

Bannockburn Primary School

Plumstead High Street, Greenwich, London, SE18 1HE

Inspection dates 9–10 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils' achievement is outstanding. Pupils make rapid progress across the school so that by the end of Year 6, the large majority of pupils have made more than the expected progress in reading, writing and mathematics.
- Teachers have high expectations and are skilled in planning activities which meet the needs of all groups of pupils so that the pace of learning is strong throughout lessons.
- Additional adults working within the classroom provide highly effective support so that pupils are successful in their learning.
- Teachers' written comments in pupils' books give very good guidance to enable them to move to the next level in their learning. Pupils have opportunities to edit and improve their own work and talk confidently about their learning.
- Children in the Nursery and Reception classes make rapid progress. Children settle in well and develop the basic skills to help them become successful.
- Pupils' behaviour is exemplary both in lessons and around the school. Pupils get on well together and say they feel safe.
- This is an inclusive school. Disabled pupils and those with special educational needs make exceptional progress because of the tailored provision in place.
- Pupils eligible for pupil premium funding achieve well. The school's successful work in supporting these pupils, coupled with rigorous checks on their progress, has ensured that gaps between their attainment and that of other pupils have narrowed.
- The school has established strong links with parents and carers so they are involved in their child's education. They speak very positively of the care shown by teachers and other adults.
- The headteacher is a highly competent leader. Aply assisted by her two deputy headteachers, she has ensured all leaders and teachers consistently aim for the best possible outcomes for all pupils.
- Governors have an excellent understanding of the school and are effective in supporting its ongoing expansion. They are skilled in challenging school leaders in all aspects of the school's performance.
- Pupils' spiritual, moral, social and cultural development is excellent. Art and music make particularly strong contributions to pupils' creative enrichment.

Information about this inspection

- Inspectors observed 29 lessons, 15 of which were observed jointly with senior leaders. In addition, short visits were made to lessons and school assemblies were observed. Inspectors listened to pupils read and looked at pupils' work in their exercise books.
- Inspectors met with pupils and talked with them about their work. Meetings were also held with school leaders, governors and a representative of the local authority.
- Documentation covering safeguarding, the management of performance of staff, records of behaviour and safety, attendance and checks on pupils' attainment and progress were reviewed.
- Inspectors took account of 25 responses from parents and carers to the online questionnaire (Parent View), and 51 questionnaires from staff. An inspector also talked to parents and carers informally during the inspection.

Inspection team

Howard Jones, Lead inspector	Additional Inspector
Kanwaljit Singh	Additional Inspector
Janet Tomkins	Additional Inspector
Jill Thewlis	Additional Inspector

Full report

Information about this school

- This is a much larger-than-average-sized primary school and has recently expanded so that provision is now across two sites.
- In the Early Years Foundation Stage there is a 104 part-time place Nursery and a Reception with four classes.
- There are sixteen mixed-age classes across the school in: Years 1 and Year 2; Years 3 and 4; and Years 5 and 6.
- The proportion of pupils from minority ethnic backgrounds is higher than average. A large number of different ethnic backgrounds are represented.
- A majority of pupils speak English as an additional language. Many are at the early stages of learning English.
- The number of pupils starting and leaving the school at other than at the usual times is above average.
- The proportion of pupils receiving support from the pupil premium funding, which is the extra government support for pupils known to be eligible for free school meals, looked after children and those from service families, is above average. In this school it relates to pupils who are eligible for free school meals and those in local authority care.
- The proportion of disabled pupils and those who have special educational needs supported at school action is above average. The proportion supported at school action plus, or who have a statement of special educational needs, is also high when compared to national figures.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school has been acknowledged by the Department of Education as being among the top 250 schools nationally in terms of the progress disadvantaged pupils make in Key Stage 2. It has been chosen to be part of the Mayor of London's Gold Club, which is a scheme that celebrates and shares exceptional practice in schools.
- The school was awarded the Governor Mark in 2013.
- The interim headteacher is currently working alongside one of the deputy headteachers who will assume the position of headteacher in September 2014.

What does the school need to do to improve further?

- Provide more opportunities for pupils to develop their accurate use of grammar.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils' progress is exceptional, regardless of their ethnic background. The large majority of pupils make more than expected progress for their age in reading, writing and mathematics by the end of Year 6. Attainment at the end of Key Stage 2 has been consistently above the national average.
- Children in the Early Years Foundation Stage make excellent progress. Many enter the Nursery or join the Reception class with skills below those expected for their age, especially in literacy and communication. Because of the stimulating setting children make strong progress and enter Year 1 well prepared for the next stage in their learning.
- Pupils' understanding of phonics (linking letters and sounds) develops effectively. Standards in reading are markedly above the national average at the end of Year 2. Progress is sustained across Key Stage 2, so that the majority of pupils achieve the higher level (Level 5) in reading by the end of Year 6 in national tests. Pupils enjoy reading books such as *The Boy in the Striped Pyjamas* and demonstrate in their work the ability to analyse text to enhance their understanding.
- Disabled pupils and those with special educational needs make outstanding progress. The tailored support they receive within lessons and, where required, additional approaches such as play therapy, ensure they have equal opportunity to become successful in reading, writing and mathematics.
- More-able pupils do well and are successful at the higher levels in English and mathematics by the end of Key Stage 2. In the 2013 national tests for Year 6, the percentage of pupils who achieved the highest level (Level 6) in mathematics was high compared to the national average.
- The gap in attainment between pupils eligible for free school meals and their peers has narrowed. In 2013 they were behind their peers by approximately four months in reading but were attaining at a similar level to their classmates in mathematics. They were ahead of similar pupils nationally and school evidence shows that the attainment gap across the school has now closed.
- The above average numbers of children who join the school at other than at the usual times make rapid progress. The school is highly proficient in meeting their individual needs, especially those who speak English as an additional language. It has identified the need for more opportunities to help these pupils develop greater accuracy in their use of grammar.

The quality of teaching

is outstanding

- The quality of teaching is outstanding. Pupils respond positively to the high expectations their teachers have for them. Consequently, there is a positive climate for learning within all lessons and pupils' engagement is sustained throughout. Displays of pupils' work celebrate how they have successfully applied their skills across a range of subjects.
- Children in the Nursery enjoy rich learning experiences. For example, in one literacy session children were talking about the sequence in a popular story. This was used to develop their imagination and listening skills as they talked in groups about possible 'middles and endings' for their own story.
- In Reception, activities are carefully matched to develop children's basic reading skills. For example, during one phonics session the teacher used a range of resources and prompts. Children enthusiastically took part in activities, which led to them successfully using words in short sentences.
- Teachers are highly adept at demonstrating how skills can be applied to increase pupils' confidence as learners. In one Years 5 and 6 numeracy lesson, the teacher's good subject knowledge supported pupils in developing their reasoning. They used key ideas to explain their answers to a high standard while investigating mathematical problems.

- Pupils routinely reflect on their learning to deepen their understanding. Teachers are proficient in using targeted questioning, both to challenge pupils and to ensure learning is secure. In one Year 3 mathematics session, questioning created an extended dialogue with pupils. They were articulate in discussing what strategies would best lead to them being successful in their task.
- Activities are always matched to the ability of pupils and adjusted as they make progress. For example, in one literacy session in Years 1 and 2, the pace of learning was strong because the teacher regularly ensured pupils were appropriately challenged throughout the lesson. Consequently they developed in their ability to construct accurate sentences in their written work.
- Teachers' written comments in pupils' exercise books are very effective in helping pupils improve their work. Teachers identify how pupils can move to the next level and provide opportunities for them to take responsibility for their learning. For example, one pupil proudly showed how he had been challenged to make greater use of rhetorical questions.
- Additional adults give tailored support so that pupils who have particular learning needs develop confidence. They collaborate closely with teachers to ensure the challenge is appropriate so that pupils enjoy success and make outstanding progress across all year groups.

The behaviour and safety of pupils are outstanding

- Behaviour is outstanding and attitudes to learning are excellent. Pupils enjoy talking about their learning; they are confident and articulate in expressing their ideas and value being challenged. This has a strong impact on their progress. They apply themselves to working on their own but equally are happy to collaborate with each other. Children in the Early Years Foundation Stage play and learn well together within a purposeful and stimulating setting.
- Movement around the school and during break time outside is always calm. The atmosphere within the dining areas reflects this positive climate. Pupils conduct themselves appropriately during more public occasions such as assemblies and enjoy listening when the success of other pupils is celebrated.
- Pupils take on responsibilities and are active in all aspects of school life. For example, Year 6 pupils have the opportunity for work experience within the school. Others participate in debates on issues such as, 'Banksy – artist or vandal?' Pupils participate in electing their own leaders and are engaged in organising donations to the local food bank and other charitable causes.
- The school's work to keep pupils safe is outstanding. Pupils are enthused about how their teachers care for them. They appreciate how much teachers and other adults do to ensure their well-being. Pupils say adults always listen and act should they need help.
- Pupils talk confidently about how to deal with risk. They have a developed understanding of how to use the internet safely. Pupils say incidents of poor behaviour are very rare and that different forms of bullying, including cyber bullying, do not happen. Pupils are respectful of one another, are tolerant and say they get along very well together.
- Attendance is high over time. When some pupils are absent because of prolonged periods of illness, the school is effective in supporting their needs so that they do not fall behind in their learning.

The leadership and management are outstanding

- The headteacher has a proven record of moving the school forward. The exemplary standard of teaching and outstanding achievement of pupils have been maintained over time. Her high expectations are shared by the deputy headteachers who, with all staff, work exceptionally well together to ensure this is an inclusive school.
- Checks on teachers' performance are extremely well managed. Teachers have excellent training which sustains the high quality of teaching and outstanding outcomes for pupils. Teachers' performance is rewarded accordingly and newly qualified teachers are especially well inducted and supported.

- The school has highly refined procedures for reviewing the progress of pupils. This ensures that any additional support is readily amended to bring about accelerated progress for pupils. Consequently, any possible underperformance is addressed immediately.
- Leaders at all levels, including subject leaders, ensure their actions reflect the high expectations of the headteacher. Across year groups and subjects, leaders focus on learning through rigorous checks on the consistency of the high quality of provision.
- The provision for disabled pupils and those with special educational needs is comprehensive. Every pupil's needs are addressed, either by the school or through close collaboration with other agencies, ensuring excellent equality of opportunity.
- Sport has a high profile within the school. There are several initiatives in place to use the primary sports funding. For example, pupils' health and well-being are being promoted through competitive sports and activities such as basic gymnastics skills for pupils in Years 3 and 4.
- The local authority considers the school to be a centre of excellence. It values the role its senior leaders play in sharing their exceptional practice with colleagues in other schools and in helping to raise standards elsewhere.
- The school extensively involves parents and carers in the learning of their child. This ranges from personalised sessions to groups which serve to develop parents' and carers' understanding of the skills their children are using in literacy and numeracy.
- The subjects taught ensure pupils develop a wide range of skills that extends their knowledge and understanding at a consistently high level. Pupils apply their literacy skills across a range of subjects and engage in philosophy sessions. A particular strength is the use of real-life problem-solving events, for example, costing the possible use of solar panels by the school.
- The spiritual, moral, social and cultural experience of pupils is comprehensive. Art is effectively used to enhance pupils' creativity and explore key messages and themes in the work of artists. Music has a high profile and pupils clearly enjoy singing. Pupils acquire values which enable them to participate within their wider community and appreciate their cultural heritage.
- **The governance of the school:**
 - Governors are extensively involved in the school and know its strengths and the key areas for development. They have effectively overseen the expansion of the school so that the quality of provision across the two sites is consistently exemplary. They ensure appropriate challenge and support of senior leaders drawing on their extensive expertise to compare the school with others nationally. Performance management arrangements for the headteacher are thorough. Governors ensure that the quality of teaching and pay and promotion clearly reflect the impact of teaching on pupils' achievement. Governors are perceptive in their long-term planning, ensuring that the school's leadership continues to sustain its academic success. The spending of the pupil premium funding has been astutely allocated. For example, the appointment of learning mentors is tracked to ensure positive outcomes for the pupils supported by it. Governors have overseen the process of spending the additional sports funding. The school's wider finances are securely managed. All statutory duties are met and safeguarding procedures are fully in place including risk assessments. Discrimination is not tolerated within the school.

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	100113
Local authority	Greenwich
Inspection number	431287

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	663
Appropriate authority	The governing body
Chair	Robert Young
Interim Headteacher	Shirley Moore
Date of previous school inspection	25–26 February 2009
Telephone number	020 8854 2169
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