

Inspection of Paxton Primary School

Woodland Road, London SE19 1PA

Inspection dates: 11 and 12 June 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Since the previous inspection, there have been several improvements at Paxton Primary. These have been driven by dedicated leaders and caring staff. Everyone wants the very best for pupils. The curriculum pupils now follow is broad and ambitious. Pupils are interested in their learning and are developing independence. This begins in early years, where children are happy, confident, and resilient learners.

The school is calm, and pupils are well behaved. This is because there are higher expectations for conduct and behaviour. Pupils are motivated by the new strategies leaders have put in place. They are keen to demonstrate the school's values of achievement, respect, and care. Those who struggle and become dysregulated are well-supported. Pupils feel safe and are kept safe at school. They know there are trusted adults they can speak to if they have any worries.

Pupils enjoy the range of visits and opportunities available to them. They readily contribute to the life of the school. For example, the members of the school council are consulted on different issues, including, most recently, school lunches. Pupils appreciate having their views and opinions listened to.

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

Since the previous inspection, leaders have reviewed the curriculum so that it now meets what is expected nationally. In most subjects, the important content that pupils should learn has been clearly identified and sequenced. In these subjects, pupils develop a secure body of knowledge as they move through the school. They recall previous learning and talk confidently about the things they are learning now. There is strong provision for pupils with special educational needs and/or disabilities (SEND). They are well supported to access the full curriculum, wherever this is possible.

Across the school, there is some variation in how well the intended curriculum is implemented. For example, assessment is not consistently used to check what pupils know and can remember. This means that some pupils move on to new learning when they have gaps in their prior knowledge. This limits these pupils' understanding of new ideas.

Pupils are taught to read from the beginning of their Reception year. Since the previous inspection, leaders have introduced a new phonics programme and have provided training for staff. Teachers identify pupils who are falling behind and give them help to catch up quickly. However, some of this support provided is not as effective as it should be. This is because there are occasions where sounds are not modelled precisely, and pupils move on before they have secured the sounds they need. Pupils at the early stages of reading practise using books that match the sounds they are learning. This helps them to gain confidence and become fluent readers. Across the school, pupils develop a love of reading. Pupils can choose from

a diverse range of texts in the school's well-stocked library. Pupils particularly enjoy Friday reading sessions, where parents and carers are invited into school to read with their children.

The early years curriculum is well developed. Children are well supported both inside and outside the classroom to secure new knowledge and apply it in different situations. For example, there are lots of opportunities for children to use their phonics knowledge when writing. Children's independence is encouraged by adults so that they are well prepared for Year 1. Typically, there are high-quality interactions between staff and children. Leaders have clear plans in place to further strengthen the consistency of support and provision for children's early language.

High expectations and consistent routines for behaviour begin in early years. Warm and positive relationships between staff and pupils are at the heart of the school's approach. Where individual pupils struggle to meet the school's high expectations, they are well supported by staff to manage their emotions and learn strategies for self-regulation. Pupils rarely miss a day of school. There are rigorous procedures in place to ensure that attendance remains a priority. The school works closely with families when attendance or punctuality falls short of what leaders would expect.

There are opportunities for pupils to take on leadership roles and learn the importance of social action. For example, the members of the school council have developed links with a local food bank. Pupils who apply for the role of play leaders or house captains are proud of how they exemplify the 'ARC' values and the Paxton ethos. The personal, social, health education curriculum helps pupils to understand important topics such as how to stay safe and look after their mental health. Pupils also learn about democracy and are supported to recognise and respect diversity.

Since the previous inspection, there has been turbulence in governance. Despite this, support from the local advisory board and the newly formed federation governing body has ensured that these challenges have not impacted on the quality of education the school provides. Even with limited capacity at board level, statutory responsibilities are met and there are clear lines of accountability.

Leaders engage with staff regarding their workload and well-being. Strategies have been put in to place as a response to staff views in this area. As a result, staff enjoy working at the school and feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, including aspects of early reading and early years, the implementation of the intended curriculum is not consistent. Assessment is

sometimes not used well to identify and address gaps in pupils' knowledge. This means that some pupils go on to learn more complex ideas before they are ready and struggle to understand new ideas. The school should ensure staff are fully trained to implement the curriculum as intended and use assessment effectively.

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 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	100577
Local authority	Lambeth
Inspection number	10327623
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	451
Appropriate authority	The governing body
Chair of governing body	Ese Ihemadu
Headteacher	Jeff Muhammad (Headteacher) Duncan Kamyia (Executive headteacher)
Website	www.paxtonprimary.co.uk
Dates of previous inspection	7 and 8 June 2022, under section 5 of the Education Act 2005

Information about this school

- The school is part of the Gipsy Hill Federation.
- The school does not currently make use of alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive headteacher, headteacher, senior leaders, teachers and pupils. The lead inspector met with members of the governing body and local advisory board, including the chair of governors. The lead inspector also held a meeting with the school's improvement adviser.

- Inspectors carried out deep dives in these subjects: early reading, history, science, and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of their work. The lead inspector listened to some pupils read to staff.
- Inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors 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.
- Inspectors took account of a range of other information, including the school's improvement plans, policies and minutes of governing body meetings.
- Inspectors took account of the views of pupils, parents and staff through discussions and their responses to Ofsted's surveys.

Inspection team

Sabrina Edwards, lead inspector	His Majesty's Inspector
Jenell Chetty	Ofsted Inspector
Olly Wimborne	Ofsted Inspector

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