

Mulgrave Primary School

Inspection report

Unique Reference Number	100163
Local Authority	Greenwich
Inspection number	276263
Inspection dates	28 February –1 March 2006
Reporting inspector	Andrew Marfleet

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 Trevor Slack Mr Glen Pike
Date of previous school inspection	Not previously inspected
School address	Rectory Place Woolwich London SE18 5DL
Telephone number	020 8317 9211
Fax number	020 8319 5721

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Mulgrave is a larger than average primary school with an early years centre. The new extended school, which combined the existing school and nursery with another nursery, opened in new buildings in February 2005. The facilities on the new site are still not complete, and the move involved considerable disruption to the operation of the school. The early years centre is open ten hours a day for 48 weeks a year. The school includes a special unit for children with speech and language difficulties. The school takes children from areas of high social deprivation, with well over half being entitled to free school meals. The pupils come from a range of ethnic groups, the largest being White British and Black African. Almost half the pupils have English as an additional language, with 27 pupils at an early stage of learning English. The pupil population is quite mobile, with children joining and leaving the school in all year groups.

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 and achievement throughout the school.* Review the organisation of the Foundation Stage so that all children achieve as well as they should.* Improve attendance.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching is satisfactory overall with effective practice noted in some classes. The management of pupils' behaviour is a consistent strength. Teachers build very positive relationships with pupils, who work hard and are keen to succeed as a result. Careful planning and the well-targeted use of support staff meet the needs of pupils with learning difficulties and those whose first language is not English. The use of setting for the older pupils clearly has a positive impact on pupils' achievement. Teachers use questioning effectively both to check pupils' understanding and to make them think. Although many teachers make effective use of interactive whiteboards to demonstrate and to involve pupils, they are not all confident in using this technology. Teaching in the Foundation Stage is broadly satisfactory but the lack of challenge for the more able and older children slows their progress. Teachers' marking is good, thorough and helpful so that pupils can see how to improve their work. The use of targets provides a good focus for pupils so they can see the next steps in their learning. Systems for tracking pupils' progress also enable teachers to target underachieving groups and help them to improve.

Curriculum and other activities

Grade:

The curriculum is broadly satisfactory, with a strong emphasis on key skills. It has become more balanced since the move to the new premises, with good provision for information and communication technology (ICT) being a notable feature. Music is a particular strength of the school, with all Year 4 pupils having the opportunity for instrumental tuition. Pupils enjoy many opportunities to sing, not least in assemblies; performances by the school choir are highly regarded in the locality.

The curriculum in the Foundation Stage, however, is not organised in a way that helps all the children to achieve as well as they should, although it supports their personal development well. Teaching children of different ages together is holding back the older and more able ones: this arrangement needs to be reviewed.

There are valuable links with a range of external bodies, and the school has accreditation for a scheme to enhance pupils' social and emotional development. Enrichment is provided through

a range of visits and out of school clubs, including sports and dance. These extend pupils' experiences and enjoyment of learning and contribute to their health and well-being.

Care, guidance and support

Grade:

The staff provide good support for the pupils through their day-to-day care, and parents speak highly of this aspect of the school's work. Staff and pupils value and respect each other. Pupils receive good personal support and guidance. Parents feel that pupils are taught how to be responsible for their actions. Older pupils in the school are encouraged to apply to be a monitor, and they support younger pupils at lunch-time and in the playground.

The school is careful to ensure the health and safety of its pupils. Procedures for risk assessment are established. Members of staff have a thorough understanding of the procedures for child protection. They support vulnerable pupils sensitively and there are very good links with external agencies. The school is fully inclusive and pupils who have learning difficulties, or who have English as an additional language, are supported well. Their needs are carefully assessed and suitable help and guidance given. The school works hard at supporting pupils' families wherever possible, and courses such as 'Family Learning' and 'Help! I'm a parent!' are proving popular and successful. The school's assessment procedures are good. Marking and target setting are supportive, allowing teachers to see pupils' progress and help them improve their work.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

I want to thank you for the friendly welcome you gave us when we visited your school. We enjoyed talking to you and seeing your work. We also enjoyed talking to your teachers and watching assemblies. Your singing was superb! Although there were many good things about your school, there are things we think should be improved. The school is not yet as good as it ought to be.

What we liked most about your school* You are well looked after and enjoy going to school.* You make progress in lessons, because teachers and other staff know how well you are doing and give you the right sort of help.* You are given interesting and useful things to learn and to do, in lessons and in other school activities.* You behave well, and are developing well as young people.* Your school has a headteacher and other senior teachers who know how to improve the school.* Your parents are very happy with the school.

What we have asked your school to do now* Help everyone to make more progress, so that they all do as well as they should.* Organise the early years centre so that everyone there learns as much as they should.* Make sure everyone attends school as often as possible. We hope that you will all do your best and wish you every success in the future.

Yours sincerely

Andrew Marfleet

Lead Inspector