

# South Rise Primary School

## Inspection report

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<b>Unique Reference Number</b>	131183
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	360224
<b>Inspection dates</b>	16–17 March 2011
<b>Reporting inspector</b>	Melanie Knowles HMI

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	656
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Beverly Jones
<b>Headteacher</b>	Soheila Mathison
<b>Date of previous school inspection</b>	20–21 May 2008
<b>School address</b>	Brewery Road Plumstead London SE18 7PX
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty seven lessons were observed and 26 teachers were seen. An inspector also observed one individual reading support session and an early morning mathematics support group. Meetings were held with parents, carers, groups of pupils, representatives of the governing body and senior staff. The inspection team observed the school's work, and looked at relevant documentation including data on pupils' attainment, progress and attendance, evidence of the school's monitoring and lesson plans. Inspectors considered the 296 responses to the parental questionnaires issued during the inspection. They also analysed questionnaires completed by pupils in Key Stage 2 and members of staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How consistent the improvements in attainment and progress across year groups and subjects are and whether they will be sustained.
- How assessment data is being used to set targets for pupils so that they know how they can improve.
- The quality of teaching and how well this helps all pupils learn and make progress.
- How effectively leaders and managers at all levels, including governors, drive improvement.
- How effective the school has been in its actions to improve attendance.

## Information about the school

South Rise Primary School is a much larger than average sized school. There are three classes in each year group and two Nursery classes. The school serves a diverse community, with three quarters of pupils coming from minority ethnic backgrounds. The largest group is from Black African heritage. The proportion of pupils with special educational needs and/or disabilities is much larger than average, but the number of children with a statement of special educational needs is average. The proportion of pupils known to be eligible for free school meals is also much higher than average. The school has a high proportion of pupils who join and leave the school at different times during the school year which means the school's pupil population is not as stable as is usually seen nationally.

The school has recently been awarded the intermediate level of the International Schools Award and, in 2009, was the winner of the National ICT Facility Award.

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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**

**3**

## Main findings

South Rise Primary School provides a satisfactory standard of education, but it is clearly an improving school where the quality of teaching is getting better and standards are beginning to rise. The school has a special strength in its promotion of community cohesion both within the school and beyond. Racial harmony is outstanding and pupils are well looked after by a caring staff. Parents and carers are extremely supportive of the school and its work and feel their children love coming to school. All this helps to ensure that there is a very positive atmosphere around the school.

Pupils enjoy learning, behave well and are proud of their school. They take full advantage of all the activities and clubs on offer to them including the 'Rise and Shine' mathematics club before school and the Saturday school. They make an outstanding contribution to the school as school councillors, house captains, class monitors and members of the 'Eco- team'. They raise money for local and national charities and get involved in issues that affect the local community such as a road safety campaign. The school's new curriculum, which is based on the 'Primary Years Programme' of the International Baccalaureate, also gives pupils a strong voice in decisions relating to their learning. It is an inquiry-based curriculum where pupils decide what they want to learn within each topic and how best they will learn it.

Although attainment remains low, the school is successfully tackling a legacy of underachievement and pupils are beginning to attain standards that are closer to national averages. Pupil progress is improving strongly throughout the school, especially in Key Stage 1, Year 3 and Year 6. Children in the Nursery and Reception Years are making satisfactory progress. There is an increased proportion of good teaching throughout the school, but school leaders are aware that this is not yet consistent across all year groups and in all subjects. Use of pupil targets is not yet embedded and there is more work to be done to ensure that the information provided by pupil tracking systems is used to tailor teachers' planning so that it meets the needs of all pupils.

The headteacher and deputy headteacher are strong driving forces for improvement in the school. They have recognised the need to delegate some key responsibilities and have strengthened the leadership team by appointing four 'phase leaders' and developing the role of curriculum leaders. All of the new team are currently undertaking training so that they are all able to contribute fully to the drive for further improvement. The school has made a concerted effort to tackle persistent

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absence and has been successful in improving overall levels of attendance for most groups of pupils so that they are broadly average. Nevertheless, there is still more to be done and the school rightly has plans to continue addressing this issue.

The school plan reflects the priorities for improvement. However, it is not clear who is responsible for monitoring and evaluating the progress of the plan or how this will be done. Current systems for tracking pupil progress and monitoring teaching are not sufficiently robust. Senior leaders have plans to introduce a new tracking system and are trialling a new way of recording lesson observations. Self-evaluation is mainly accurate and this, together with the achievements since the last inspection, indicates that the school has satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What does the school need to do to improve further?

- Strengthen leadership and management by developing the skills of phase and curriculum leaders in driving improvement and monitoring the work of the school.
- Improve the quality of teaching by ensuring that:
  - the monitoring of teaching and learning carried out by all members of the senior leadership team provides high quality feedback to teachers and enables them to understand how they can improve
  - agreed actions for improvement are followed up at subsequent observations.
- Raise attainment in English and mathematics by ensuring that:
  - all teachers, including those working with the youngest children, have consistently high expectations of what pupils can achieve
  - assessment data is used to plan activities that are more closely matched to pupils' needs
  - targets are referred to in lessons so that pupils are clear about what their next steps in learning are.
- Continue to improve levels of attendance by building on existing strategies to engage with those families whose children do not attend regularly.

### Outcomes for individuals and groups of pupils

**3**

When children start at the school in the Nursery, their skills and knowledge are well below those typical for their age. They make satisfactory progress during the Early Years Foundation Stage, but have still not reached expected levels by the time they enter Year 1. Until recently, standards at the end of Key Stage 2 were also well below average. Current assessment data and pupils' work in lessons and in books show that because most pupils across the school are now making better progress in English and mathematics, standards across the school are beginning to rise.

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Many pupils join the school after the Reception Year and many arrive from abroad with very limited English language skills. The school has very good processes to tailor support to individual pupils so that they can be integrated quickly and happily. School leaders assess the performance of different groups of pupils, including those from minority ethnic groups, every six weeks, and, if there is underachievement, they take decisive action. Pupils with special educational needs and/or disabilities achieve as well as most other pupils because they receive carefully planned support from teachers and teaching assistants.

Pupils say they are happy and enjoy school and this is clear from their good behaviour in lessons and around the school. They are welcoming and positive and behave considerately towards each other. Pupils’ spiritual and moral and social development is good. These aspects of development are well supported by the rich curriculum, school assemblies and a well-planned programme of cultural activities that celebrate the different heritages of the pupils. The vast majority of pupils say they feel safe in school. They also have a good understanding of how to live healthy lives; they engage in plenty of exercise at playtimes and take advantage of the many after-school sports clubs such as football and netball. They also have opportunities during the ‘Friday enrichment’ sessions to learn Tae Kwon Do, tennis and cheerleading.

Pupils are developing some of the wider skills and personal qualities needed to equip them for the world of work. For example, if pupils wish to be considered for a post of responsibility in their class or around the school, they are encouraged to write a letter of application. To develop pupils’ aspirations for the future, the school holds ‘graduation’ ceremonies for Year 6 pupils at the University of Greenwich as they leave the school. Punctuality is generally good. Pupils show that they can work purposefully on their own or in collaboration with others and they cooperate well on planning tasks and sharing resources. This, together with improving basic skills in English and mathematics, means that they are soundly prepared for the next phase of their lives.

*These are the grades for pupils’ outcomes*

<b>Pupils’ achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils’ attainment <sup>1</sup>	4
The quality of pupils’ learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils’ behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>

<sup>1</sup> 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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<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

The new curriculum is making a strong contribution to pupils' learning. Pupils are motivated and enthused by their learning and their written work is improving as a result. The school also makes good use of specialist teachers for art, music and physical education and has very good provision for information and communication technology.

The quality of teaching is improving and there is good practice evident through the school. Teachers all make good use of whiteboard technology to enhance learning and have secure subject knowledge. However, assessment information is not yet used well or consistently enough in lessons to plan activities that meet pupils' different needs. The support of teaching assistants is well focused when they are supporting individual learners or small groups, but less so in whole-class sessions when the teacher is directing the learning. All pupils have clear achievable targets for learning and, in the most effective lessons seen during the inspection, these feature prominently in lessons. For example, in a Year 2 class, pupils' targets were displayed on the classroom wall and referred to throughout the lesson. Pupils were clear about how they would meet the target and be successful in their learning. Teachers' marking of written work is generally thorough, and, at its best, informs pupils if they have met the learning intention of the lesson and gives good guidance on what they need to improve.

The school is able to demonstrate through case studies how it has intervened to support families in vulnerable circumstances to improve their well-being and attainment. Links with outside agencies enhance the good work the school does to ensure that all pupils are well cared for, guided and supported. Many parents and carers commented about the high quality welfare, care and nurture provided by the school.

*These are the grades for the quality of provision*

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

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## How effective are leadership and management?

Senior leaders, including those new to their role, show a strong commitment to school improvement. Their drive to raise achievement is supported by the whole staff, and morale within the school is good. Improving the quality of teaching and learning is a priority for the school and lessons are observed regularly. Currently, senior leaders give oral and written feedback to teachers following lesson monitoring, but teachers are not given clear targets for improvement that can be followed up at the next observation.

Governance is satisfactory. Governors are very supportive of the school and keen to develop their role in monitoring and evaluating the work of the school. Safeguarding is taken very seriously and the school has robust systems and procedures for child protection. Community cohesion lies at the heart of the school and has been enhanced by the introduction of the International Baccalaureate-based curriculum. The school has gained the intermediate level of the International Schools Award and has links with schools and teachers in Egypt, Germany, Japan and Ghana. In Britain, the school has links with a small rural school in Norfolk and pupils exchange letters and emails. The school effectively promotes equality of opportunity and ensures that all pupils and their families are fully included in all that the school has to offer.

Locally, the Saturday school is open to pupils from across the local area and the premises are used for family fitness classes and a toddler group. The school has an excellent awareness of its religious, ethnic and socio-economic groups and ensures that all cultures are celebrated. For new families arriving from abroad, there is a comprehensive induction process and the school runs classes to teach parents and carers to speak English and provides 'buddies' who speak the same language as the family. Last year, the school hired a fleet of coaches and took over a thousand parents, carers and their children to Margate for the day.

The school works well with external agencies to secure very effective support for those pupils that need it and works in partnership with other schools in the Woolwich and Riverside Cluster and a local secondary school. Relationships with parents and carers are good and the school keeps parents well informed about their children's achievements. Parents and carers are full of praise for the work of the school, the dedication of the staff and the work they are doing. One parent reflected the views of many when they wrote, 'The school has a very good impact on my child's values with a 'can-do' mentality.'

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3

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<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

On entry to the school, attainment is generally well below that typical for children of this age. By the time children transfer into Year 1, attainment is still below the levels expected for the end of the Early Years Foundation Stage, especially in reading, writing and calculating. Last year, achievement in language and literacy skills fell sharply and the school has adjusted provision to address this. Children generally do well in their personal development. Welfare arrangements for children are fully in place.

Teaching overall is satisfactory. Teachers plan carefully for lessons and provide a satisfactory level of challenge, although they sometimes miss opportunities to extend learning when children are working independently. Teachers provide lively activities for children and there is an appropriate balance between teacher-led activities and those that children choose for themselves in ‘free flow’ play. Outdoor provision is adequately used to deliver the curriculum.

Effective induction procedures support a smooth start for children into the Early Years Foundation Stage and transition from the Nursery to the Reception class is managed well. Parents and carers are kept well informed about their children’s progress and development. Leadership and management are satisfactory. Weaknesses in the quality of self-evaluation have been addressed and phase leaders have identified what they need to do to improve assessment procedures.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

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## **Views of parents and carers**

Parents and carers who met with the team during the inspection were extremely positive about the work of the school and the care their children receive. The proportion of parents and carers who responded to the Ofsted questionnaire was above the national average and their views coincided with those who attended the meeting. All parents and carers believe that their children enjoy school and almost all are happy with their children's experience at school and feel that the school is well led and managed. The vast majority believe that the school keeps their child safe and that teaching is good. Most parents and carers feel that the school deals effectively with unacceptable behaviour. Particularly positive comments from parents and carers include how helpful and approachable the staff are and how happy their children are at school.

## Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at South Rise 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 296 completed questionnaires by the end of the on-site inspection. Please note that 14 of these were received on day 2 and have not been counted in the DEA figures below. In total, there are 650 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	158	56	123	44	0	0	0	0
The school keeps my child safe	154	55	120	43	5	2	1	0
The school informs me about my child’s progress	133	47	132	47	14	5	0	0
My child is making enough progress at this school	111	39	161	57	8	3	1	0
The teaching is good at this school	138	49	137	49	4	1	0	0
The school helps me to support my child’s learning	119	42	155	55	6	2	0	0
The school helps my child to have a healthy lifestyle	120	43	149	53	10	4	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)	97	34	160	57	7	2	0	0
The school meets my child’s particular needs	93	33	159	56	20	7	1	0
The school deals effectively with unacceptable behaviour	134	48	121	43	17	6	2	1
The school takes account of my suggestions and concerns	87	31	164	58	18	6	1	0
The school is led and managed effectively	126	45	146	52	3	1	0	0
Overall, I am happy with my child’s experience at this school	158	56	117	42	3	1	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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



18 March 2011

Dear Pupils

### **Inspection of South Rise Primary School, London SE18 7PX**

Thank you for making us feel welcome when we visited your school recently. While at your school, we visited lessons, talked to some of you, looked at the work in your books and talked to teachers and school leaders about the work of the school. From the questionnaires some of you filled in, we found out that you really enjoy school and feel you learn a lot in lessons. We enjoyed hearing about your trip to Margate and all the exciting clubs you can attend. All this has helped us to understand how well your school is doing and what would help it to improve.

These are the main things we found to be best about your school.

- The way you behave is good and you get on very well with each other.
- You make an excellent contribution to the school and the local community by taking on jobs in your classes and around the school and getting involved in fundraising activities.
- The staff at the school care for you well, and this helps you to feel safe.
- The new curriculum provides you with many exciting experiences.
- The way the school works with your parents, carers and other people makes a good contribution to your learning and well-being.

We have asked your school to do three very important things to help it to become even better:

- Ensure that more of you reach higher standards in English and mathematics.
- Leaders and managers in the school need to get even better at helping the school improve.
- The school needs to carry on its work with your parents and carers to ensure that even more of you come to school every day.

It was a pleasure to visit your school. You can continue to help by working hard and making sure that you attend school every day. We wish you every success and happiness for the future.

Yours sincerely

Melanie Knowles  
Her Majesty's Inspector

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