

Invicta Primary School

Invicta Road, Blackheath, London, SE3 7HE

Inspection dates 24–25 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Teaching is increasingly outstanding and almost always at least good in all subjects and year groups. Teachers expect the best of every pupil. They plan lessons with care and set tasks which are not only at the right level but sufficiently demanding that pupils build on their skills and abilities.
- Pupils' achievement is outstanding. All pupils, including those who speak English as an additional language, those who are supported by extra funds, the disabled and those who have special educational needs, make rapid progress.
- Standards are well above average in all subjects and have been consistently high over the last three years. Standards in reading are particularly high.
- Pupils' behaviour is exemplary and this makes an exceptional contribution to their learning and the school's safe environment. They respect each other's differences, work cooperatively and readily help each other to learn extremely well.
- The headteacher is an inspirational leader. She is dynamically supported by a gifted leadership team and highly committed governors and staff who show great determination to improve further all aspects of the school.

Information about this inspection

- Inspectors observed 21 lessons taught by 11 teachers. They undertook shorter visits to eight other lessons. Ten of the lessons were observed jointly with the headteacher and the deputy headteacher.
- Inspectors reviewed and discussed the work in pupils' books. They looked at teachers' lesson planning and reviewed how subjects and topics are taught. They scrutinised teachers' marking of pupils' work.
- Meetings were held with the headteacher, governors, the senior and middle leaders as well as a representative from the local authority. Inspectors held discussions with pupils about various aspects of the school and listened to pupils' reading in Years 2 and 6.
- Inspectors examined the school's self-evaluation report with the headteacher. The monitoring records relating to the quality of teaching and learning and pupils' achievement were surveyed. Safeguarding records and attendance figures were scrutinised. Inspectors looked at displays around the school and observed assemblies.
- Pupils' behaviour at break and lunch times was checked.
- Inspectors reviewed the 29 staff questionnaires returned and took account of responses from 63 parents to the online questionnaire (Parent View). They met parents at the start and end of school day and sought their views about the school.

Inspection team

Samuel Ofori-Kyereh Lead inspector	Additional Inspector
Kanwajjit Singh	Additional Inspector
Peter Thrussell	Additional Inspector

Full report

Information about this school

- Invicta is a larger-than-average primary school. There is a children's centre on site that was not inspected on this visit.
- A large proportion of pupils come from minority ethnic backgrounds. The proportion of pupils who speak English as an additional language is average.
- The proportion of pupils who have special educational needs supported through school action is below average. The proportions of pupils who are supported at school action plus, are disabled or have a statement of special needs are above average.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for pupils known to be eligible for free school meals, looked after children and pupils with a parent in the armed forces), is above average.
- Since the previous inspection, a large number of teachers have left the school and new ones have joined.
- The school makes use of any alternative provision for a pupil off site.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress

What does the school need to do to improve further?

- Develop teachers' questioning skilfully in order to support pupils to think deeply about their learning and so speed up their progress even more.

Inspection judgements

The achievement of pupils

is outstanding

- Standards in national tests at the end of Years 2 and 6 have been well above average for the past three years and reached a record high in all subjects in 2012. This is because each pupil has challenging targets in all subjects that they must reach.
- A large majority of children join Nursery or Reception at different times of the school year with skills and knowledge which are below those expected for their age. Teachers provide excellent support and care for all children so that by the time they reach Year 1 they have made rapid progress to reach exceptional levels of attainment. This is evidenced by the excellent results in last year's national screening check for reading in Year 1.
- Throughout Key Stage 2, almost all pupils reach high levels of attainment, about a year ahead of their age in reading, writing and mathematics. This is because teachers assess pupils' work frequently to see how well they have understood various concepts, and adapt their explanations or tasks so that pupils can do their best in lessons.
- Teachers and other adults are exceptionally efficient in planning and supporting pupils to develop high-level reading, writing and mathematical skills through other subjects such as science, geography and religious education. Pupils in Years 1 and 2 read every morning in small groups based on their abilities. They have plenty of opportunities to develop writing as well as problem-solving and calculation skills in lessons and in small intervention groups.
- The school uses pupil premium funding extremely well. For example, where necessary, each eligible pupil receives one-to-one support to achieve specific targets. As a result, pupils known to be eligible for free school meals make accelerated progress and reach standards that are in line or above their peers, especially in reading and mathematics. Average point scores show that these pupils do better than all pupils nationally and that there are no gaps in their learning.
- Disabled pupils and those who have special educational needs make outstanding progress, particularly in reading and writing, in relation to their starting points and abilities. This is because the school rigorously tracks their progress and helps to identify any signs of underachievement early. Carefully planned activities which are taught in small groups by caring adults help this group of pupils to achieve exceptionally well.
- As a result of focused planning, pupils from minority ethnic backgrounds and those who speak English as an additional language settle into school quickly and make outstanding progress in all subjects. The pupils are well supported in practising speaking English in classes and in small groups and this helps them to develop their understanding of various concepts in the different subjects and they succeed quickly.
- Pupils work extremely hard in lessons and they enjoy challenges which engage their interest and enthusiasm in a stimulating learning atmosphere. Pupils are focused in lessons and are given considerable freedom to discuss tasks and ideas productively. They think completing demanding tasks is enjoyable and this is why they achieve exceptionally well in all subjects.

The quality of teaching

is outstanding

- Teaching in all subjects and across the school has improved from satisfactory to outstanding since the school's previous inspection. This is because of the relentless effort of the headteacher and all senior leaders to remove all teaching that is less than good. Teachers expect the best of all pupils and lessons are carefully planned to set work at exactly the right level. Teachers use information from the excellent systems that record, track and analyse the progress of each pupil to help them do this. They make sure that pupils make rapid and sustained progress in their learning.
- Teachers explain the tasks that each pupil has to complete clearly so that they know what to do. They encourage pupils to move gradually on to the next level of challenge as soon as they are ready to do so. Sometimes, however, teachers' questioning does not make pupils think deeply

enough about what they are learning to speed up their progress even more.

- Teachers link activities so that pupils can apply their skills and knowledge across subjects and this deepens their understanding extremely well. For example, in an outstanding Year 4 religious education lesson, pupils could write at length about the four 'Noble Truths' and they achieved extremely well. This lesson made a unique contribution to pupils' spiritual, moral and cultural development because they had time to reflect on other cultures and religion and why it is important for people to be fair to each other.
- Pupils frequently have the chance to assess their own work and see how well they have done. They get to make judgements about each other's work and provide insightful comments to help one another move on to the next stage in their learning.
- Teachers check pupils' work often and give feedback that enables pupils to improve their learning so that they achieve extremely well.
- Teachers plan interesting activities that meet the learning needs of pupils who are known to be eligible for the pupil premium, disabled pupils and those who have special educational needs. For example, teachers liaise very well with other adults to provide specific support to pupils with special educational needs, including gifted and talented pupils, so that they all do their best.
- Teachers' feedback about pupils' work is exemplary. Teachers provide written and verbal comments consistently and give pupils the opportunity to reflect on how well they have achieved and respond to comments. The specific advice given to pupils through marking contributes strongly to the excellent progress they make to reach high standards.
- Teachers draw on their expertise to extend pupils' learning beyond lessons. They set appropriate and innovative home-learning projects on an online platform. All parents have access to the online resources and this helps them to support their children's learning.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour in lessons and around the school is exemplary. They are very keen to learn and willingly want to work hard. They listen very well to each other and to teachers. They appreciate completing difficult tasks and this attitude helps teachers to get on with teaching very well without disruption in a stimulating learning environment.
- There is a calm, trusting and friendly atmosphere around the school. Pupils are always polite, they respond positively to adults and are considerate of the needs of other pupils. They are kind to each other and voluntarily offer to help those who may be facing difficulties with their learning. They appreciate the diversity within the school community. They work in teams in lessons and during playtimes without a fuss.
- The overwhelming majority of parents agree that pupils' behaviour is extremely good. The responses from parents show their confidence in the care that the school gives their children and pupils say that they are happy and feel safe. Parents expressed their appreciation that leaders listen to their views and encourage them to take part in the life of the school.
- Pupils say they feel valued and their views are respected. They are involved in making decisions about how to continue to develop the school further. The school council holds regular meetings with the headteacher. Pupils take a leading role in creating a happy and thriving school. Pupils who serve as peer mediators help to resolve disagreements and support new pupils to make friends.
- Pupils know the different types of bullying. They indicate that bullying very rarely happens and they are confident that if it were to occur, teachers and all other adults will deal with it swiftly. Pupils are motivated by the system which encourages them to stay off 'red card' for poor behaviour and stay on 'green card' which merits a headteacher's award.
- The school has well-planned programmes to educate pupils about safety through online activities as part of technology lessons. Pupils' physical, social and emotional well-being is strongly promoted through personal, social and health education, creative arts and physical education

lessons. The wide range of after-school clubs such as singing, sports and playing of various musical instruments creates opportunities for pupils to gain memorable experiences.

- Pupils' attendance has improved from below average and it is now above average. Pupils are punctual to lessons. There are very few exclusions.

The leadership and management are outstanding

- The headteacher is extremely committed to providing a first class education for all pupils and she has been inspirational in leading the school from strength to strength. She sets out a clear vision for educational excellence which is shared by senior leaders, governors and staff. All staff indicated through the staff questionnaire that they were proud to be members of the school because their contributions are highly valued.
- The school knows itself very well. It has excellent systems for checking how well it is doing. Records of what needs to be improved are constantly updated as improvements are swiftly made.
- The school's plans for improvement focus on the quality of teaching and raising pupils' achievement. They set out clearly who is going to do what by when and how they will know it has been successful.
- All teachers and teaching assistants have leadership responsibilities and they are well supported by senior leaders, who give clear guidance about improving the quality of teaching and raising pupils' achievement. All teaching staff and teaching assistants are set very specific leadership targets which contribute strongly to driving standards forward.
- Training of staff is well-tailored to their personal and professional needs. As a result, all staff thrive, including newly qualified teachers.
- All staff are set very specific performance targets based strongly on driving up standards. All targets must be achieved before a request for a pay rise will be considered.
- The school brings subjects together through topics and themes and contributes extremely well to the development of pupils' spiritual, moral, social and cultural awareness. There is a wide range of activities for pupils to develop skills in creative art, sports and music and learn a modern foreign language.
- The school places a very strong emphasis on equal opportunity and, as a result, leaders and all teachers assess regularly the progress made by each pupil. Any signs of underachievement are quickly tackled through focused intervention programmes such as one-to-one adult support. Leaders make sure that pupils receive individual targets that are just right for them.
- The school makes sure that pupils develop outstanding skills in reading, writing, mathematics and information and communication technology across all year groups and within all subjects. Senior leaders expect the best of themselves and all staff and have created a learning community based on mutual respect for each other.
- The school receives light-touch support from the local authority. The local authority draws on the high levels of expertise in this outstanding school to increasingly support teachers in other schools.

■ The governance of the school

- Governors provide effective support to school leaders. They ask searching questions during visits to school and at governing body meetings. Each governor is linked to a leader in the school and they undertake planned visits regularly to discuss matters relating to the school's information about the quality of teaching and pupils' achievement. Governors know how pupils are doing compared with all pupils nationally. They collect first-hand information and, where necessary, they support leaders to take prompt actions to deal with any weaknesses that emerge. Any staff underperformance is challenged through rigorous procedures for performance review. Governors make sure that pay is linked to performance. They check out

the school's views about the quality of its work and plans to improve. They make sure that the pupil premium is used to acquire learning resources and recruit staff to provide support to pupils who require additional help with their learning. They know the difference this is making to eligible pupils. They also make sure that the school uses its finances appropriately to secure further improvements in pupils' achievement. Governors have undertaken training in safer recruitment and child protection. They fulfil their statutory duties for safeguarding and protecting pupils and staff.

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	100134
Local authority	Greenwich
Inspection number	400392

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	273
Appropriate authority	The governing body
Chair	Sukey Firth
Headteacher	Marie Corbett
Date of previous school inspection	23–24 November 2009
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