



Dalmain Primary School

Inspection report

Unique Reference Number 100677
 LEA Lewisham LEA

Inspection number 276367
 Inspection dates 20 - 21 June 2006
 Reporting inspector Mr Derek Watts AI

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

Type of School	primary	School address	Grove Close Brockley Rise
School category	community		London SE23 1AS
Age range of pupils	3-11		
Gender of pupils	Mixed	Telephone number	020 8699 2675
Number on roll	319	Fax number	020 8291 4546
Appropriate authority	The governing body	Chair of governors	Mrs Mary Lindsay
Date of previous inspection	08 November 1999	Headteacher	Mrs Elizabeth Booth

Age group	Published	Reference no
3-11	30 June 2006	276367

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Dalmain is a larger than average primary school. Pupils come from a variety of ethnic backgrounds with White British, Caribbean and Black African being the largest groups. Over a third of the pupils have English as an additional language. About half of the pupils have learning difficulties or disabilities and this is well above average. The percentage of pupils eligible for free school meals is also well above average. The proportion of pupils who join and leave the school other than at the normal stating time is high. Children's attainment on entry to the Nursery is well below average.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

This is an outstanding school where pupils' achievement is exceptional and their personal development is outstanding. Parents rightly hold the school in high regard and give it very good support. Outstanding leadership and management are key factors in the school's success. An excellent headteacher provides inspiration and vision. She is very well supported by a senior leadership team in raising achievement and in providing high quality education. Teamwork among the staff is strong and all are committed to doing the very best for all pupils.

Children enter the Nursery with low attainment particularly in language and social skills. Good provision in the Nursery and Reception enable them to make good progress. However, the range of outdoor play facilities is only satisfactory but there are plans to address this. Pupils continue to make good progress in Years 1 and 2. Progress is outstanding in Years 3 to 6 and standards are broadly average in English, mathematics and science by Year 6. Outstanding teaching with a strong focus on developing pupils' basic skills contributes to pupils' high achievement. A stimulating curriculum meets the needs of all pupils. There is a good range of clubs, and provision for music is a real strength. Pupils receive outstanding care, guidance and support in both their academic and personal development. Excellent assessment and tracking means that the school knows how well individuals are doing. Pupils clearly enjoy school and their behaviour is very good. Relationships within the school and racial harmony are outstanding. Attendance levels are improving and are average. Pupils are very well prepared for the next stage of their education.

Self evaluation is thorough, although the school has been modest in judging some aspects of its work. Nevertheless, it has a clear understanding of what it does well and takes highly effective action to bring about improvements. Very good improvements have been made since the last inspection. Great team work and a positive 'can do culture' mean there is an excellent capacity for further growth. Value for money is outstanding.

Grade: 1

What the school should do to improve further

- Although the school has no major issues, the inspectors agree with the school that improving the outside facilities for Foundation Stage children should take priority in improving the school's provision.

Achievement and standards

Pupils' progress over time is outstanding. Children enter the Nursery with low levels of knowledge and skills. Language and social skills are particularly limited. Children in Nursery and Reception make good progress in all areas of learning because of good teaching and effective support. However, because of their low starting point a significant number will not reach the expected learning goals by the end of Reception. Pupils continue to make good progress in Years 1 and 2. School assessments and national performance data show that pupils in Year 6 make exceptional progress, particularly in English and mathematics, from their starting point in Year 3. Outstanding teaching, excellent assessment systems and a stimulating curriculum contribute to this impressive progress. Standards in the current Year 6 are broadly average in English, mathematic and science. Assessment and tracking system indicate that pupils who receive most of their

schooling at Dalmain tend to reach higher standards than those who are there for shorter periods. Assessment data is used very well to set challenging targets in English and mathematics, which are usually met.

Grade: 1

Personal development and well-being

Pupils' personal development, including their spiritual, moral, social and cultural development is outstanding. This is a credit to the school because a significant number of pupils enter with low social skills. Dalmain is a harmonious community where each individual is highly valued and achievement is recognised. Cultural diversity within the school is celebrated through assemblies, displays, visits and visitors. As a result, pupils of all ages, ethnicity, gender and ability work and play happily together. Relationships and racial harmony are outstanding. Behaviour is very good because of clear expectations, and staff are outstanding role models. Pupils reported, 'Behaviour is brilliant and staff soon sort out any problems'. The school works hard to monitor and promote good attendance, which is closer to average and improving.

Pupils clearly enjoy school and have a zest for learning. They are friendly, polite and very proud of their school. Building pupils' confidence and self esteem is one of the school's many strengths. The 'can do' attitude of the staff is transmitted to the pupils. A pupil in Year 6 who was leaving fed back to the school, 'Thank you for giving me confidence in myself'. Appreciation of music and art is a strong feature of pupils' cultural development. Pupils understand the importance of a healthy lifestyle and staying safe. They choose healthy eating options and know the importance of taking exercise. Pupils are keen to take on responsibilities and are excellent ambassadors when participating in competitions or contributing to community events. The school council have made valuable contributions to improving facilities outdoors. Pupils effectively acquire and apply basic literacy, numeracy and information and communication technology (ICT) skills. This, together with the ability to work well with others, prepares them very well for the next stage of their education.

Grade: 1

Quality of provision

Teaching and learning

Overall, teaching and learning are outstanding. A group of pupils summed up their teachers, 'They are excellent and they make learning fun'. In the lessons observed, teaching was at least good with examples of outstanding practice particularly in Years 3 to 6. Pupils' work indicated that teaching is of a high quality. Teachers work very well together and this results in consistent approaches both within year groups and across the school.

Learning in the Nursery and Reception classes is good. Strong emphasis is placed on developing children's communication and social skills, as these are often low, and this helps children make a positive start to their education. Teaching is enthusiastic and interesting with short well-focused activities which capture children's interest.

Pupils throughout the school respond very well to teachers' high expectations of behaviour and learning. Tasks are well matched to pupils' ability so all are suitably challenged and make exceptional gains in knowledge and skills. The needs of pupils with learning difficulties and disabilities and those who are learning English as an additional language are identified accurately and they are supported very well. Teaching assistants are very well-trained and are effective in supporting learning in lessons. Assessment procedures are outstanding. Pupils' progress is monitored rigorously and appropriate action taken to remedy any under achievement. Marking is of a consistently good quality giving a clear indication of how pupils can improve.

Grade: 1

Curriculum and other activities

The school provides a stimulating curriculum which promotes enjoyment, high achievement and outstanding personal development. It is reviewed regularly and is tailored to meet pupils' needs very well. There is a clear focus on developing basic skills, with speaking and listening developed exceptionally well in all subjects. Pupils' ICT skills are taught systematically and they use these to support their learning in other subjects. Very good opportunities are provided for pupils to develop their creative and musical talents and to perform to others. There are meaningful links between subjects and pupils apply and develop writing skills in many areas. The range and quality of resources for outside play in the Nursery and Reception classes is just satisfactory but there are clear plans to address this. A high quality personal, social and health education programme is provided. Healthy lifestyles and personal safety are promoted very well. The school offers a good range of clubs. These are well attended and include sports activities, drama, French, music and art. A residential visit provides good opportunities for older pupils to build on their self-confidence and team work.

Grade: 2

Care, guidance and support

Outstanding care, guidance and support contribute significantly to pupils' exceptional academic and personal development. The welcoming and very positive atmosphere enables pupils to thrive. Parents praise the school and feel their children are safe and well cared for. A parent commented: 'The school has an excellent ethos and a supportive and communicative staff'. Staff have a genuine concern for every pupil and pupils know they can turn to adults for help. Induction arrangements are very effective and so children settle well into the Nursery and other new arrivals get off to a good start. Health and safety procedures are very effective so pupils are safe and secure. Child protection procedures are robust and widely understood. The work of the learning mentor is excellent. Pupils with attendance, behaviour or family difficulties make great progress under her careful supervision and guidance. Assessment of pupils' attainment is meticulous and highly effective. Pupils know how well they are doing and have clear targets to aim for.

Grade: 1

Leadership and management

Outstanding leadership and management underpin this school's success. An excellent headteacher displays charisma and energy in striving for excellent provision so that all pupils can achieve their potential. A parent remarked: 'The headteacher's leadership is quite simply inspirational. The school's ambition to help all children to achieve their best is clear for all to see'. The headteacher is very well supported by a strong leadership team. Teamwork among the staff is outstanding and all are focused on doing the very best for all pupils. A positive 'can do' culture pervades the school and there is no room for complacency.

The school is highly regarded by parents. It seeks their view and responds positively to their suggestions and concerns. Parents support the school very well. For example, a group recently built a large wooden amphitheatre. This is a wonderful playground facility to support drama.

High quality systems contribute to the school's outstanding organisation and effectiveness. Self evaluation is rigorous and thorough. The school has been modest in judging some key aspects of its work. Nevertheless, it knows what it does well and takes highly effective action to bring about improvements. Teaching and learning are high quality because of excellent monitoring and development. Evaluation findings are well linked to improvement planning and to teachers' performance targets. The school knows exactly how well each pupil is progressing because of outstanding assessment and tracking. Effective use has been made of local authority advisers in the school's development.

Governance is outstanding. Governors are committed and extremely well informed about the school's performance. They have been particularly effective in selecting high calibre staff. The school has made very good improvements since the last inspection. With strong teamwork and clear educational direction there is an outstanding capacity for further growth.

Grade: 1

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Inspection Judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	
How well does the school work in partnership with others to promote learners' well-being?	1	
The quality and standards in the Foundation Stage	2	
The effectiveness of the school's self-evaluation	1	
The capacity to make any necessary improvements	Yes	
Effective steps have been taken to promote improvement since the last inspection	Yes	

Achievement and standards

How well do learners achieve?	1	
The standards reached by learners	3	
How well learners make progress, taking account of any significant variation between groups of learners	1	
How well learners with learning difficulties and disabilities make progress	1	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	
The extent of learners' spiritual, moral, social and cultural development	1	
The behaviour of learners	2	
The attendance of learners	3	
How well learners enjoy their education	1	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners make a positive contribution to the community	1	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1	
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	
How well are the learners cared for, guided and supported?	1	

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education?	1	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	
How effectively and efficiently resources are deployed to achieve value for money	1	
The extent to which governors and other supervisory boards discharge their responsibilities	1	
The adequacy and suitability of staff to ensure that learners are protected	Yes	
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

Annex A

The extent to which schools enable learners to be healthy	Judgement
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Judgement
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution.	Judgement
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community.	Yes
The extent to which schools enable learners to achieve economic well-being	Judgement
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	NA
Education for all learners aged 14-19 provides an understanding of employment and the economy.	NA

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Dalmain Primary School
Grove Close
Brockley Rise
London
SE23 1AS

30 June 2006

Dear Pupils

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we found out. Dalmain is an outstanding school and one you can be very proud of.

These things were particularly pleasing:

- * You clearly enjoy school and the interesting activities offered.
- * Teaching is outstanding which is why you learn so much.
- * You are all making good progress. Pupils in Years 3 to 6 are making exceptional progress especially in English and mathematics.
- * Your behaviour is very good and you are friendly and polite.
- * You get on really well with other pupils and adults.
- * Your headteacher is an excellent leader. You described her as, 'the best' and we agree. She receives very good support from senior teachers and other staff.
- * There are very good opportunities for music and your choir and brass performances were fantastic.
- * You receive excellent care and support from all staff.
- * Your parents are really pleased with the school and give it very good support.
- * There is a good range of clubs and visits, which you clearly enjoy.

There is one thing that we think could be improved and your teachers are working on this:

- * The outdoor play equipment in Nursery and Reception could be better.

Finally, thank you once again for all your help. We wish you all the best for the future.

With kind regards

Derek Watts, Sarah McDermott and Sandra Morgan

The inspection team