

Inspection of a school judged good for overall effectiveness before September 2024: Adamsrill Primary School

Adamsrill Road, Sydenham, London SE26 4AQ

Inspection dates:

3 and 4 June 2025

Outcome

Adamsrill Primary School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

Pupils thrive in this inclusive and welcoming school. They love coming to school, excited by the learning that each day brings. They feel safe, knowing that they are well cared for. Pupils know that they can trust adults to help them if they have any concerns.

The school sets high expectations for how pupils should behave. These are understood and followed by everyone. Pupils are articulate, confident and kind. They treat one another with respect and show genuine care for those around them. In lessons and around the school, pupils' behaviour is calm and orderly. Staff apply the behaviour policy fairly and consistently. As a result, pupils behave very well and can focus on their learning.

The school's vision, 'to inspire excellence in all', is reflected in the way that pupils approach their learning with determination and pride. Pupils are encouraged to aim high. They respond by working hard in lessons. Pupils show positive attitudes towards their education. They take care over their work, listen carefully to their teachers and are keen to improve. As a result, pupils achieve well across a broad and ambitious curriculum. They do particularly well in writing, where standards at the end of Year 6 are higher than those found nationally.

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

The school has put in place a curriculum that is well thought out. It is arranged in a way that provides pupils with plenty of opportunities to revisit learning. This helps pupils to build on what they have learned before. As a result, pupils retain significant subject knowledge over time. For example, in science, pupils in Year 5 confidently recall prior learning about plant adaptations. This helps them to move on to more complex concepts, such as plant reproduction.

Staff take time to get to know each pupil well. They identify the needs of pupils, including pupils with special educational needs and/or disabilities (SEND), at the earliest opportunity. These pupils benefit from effective adaptations. The use of effective resources and well-trained additional adults supports pupils well in their learning. As a result, pupils with SEND learn the curriculum successfully.

Effective training enables staff to deliver the curriculum well. Subject matter is presented clearly. Teachers use modelling to help pupils to learn new content. They ask questions that extend pupils' thinking. Sometimes, however, teaching does not identify and address pupils' misconceptions. When this happens, pupils' learning is not as deep as it could be.

As soon as pupils start in Reception Year, they begin to learn how to read. Children in the Nursery Year are supported to distinguish sounds in their environment to prepare them for this. Staff deliver the phonics curriculum well. They provide pupils with plenty of opportunities to practise and consolidate their letter sounds. Pupils read books that contain the sounds they already know. This helps them to develop fluency and confidence. Those who are falling behind in their phonics receive effective support to catch up quickly. As a result, most pupils in this school are reading fluently by the end of Year 2.

Pupils attend school regularly. The school works very well with parents and carers to improve attendance. It provides appropriate support to families, including through working together with external agencies. As a result, most pupils attend regularly and on time. In cases where attendance falls below expected levels, the school does what it reasonably can to get pupils back to school. Leaders work well with external agencies to support pupils and their families.

Pupils are prepared well for life in modern Britain through a wide range of activities. They celebrate diversity during multicultural days. Pupils also visit churches, mosques, temples and other places of worship. They experience democracy first hand as they take part in school council elections. Pupils also explore personal safety through workshops led by the fire brigade and transport awareness training. Financial literacy is taught through workshops with a local bank. These opportunities help pupils to become confident, respectful and active members of society.

Leaders and governors work closely together to drive improvement. They understand what is working well and what needs to improve. Consequently, they take the right steps to make improvements. Because of this, pupils are doing well and, typically, achieving strongly across the curriculum.

Staff are proud to be a part of this school. They appreciate that they receive high-quality training to help them to develop professionally. Staff also appreciate the consideration that leaders show with regards to workload and well-being. For example, the school has worked on streamlining systems and processes to help with managing workload.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, teaching does not address pupils' misconceptions well enough. When this happens, some misconceptions are not remedied and consequently persist. The school should ensure that assessment is used effectively across the curriculum to check and deepen pupils' understanding and to inform future learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in July 2016.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	100671
Local authority	Lewisham
Inspection number	10379078
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	402
Appropriate authority	The governing body
Chair of governing body	Shirley Hamilton
Headteacher	Dr Increase Esoe
Website	www.adamsrill.lewisham.sch.uk
Date of previous inspection	8 and 9 January 2020, under section 8 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the headteacher and other members of the senior leadership team.
- The inspector also met with governors, including the chair of governors.
- The inspector also met with a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector also considered the views of parents through their responses to Ofsted's surveys.

Inspection team

Edison David, lead inspector

Ofsted Inspector

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