



Invicta Primary School

Inspection Report

Unique Reference Number 100134
Local Authority Greenwich
Inspection number 285724
Inspection dates 2–3 November 2006
Reporting inspector Madeleine Gerard

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

Type of school	Primary	School address	Invicta Road
School category	Community		London
Age range of pupils	3–11		SE3 7HE
Gender of pupils	Mixed	Telephone number	020 8858 3831
Number on roll (school)	211	Fax number	020 8293 3620
Appropriate authority	The governing body	Chair	Mr Andy Jennings
		Headteacher	Mrs Linda Hage
Date of previous school inspection	20 May 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average school. The roll has fallen in recent years because of high mobility away from the area. Pupils come from a range of ethnic backgrounds with White British being the largest group. The proportion of those speaking English as an additional language and the proportion of pupils with learning difficulties and disabilities are above average. The school serves an area of social disadvantage and the percentage of pupils eligible for free school meals is high.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Invicta Primary School provides a satisfactory standard of education. Attendance, an issue at the time of the previous inspection, is now satisfactory as a result of action the school has taken. In lessons and around the school pupils behave well. They make good progress in developing their personal and social skills in all years. Parents praise the school. One parent stated, 'My child enjoys her time at Invicta and is making great progress.'

Achievement is satisfactory and standards are broadly average. The school has strengths in the Foundation Stage. The abilities of children entering the Nursery vary considerably and overall their attainment is lower than average. Provision is good and the focus on personal, social and emotional development gives children opportunities to show initiative in their learning. By the end of the Reception year most achieve the learning goals expected of five year olds. However, the rates of progress for older pupils have fluctuated over the last five years. For example, the 2002 national test results for Year 2 pupils in reading, writing and mathematics were above average, but in 2006 they were not high enough. Results at the end of Year 6 in English, mathematics and science have been below average for the last three years but were average in 2006. The factors contributing to these variations include changes of teaching staff and inconsistencies in teaching.

Strong teamwork from the long-standing headteacher and her recently appointed deputy has led to major improvements over the past year. Systems are now in place to enable the school to track the progress of pupils more closely. Steps are being taken to raise achievement, for example by extending opportunities for pupils to write in different styles and by giving effective extra help in mathematics to pupils who need it. Pupils' work in Years 2 and 6 shows satisfactory progress in the development of basic skills. However there is still much to do. Teaching and learning are satisfactory. There is some good practice in using assessments to plan what pupils should learn next but this is inconsistent and, as a result, work is not well suited to individual needs in all lessons.

The school's strengths are the care and guidance given to the children which ensures that all are well supported. The school works effectively in partnership with outside professionals to promote pupils' personal development and well-being. Pupils respond well to each other and to adults because they develop strong social and personal skills. Pupils speak enthusiastically about the work they do in lessons.

Leadership and management are satisfactory. The school has a satisfactory understanding of its performance and has identified the need to raise achievement and improve the consistency in teaching. However, priorities for action, which stem from the process of self-evaluation, do not always focus sufficiently on the most significant issues. Given its recent track record and the quality of work observed, the school's capacity to improve is satisfactory.

What the school should do to improve further

- Raise standards and improve pupils' achievements in reading, writing and mathematics by the end of Year 2.
- Improve teaching and learning by ensuring assessment information is consistently used to plan lessons which meet the needs of all pupils.
- Sharpen the skills of leadership and management in pinpointing the most important areas for development for the school.

Achievement and standards

Grade: 3

Standards are average and achievement is satisfactory overall. Good progress in the Foundation Stage means that by the time they reach Year 1, most children meet the expected goals and are well prepared for the next stage in learning. Pupils' attainment at the end of Year 2 in reading, writing and mathematics in 2006 showed a significant dip. However, current Year 2 pupils are on course to reach the expected standards. By the end of Year 6 standards are broadly in line with what is expected. This represents satisfactory progress and reflects a determined response by a new management team to help Year 6 pupils do better. Pupils with learning difficulties and disabilities achieve well. Those who speak languages other than English at home receive effective support from teaching assistants and make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being, including spiritual, moral, social and cultural development are good. Work on display shows that pupils know how important these areas are to the school community. Pupils clearly enjoy coming to school. Attendance records and parents' views confirm this. Many take part in after school sporting activities showing pupils' good awareness of the need to lead healthy lifestyles. The school encourages healthy eating and pupils appreciate the improvements in school lunches. Fresh fruit is available for all younger children and some of the youngest said, 'Fruit helps you get fit and strong.'

Pupils welcome opportunities to make contributions to the school and wider communities. Year 5 speak enthusiastically about the 'buddying' work they are doing with children in Reception. The school council takes its role seriously and told inspectors they are eager to take on more responsibility to improve the school.

Pupils are friendly, well behaved and say they feel safe in school. They are confident that there is always someone to go to if any problems should arise. Pupils are supportive of one another and develop good levels of confidence. Weekly achievement assemblies, when good work and behaviour are celebrated, help to build pupils' self esteem. These skills, together with the satisfactory progress they make in basic skills, prepare them adequately for later life.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. In the Foundation Stage provision is good and this contributes to the good progress made in this age group. In other years, teaching and learning are inconsistent. In Years 5 and 6 progress is better because of strengths in teaching. Lessons are lively and active and provide real challenge to pupils whatever their ability. In other lessons tasks are not always well planned to hold pupils' interest. Assessment information is not used consistently enough to plan lessons or to monitor learning and progress. When tasks are not well matched to pupils' abilities, the pace of learning slows. There are too few opportunities for pupils to work with partners. This results in limited opportunities to share ideas and develop speaking and listening skills.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, providing pupils with a broad and interesting range of work. Good features include French lessons and swimming instruction for pupils in Years 3 to 6 and opportunities to learn the clarinet. Recent developments to the curriculum, such as the introduction of 'big writing' for literacy, are improving pupils' learning. However, these are not put into practice consistently in all classes.

Themed weeks and subject days enhance learning and involve all pupils. The school's provision to support and develop pupils' personal skills is good. Visits to local places of interest are well planned to provide a variety of enriching experiences, which pupils speak about with enthusiasm. There are insufficient opportunities for pupils to develop and use their skills in information and communication technology (ICT) in all subjects.

Care, guidance and support

Grade: 2

Care, guidance and support are good and contribute to pupils' good personal development and well being. Rigorous child protection and risk assessment procedures are in place. Pupils who have specific and often complex needs receive good care, which enables them to participate fully in school life and make good progress. Good links with outside agencies provide appropriate support to pupils, including those most vulnerable. New systems for tracking pupils' progress are already having an impact as shown by improvements in Year 6 results. However, there are inconsistencies in the use made of assessment information to plan the next steps in pupils' learning.

Leadership and management

Grade: 3

Leadership and management are satisfactory. Recent staffing changes and absence have been well managed. Changes to management responsibilities are beginning to improve some aspects of the school's work. The school accurately analyses its provision to identify areas for development but managers are not always sufficiently rigorous in evaluations or in monitoring the teaching. The school development plan identifies appropriate actions, some of which have already been taken and have led to improvement; for example accelerating achievement in Year 6. However, the plan does not identify a useful order of priority for the actions required. The governing body is supportive and committed to working closely with the school. Nevertheless, it has not challenged the school to improve educational outcomes with sufficient rigour.

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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
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for making us so welcome and helping us when we visited your school recently. We enjoyed talking to you and watching lessons. We would like to tell you what we found.

Invicta Primary is a satisfactory school and these are its strengths:

- your behaviour is good and most of you enjoy school;
- children in Nursery and Reception classes make good progress;
- you get on well with each other and with the adults;
- staff work hard to make sure that everyone is cared for, helped and safe.

These are the things the headteacher and the staff should work on next:

- improve the level of reading, writing and mathematics by the end of Year 2;
- make sure that lessons always build on what you already know;
- when trying to improve the school, make sure the most important things get done first.

Thank you again. Keep on working hard at Invicta Primary and good luck for the future.

Yours sincerely,

Madeleine Gerard

(Lead inspector)