

Rushey Green Primary School

Inspection report

Unique Reference Number	100701
Local Authority	Lewisham
Inspection number	276370
Inspection dates	1–2 March 2006
Reporting inspector	Jacqueline Krafft

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	Owen Hylton Yana Morris
Date of previous school inspection	Not previously inspected
School address	Culverley Road Catford London SE6 2LA
Telephone number	020 8698 5001
Fax number	020 8697 8241

Age group	3–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of schools and two Additional Inspectors.

Description of the school

Rushey Green is a large primary school with a nursery. It serves a culturally diverse community with high levels of deprivation. The percentage of pupils eligible for free schools meals and the number of pupils who start or leave the school at different times are high. Pupils are from a very wide range of minority ethnic backgrounds, the largest group being of black Caribbean heritage. A high proportion of pupils speak a language other than English as their first language. The percentage of pupils who have learning difficulties or disabilities has increased since the previous inspection and is now higher than average. The school has a hearing impaired resource (HIR) for 12 pupils.

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

Focus on:* Systematic and rigorous monitoring and evaluation at all levels to accurately identify and plan how to improve standards, especially in science;* Improving day to day assessment, including marking, so that work is more closely matched to pupil needs, especially the more able;* Setting challenging, measurable targets so that pupils know how well they are doing and what they need to do to improve.

Achievement and standards

Grade:

Personal development and well-being

Grade:

Quality of provision

Teaching and learning

Grade:

Teaching and learning are satisfactory. Relationships are good and pupils are well managed, which ensures that pupils are ready to learn. There is a good focus on using ICT to support learning. For example, pupils use the internet to research presentations with sound and pictures. Emphasis is given to the development of basic literacy and numeracy skills, although the work for higher ability pupils is not always sufficiently challenging to meet their needs. The best teaching is in the Foundation Stage where there is a very strong focus on learning through investigation and discussion. Pupils quickly learn to make decisions for themselves and are helped to make good progress in important speaking and social skills. This is especially so for pupils learning English as an additional language. For example, pupils are questioned and encouraged to use new words when playing, making models and cooking biscuits. Marking is inconsistent. The best examples give pupils encouragement and guidance on how to improve, but there is not enough of this. Less effective marking consists of ticks and very few comments on how to develop their thinking and understanding, as evident in science work where learners are not clear about how to reach higher standards.

Curriculum and other activities

Grade:

The curriculum is satisfactory and meets statutory requirements. The school is starting to plan good links between subjects to make learning more relevant and purposeful. However, it is not yet able to guarantee that all subjects are covered in sufficient depth. The curriculum for pupils with learning difficulties and disabilities is good. Provision for the youngest pupils is good so they are given a good start for future learning. The school satisfactorily develops pupils' basic skills and is good at helping pupils to grow in confidence through the strong emphasis it places on developing their personal and social skills. The provision for ICT, which was a weakness at the time of the last inspection, is now good. The school organises a wide range of out-of-class activities. These attract many pupils and make a strong contribution to pupils' learning and

enjoyment. A well planned programme of visits and visitors adds extra enjoyment and understanding.

Care, guidance and support

Grade:

The school judges its provision for the care of pupils to be good, and in some respects the inspection team agrees. However, overall, the school's provision is satisfactory. The school provides good day-to-day care for its pupils. It is an orderly, calm and friendly community in which pupils learn happily. Pupils with learning difficulties and disabilities have clear personal education plans which are used to make sure that they achieve well. The school deals effectively with any incidents of bullying or misbehaviour and pupils feel safe. The procedures governing the safety and protection of pupils are satisfactory, but some records are out of date and lack sufficient detail. The guidance provided to help pupils improve their work is satisfactory. However, the school's systems for checking the progress of pupils are only just being developed in English and mathematics. In other subjects, there is no overview of the progress made by pupils. This means the school is not fully effective in ensuring that some groups, such as those who are more able, make as much progress as they should.

Leadership and management

Grade:

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Text from letter to pupils explaining the findings of the inspection

Pupils

Thank you for making us feel so welcome when we visited your school. We enjoyed our visit, looking at your work and seeing you in lessons. We especially liked talking with so many of you. We think your school gives you a satisfactory education.

What we liked most about your school* You work hard for your teachers and enjoy your lessons* You behave well, are polite and care for each other* You have lots of extra activities and clubs which you enjoy* You use computers well and have done some interesting work with them* Those of you who find work difficult get the help you need* Your parents are happy with the school.

What we have asked your school to do now* Find out more about what will make the school even better* Give some of you work that will make you think even harder* Make sure your targets help you know how well you are doing and how you can do even better. We would like to thank you again for making us so welcome and hope that you carry on working hard and enjoying being at school.

Yours sincerely

Jackie Krafft HMI

Her Majesty's Inspector