjects. Children in Reception use modern technology to develop their work in art.
- A range of activities serves to enhance pupils' spiritual, moral, social and cultural experiences. Pupils reflect on the messages of stories, for example those based within Africa folklore. Art is especially valued and pupils explore the work of artists such as Henry Moore and David Hockney. Pupils compare the use of language across cultures and perform their own interpretations of Shakespeare plays at local events. The school orchestra is popular with pupils and parents and carers.
- **The governance of the school:**
 - Governors have effectively supported school development. They have ensured that the restructuring of school leadership has brought about improvements in the quality of teaching and pupils' progress. Governors have also taken strategic actions to bring about improvements in their management of the school's performance. They have undertaken training and have a range of skills so they have an accurate view of data on pupils' achievement. They are able to hold leaders to account and to check that teachers' performance, pay and career progression are closely linked to how well pupils are doing. Governors check that the additional funding the school receives to support pupils eligible for free school meals is being used so that it has an impact on improving their achievement. Governors have overseen the allocation of the primary school sports funding so that it is being used to develop the capacity of teachers to plan effective physical education opportunities for pupils. The school's budget is being securely managed. Governors ensure discrimination is not tolerated within the school. All statutory duties are met and safeguarding procedures are fully in place, including risk assessments, for example, for educational visits.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	100680
Local authority	Lewisham
Inspection number	440928

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	460
Appropriate authority	The governing body
Chair	Sile Stuttard
Executive headteacher	Colleen Boxall
Date of previous school inspection	22–23 September 2010
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