

# Invicta Primary School

Invicta Road, Blackheath, London SE3 7HE  
Benbow Street, Deptford SE8 3HD

## Inspection dates

16–17 January 2019

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Outstanding

## Summary of key findings for parents and pupils

### This is a good school

- While managing building work and expansion of the school, leaders and governors have ensured that pupils receive a good standard of education.
- The interim executive headteacher provides committed leadership. She is highly valued by staff and provides the school with a clear direction.
- Senior leaders who have been appointed recently support teachers well to ensure that the quality of teaching is effective.
- Pupils achieve highly in the wider curriculum, including in art, history and geography.
- Pupils with special education needs and/or disabilities (SEND), particularly those with complex needs, receive positive support.
- Disadvantaged pupils are well supported to make good progress.
- The early years provision is good. Children are well supported and attain highly. They are well prepared for Year 1.
- Pupils' personal development and welfare is outstanding because of the many opportunities to develop their health and well-being.
- Pupils' spiritual, moral, social and cultural development is promoted well across the curriculum.
- Pupils enjoy coming to school. They behave well and are polite and courteous. Rates of attendance and punctuality are high.
- Pupils make good progress in English; progress is generally good in mathematics although pupils are not given regular opportunities for problem-solving.
- Occasionally, the most able pupils do not receive work that is well matched to their needs. Consequently, the proportion of pupils working at above age-related expectations, especially in the early years and key stage 2, is not as high as it could be.
- Middle leaders understand the school's priorities well. They have clear plans to improve their subject areas. However, they have not been in role long enough for their actions to have led to sustained improvement.

## Full report

### What does the school need to do to improve further?

- Develop the quality of teaching, learning and assessment so that:
  - most-able pupils have work matched closely to their needs
  - the proportion of pupils reaching the higher standards continues to increase, particularly in the early years and across key stage 2
  - pupils are given regular opportunities for problem-solving in mathematics.
- Build on middle leaders' positive work for sustained improvements in their areas of responsibility.

## Inspection judgements

### Effectiveness of leadership and management

Good

- Since the previous inspection, there have been significant changes to the school. There has been extensive building work and the number of pupils on roll has increased considerably. Leaders and governors have managed these challenges well and maintained a good standard of education.
- The interim executive headteacher provides committed leadership. Since her recent appointment she has led by example, ably supported by enthusiastic senior leaders. They provide the school with a clear direction and are accurate in their analysis of the school's priorities.
- Staff well-being and development is taken seriously at Invicta Primary School. Members of staff told inspectors that leaders take a genuine interest in their work-life balance. As a result, the school is a happy place to work. Staff shared with inspectors that they 'love coming to school'.
- Leaders have developed a creative curriculum which promotes pupils' spiritual, moral, social and cultural development. Whole-school 'challenge questions' help pupils to deepen their knowledge and understanding, including of local themes. The curriculum gives pupils opportunities to develop their respect for cultural differences. For example, pupils learned about Chinese farming and Japanese opera as part of their topic work.
- Funding for pupils with SEND is used well. Leaders make timely use of external agencies. They provide bespoke support to pupils with complex needs, including in the 'lighthouse' provision.
- Leaders use the pupil premium funding effectively. Disadvantaged pupils benefit from additional phonics support and opportunities to attend a wide range of extra-curricular clubs.
- The sports premium is used to enhance pupils' access to competitive sports including swimming, where achievement in galas is high.
- Parents share typically positive views about the school, particularly the support given to pupils with more complex needs.
- Middle leaders are enthusiastic and understand their subject areas well. Many are new to their roles and have started to implement strategies for improvements. However, these are at an early stage of development.

### Governance of the school

- Governors are enthusiastic and knowledgeable about the school's development since the previous inspection. They have maintained strategic oversight over building work and staff recruitment.
- The recently appointed chair of governors fulfils her role with insight and dedication. Governors hold leaders to account well, including in asking probing questions about the difference to pupils' outcomes that strategies are making.
- Governors visit the school regularly, which enables them to have a good understanding

of the school's priorities. Governors undertake 'spotlight' sessions, working closely with leaders to look at pupils' outcomes. They use information provided by leaders well to check on areas of school priority.

- The governing body is currently undergoing a restructure to further extend governors' expertise as the school continues to expand.

## Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have a good understanding of the latest statutory requirements, and this is reflected in the school's policies and procedures. Pre-employment checks on staff are thorough. Staff have a good understanding of how to respond to concerns, including using external agencies.
- Leaders have a good understanding of potential risks to pupils in the local area. They use this information to raise awareness among parents. Support for vulnerable pupils is carried out in a timely manner. Record-keeping of concerns and actions taken is thorough and detailed.
- Pupils know how to keep themselves safe, including while using the internet. The school helps pupils to understand the importance of keeping personal information secure.

## Quality of teaching, learning and assessment

**Good**

- Welcoming classrooms and positive learning environments encourage pupils to be proud of their school. Teachers are caring and contribute to pupils' typically positive attitudes to their learning. Relationships between adults and pupils are respectful.
- Teachers' good subject knowledge helps pupils gain an accurate understanding of technical vocabulary. Teachers check that pupils understand subject-specific words and apply them to their work.
- Adults develop pupils' speaking and listening skills consistently well. Pupils are encouraged to discuss their work and do so articulately. During group work, pupils collaborate well with their peers.
- In mathematics, pupils develop good mental and written calculation strategies. They use taught methods with confidence, including, for example, using number lines to divide. Adults encourage pupils to reason about their work to deepen their understanding of mathematical concepts. However, pupils' opportunities to carry out problem-solving activities are limited.
- Teachers use the wider curriculum well to help deepen pupils' learning. For example, pupils learned about the geography of the rainforest while reading the 'Great Kapok Tree'. Pupils also used this knowledge to learn about different habitats in science lessons.
- Pupils with SEND receive strong support. Adults demonstrate a good understanding of the pupils' individual needs and use resources well to engage them in their learning. For example, an adult skilfully kept a pupil on task while playing a game and practising previously learned words. Provision for pupils with complex needs in the 'lighthouse'

room helps meet pupils' sensory needs well.

- On occasions, work for the most-able pupils is not matched to their needs. This restricts these pupils' progress. The majority of the most able pupils who spoke to inspectors said that work was too easy for them.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The school's values are used as a driver to support pupils' well-being very effectively. Adults' interactions with pupils are underpinned by caring and nurturing relationships. Pupils feel at ease and thoroughly enjoy their time at Invicta Primary School. A pupil shared a commonly held view that 'I love this school because we learn so much and it is exciting and fun'.
- Pupils are encouraged to become global citizens through 'challenge questions'. These help pupils to gain an appreciation of geographical issues from local to global contexts. Consequently, pupils understand the importance of looking after their environment.
- Pupils are encouraged to lead healthy lifestyles. They take part in many sporting competitions, which they value. Pupils told inspectors that these opportunities helped develop their 'mindfulness' and mental health.
- Pupils are encouraged to take responsibilities. Members of the school council meet regularly and raise awareness of wider issues, including recycling. Pupils are encouraged to apply to become 'friendship buddies' and take this process seriously.
- The school's curriculum themes including 'explorers and discoverers' and 'inventors and innovators' help develop pupils' aspirations and curiosity. Pupils learn to work collaboratively on projects and have opportunities to share this work with external agencies. For example, pupils took part in a local exhibition and made a film which was shown to the wider public.

### Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous and work well with each other. Transitions around the school are typically well managed and orderly. Adults establish clear routines, which pupils follow effectively. Pupils play together sensibly during play times.
- Bullying is rare in the school. Pupils told inspectors that adults deal with any concerns well.
- Pupils with complex behavioural needs are typically well supported and external agencies are used effectively to provide specialist advice. Parents of pupils with behavioural needs are positive about the work of the school to meet their children's needs.
- Leaders' actions to improve rates of attendance have been effective. Attendance is above the national average, with decreasing rates of persistent absenteeism. Pupils are

punctual and ready to learn.

- On occasions, the most able pupils become restless and lose concentration when work is not matched closely to their abilities.

### Outcomes for pupils

**Good**

- Since the previous inspection, when pupils' attainment was high, and progress was above the national averages, outcomes have fluctuated. Progress by the end of Year 6 fell considerably in 2016 but improved in 2017 and 2018.
- In 2018, by the end of Year 6, pupils' progress in reading, writing and mathematics was broadly average. The proportion of these pupils reaching the expected standards in reading and writing was above the national average. In mathematics, attainment was broadly in line with the national average.
- In 2018, the attainment of Year 1 pupils in the phonics screening check was above the national average.
- Key stage 1 pupils' attainment in 2018 was above that found nationally in reading, writing and mathematics.
- Current pupils generally make good progress across the school. This includes disadvantaged pupils and pupils with SEND. However, pupils are making stronger progress in key stage 1 than in key stage 2. In key stage 2 there are groups of pupils, particularly the most able, who are not making the progress of which they are capable.
- In key stage 1, pupils gain a good knowledge of phonics and apply this to their reading and writing. They write fluently, typically with well-formed handwriting and increasing confidence in using expressive vocabulary. They have many opportunities across the curriculum to write at length and use accurate spelling and punctuation.
- In mathematics, pupils develop a range of mental and written strategies. They demonstrate good calculation skills and confidence in reasoning about different mathematical topics. However, pupils' problem-solving skills are not as well developed because of the limited opportunities that they receive.
- Pupils attain highly across the wider curriculum. They have a well-developed understanding of local and international topics in geography because of a rich curriculum. Project work linked to 'challenge themes' helps pupils develop their knowledge and understanding of science and history.
- In art and music, pupils develop good skills because of teachers' strong subject knowledge. Pupils learn to play musical instruments with confidence and can follow rhythm and voice dynamics. Pupils learn to work with many media in art, including, for example, using brushes and felt-tip pens to create 3-D shadow effects.

### Early years provision

**Good**

- Leaders have an accurate understanding of the early years provision and are committed to further improvement. Children, including disadvantaged children, make good progress.
- Children enter the early years with skills at least similar to those found nationally. The proportion of children attaining a good level of development is above the national average. Children are well prepared for Year 1.
- Children are independent and have a sense of curiosity. They ask questions and listen carefully to adults' instructions.
- The early years is a safe and happy environment where adults and children interact positively.
- Children access all areas of learning with enjoyment. For example, children learn to make models, enthusiastically using blocks for construction. In music, children demonstrate increased confidence in their singing.
- The nursery is a purposeful environment. Children are self-assured and follow routines well. The environment is stimulating, with a range of resources which children share sensibly.
- Adults provide strong support for children's early phonics and reading. Opportunities for children to write are used often. Children use good pencil grips to write their names; many pupils are beginning to write short sentences. They use phonics prompts to help them write independently.
- Parents are positive about the experiences of their children. Regular communication is aided by using home-school diaries.
- Adults do not support the most able children consistently with questioning and activities to stretch their thinking. Consequently, the proportion of children achieving the higher standards at the end of Reception has not been as high as it could be.

## School details

Unique reference number	100134
Local authority	Greenwich
Inspection number	10058982

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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	671
Appropriate authority	The governing body
Chair	Mo Wiltshire
Interim executive headteacher	Ms Vicki Cuff
Telephone number	0208 858 3831
Website	<a href="http://www.invictaprimarieschool.org.uk">www.invictaprimarieschool.org.uk</a>
Email address	<a href="mailto:v.cuff@invictaprimarieschool.org.uk">v.cuff@invictaprimarieschool.org.uk</a>
Date of previous inspection	24–25 January 2013

## Information about this school

- The school is larger than the average-sized primary school. Since the previous inspection, the school has expanded considerably. It now accommodates two forms of entry in each year group at the Blackheath site. A separate Deptford site accommodates two forms of entry until Year 2 and one form of entry in Year 3. When it is full, there will be two forms of entry in each year group.
- The school was judged as outstanding during its previous inspection.
- The current interim executive headteacher was appointed in September 2018. A head of school for the Deptford site and a deputy headteacher were appointed this academic year.
- The proportion of pupils who are disadvantaged is similar to the national average. The majority of pupils come from White British families.
- The proportions of pupils with SEND and of pupils with an education, health and care



(EHC) plan are similar to the national average.

## Information about this inspection

- Inspectors observed learning in all classes jointly with the executive headteacher, head of school and senior leaders. Inspectors visited all year groups at least four times.
- Inspectors held meetings with members of the governing body and a representative from the local authority. Inspectors met with senior leaders, middle leaders and staff.
- Inspectors listened to some pupils as they read. They spoke to pupils about their learning and scrutinised books while visiting classrooms. Inspectors observed pupils' behaviour in the dining hall and in the playground. In addition, inspectors spoke to a group of pupils formally to find out their views of the school.
- Inspectors reviewed various documents provided by the school. These included: the school's self-evaluation; improvement plans; documents relating to safeguarding; and records of behaviour and attendance. Inspectors also analysed a range of information about pupils' progress.
- Inspectors took account of 102 responses to Ofsted's online questionnaire, Parent View. They also considered 61 responses from staff. Inspectors took into account parental views through meeting parents at the end of the school day.

## Inspection team

Noeman Anwar, lead inspector	Her Majesty's Inspector
David Lloyd	Ofsted Inspector
Margaret Warner	Ofsted Inspector
Sarah Lack	Ofsted Inspector

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