

Thorntree Primary School

Inspection report

Unique Reference Number	100142
Local Authority	Greenwich
Inspection number	276257
Inspection dates	5–6 December 2005
Reporting inspector	Tusha Chakraborti

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	Mrs Julia McDonald Ms Richenda Fenwick
Date of previous school inspection	Not previously inspected
School address	Thorntree Road Charlton London SE7 8AE
Telephone number	020 8858 0268
Fax number	020 8293 0998

Age group	3–11
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Thorntree primary school is situated in the Charlton area of the London Borough of Greenwich. The school serves families from a variety of social and educational backgrounds. The majority of pupils are of White British heritage and just over one third are from a wide range of minority ethnic backgrounds. Over 16 per cent of pupils speak English as an additional language, but very few are at the early stages of learning English. A quarter of pupils have learning difficulties or disabilities, higher than is typical nationally. A high proportion of pupils are entitled to free school meals. The attainment of children on entry to the school is below average.

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

* Ensure that teaching and learning are of consistently high quality so that standards of achievement in Key Stage 1 rise* Improve attendance* Revise the delegation of responsibilities to all school leaders so that they more coherently contribute to the school's improvement.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

The quality of teaching and learning is good overall which contributes to pupils' making generally good progress as they move through the school. The teaching is particularly strong towards the upper end of the juniors. Teaching is weaker in Year 2 and pupils' progress slows as a result. Teachers have very good relationships with pupils and have high expectations of their work and behaviour. As a result pupils behave well and apply themselves diligently. Mostly, teachers plan effectively for the needs of all pupils and engage learners well through good questions and interesting activities. This was evident in a Year 6 literacy lesson where the teacher used ever more challenging questions to deepen pupils' understanding of characters in the texts. In the occasional weaker lessons, teachers do not present this level of challenge and pupils sit for too long. As a result, momentum is lost and some pupils lose focus. A thorough assessment system is used effectively to track pupils' progress and set targets for improvement. The school is developing its marking procedures. There are good examples of teachers giving pupils good feedback which helps them to improve their work, but this is not yet consistent in all classes.

Curriculum and other activities

Grade:

The curriculum is good and contributes effectively to pupils' achievement and personal development. Children make a good start to school life in the nursery because of the stimulating environment which allows them develop confidence and an eagerness to learn. There is effective provision for the teaching of basic skills and good links are made between different aspects of the curriculum. In particular, ICT is used imaginatively to support pupils' learning in most subjects. For example in a Year 5 science lesson a heart rate sensor was used effectively to measure the effect of exercise. Both the resourcing and use of ICT is much improved since the last inspection. Similarly, religious education (RE) is now taught consistently throughout the school. Provision for pupils with learning difficulties and the few at the early stages of learning English is good. There is a strong emphasis on personal, social and health education in the curriculum. Provision for healthy living is particularly good as a result of the many sporting activities and the development of healthy lunches. The curriculum is also enriched by the

specialist teaching of French, music and annual residential visits as well as a range of visits and visitors throughout the school.

Care, guidance and support

Grade:

The care, guidance and support for pupils are very effective and a high priority at Thorntree. All adults know pupils as individuals and children are confident that they have a trusted adult to turn to if they have problems. This is supported by the 'worry box' which allows pupils to express concerns in confidence. Child protection procedures are in place and understood by all members of staff. Teachers respond well to pupils' academic and personal needs. Parents hold the school in high regard and feel that their children are safe and well cared for. One said 'the school has a very positive and caring ethos' whilst another believed that 'over the years my child has blossomed and become a rounded individual.' The school is doing everything it can to improve attendance through, for example, the attendance and punctuality cups as well as strategies such as contacting those families who do not notify the school on the first day of a child's absence.

Leadership and management

Grade:

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

Thank you for welcoming us when we inspected your school. We were able to talk to some of you in small groups but we met many others around the school and in classes. We were impressed by your behaviour and you were most courteous and polite. You told us how you feel safe in the school.

We are pleased to tell you that we agree that your school is a good school. We were especially pleased with these things: * Your headteacher and deputy headteacher really do a great job in organising the school and looking after you. * Standards in English and mathematics have improved significantly for those of you who are in Key Stage 2. Standards have also improved in information and communication technology. * You behave well, work hard and listen carefully to your teachers. This helps you succeed at school. * You understand the importance of staying safe and healthy very well and take part in the wide range of physical activities to maintain a healthy lifestyle. * Your teachers give you interesting work in lessons and have high expectations of your work and behaviour. * Staff organise some very good activities outside the normal school day to make learning exciting and enjoyable.

Your teachers plan well and check how well you are doing and how you could do even better. We would like to see them all planning a little more carefully so that you all achieve equally well and continue to improve your skills and knowledge in reading, writing and mathematics. We know that you enjoy learning and, therefore, would like to see you attend school more regularly and punctually. We hope that you will continue to work hard and do well in the future.