

Bannockburn Primary School

Inspection report

Unique Reference Number	100113
Local Authority	Greenwich
Inspection number	276253
Inspection dates	9–10 November 2005
Reporting inspector	Kekshan Salaria HMI

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 on roll	
School	
Appropriate authority	The governing body
Chair	Mr Robert Young Mr Robert Carpenter
Date of previous school inspection	Not previously inspected
School address	Plumstead High Street London SE18 1HE
Telephone number	02088542169
Fax number	02088559845

Age group	3–11
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Introduction

The inspection was carried out by two of Her Majesty's Inspectors and two additional inspectors.

Description of the school

Bannockburn Primary is a large multi-ethnic school serving a community with high levels of social deprivation. Approximately 25 languages are spoken in the school. The number of pupils claiming free school meals is broadly in line with the national average. The percentage of pupils from minority ethnic heritages is very high. Around 50% of pupils speak English as an additional language. The proportion of pupils with learning and language difficulties is well above the national average. When children start in the nursery around half of them have little or no command of English. In addition, their levels of attainment are significantly lower than expected for children of this age. The headteacher has been in post since September 2003.

Key for inspection grades

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

Overall effectiveness of the school

Grade:

What the school should do to improve further

* Raise standards in English, mathematics and science further by ensuring that teaching is consistently good across the school and includes regular opportunities for pupils to improve their speaking and listening skills* Make full use of assessment data to set more challenging targets for pupils with learning difficulties and disabilities. * Fully implement the agreed syllabus for RE.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching is satisfactory. The best teaching is to be seen at the upper end of Key Stage 2, where teaching and learning are good overall. Such teaching is characterised by tasks which are well matched to pupils' needs, a brisk pace, and a clear focus so that pupils know what they have to learn. Teachers manage pupils' behaviour skilfully and relationships between pupils and staff are good. Teaching assistants provide the pupils with good support. Teachers use interactive whiteboards very confidently to motivate and engage pupils. Where teaching is weaker, pupils do not always make the progress of which they are capable because teachers' expectations are not high enough and learning is not managed effectively. In particular, too few pupils have opportunities to discuss their work and to improve their speaking and listening skills. Planning does not always identify clearly how particular groups of pupils are to be supported. In almost all lessons pupils have a positive attitude to their work and behaviour is good. In some lessons there is a good emphasis on links across the curriculum. The school has established effective procedures for recording pupils' progress and for target setting, particularly in English, where assessment for extended writing 'Big Writing' is detailed and consistent. Senior staff have a thorough understanding of how to use assessment data. However, at other levels, assessment data is not used thoroughly enough to ensure that pupils with learning difficulties and disabilities are set challenging targets so they make the progress of which they are capable.

Curriculum and other activities

Grade:

The school has an appropriately broad and balanced curriculum. The school rightly places a strong emphasis on moral, cultural, personal and social development. Pupils are encouraged to value and celebrate their cultural diversity and to appreciate each other as individuals. The Nigerian week and national dress day were enjoyed by many pupils. However, pupils have little understanding of the range of world religions or of their similarities and differences. The school recognises that the agreed syllabus for RE needs to be fully implemented. The school has

increased opportunities for physical education. This has had a beneficial effect on the pupils' physical skills and fitness. There is good evidence in classrooms and corridors of the school's commitment to the creative curriculum and some of the paintings, batik and ceramics are of high quality. There are appropriate opportunities for pupils to develop their skills in information and communication technology (ICT) and provision overall is good. The wide range of lunchtime and after school clubs gives pupils additional opportunities for sporting, musical and other activities. In partnership with Greenwich College the school has provided a number of accredited courses for parents and the local community, including literacy, numeracy and ICT, in addition to parenting skills workshops led by the local education authority.

Care, guidance and support

Grade:

The inspection team agree with the positive views of most parents about the good quality of care, guidance and support provided for their children by the school. A great deal of thought and effort has gone into ensuring that the premises are safe, secure, clean and welcoming. Pupils know to whom they should turn if in difficulty or distress and relationships between adults and children are good. Effective health and safety procedures are regularly reviewed. All arrangements for child protection are in place and all adults are aware of their responsibilities in this area. The school has been given a 'Healthy Schools' award and it is evident that pupils are given plenty of opportunity to make healthy choices in their midday meals and snacks. They also demonstrate their ability to move safely around the classrooms, corridors and playgrounds and have due regard for the safety of others. Vulnerable pupils are given good support. The school works effectively with many outside agencies who give advice as needed. Many parents expressed their appreciation of the way in which the school supports their children and enables them to make progress throughout the school.

Leadership and management

Grade:

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Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us to your school. We really enjoyed our visit to your school, particularly the chance to meet and talk to so many of you. I am writing this letter to tell you what we found out about your school.

These are the things we liked about your school: * You enjoy coming to school and particularly like the wide range of clubs on offer * You feel your school is a safe place and know that if you have a problem, there is always an adult to talk to * Your headteacher leads the school well * You feel your views and ideas are listened to and acted upon; as one of you told us 'Mr Carpenter listens to what the school council has to say' * You behave well and make visitors to your school feel very welcome.

We have asked your school to improve a few things to make it even better. These things are: * To help you be even better in reading, writing, mathematics and science by the age of 11 * To help you develop better speaking and listening skills * For your teachers to find ways of making sure that all of you have work that is right for you so you can learn quicker and better * To make sure you all have regular Religious Education lessons. We hope that you continue to enjoy coming to school, work hard and do well in the future. Thank you for talking to us and answering our questions.

Kekshan Salaria HMI