

# Northend Primary School

## Inspection report

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<b>Unique Reference Number</b>	101418
<b>Local Authority</b>	Bexley
<b>Inspection number</b>	276515
<b>Inspection dates</b>	25–26 April 2006
<b>Reporting inspector</b>	Jacqueline Krafft

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Pat Tullett Mrs Sandra Beckley
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Peareswood Road Erith DA8 3PR
<b>Telephone number</b>	01322 332379
<b>Fax number</b>	01322 330933

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<b>Age group</b>	3–11
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## Introduction

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

## Description of the school

Northend is an average size primary school with a nursery and serves a community with very high levels of deprivation. The number of pupils in the school has been falling in recent years. There are a few from minority ethnic backgrounds; the majority of pupils are of White British heritage. Approximately one in ten pupils speak English as an additional language. The proportion of pupils with learning difficulties and disabilities is higher than average and the percentage of pupils eligible for free school meals is very high. A large number of pupils join and leave each year.

## 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 by improving the consistency and quality of teaching
- Improve the progress pupils make by using assessment information to match
- work to pupil needs
- Track the progress pupils make to identify underachievement and target support effectively
- Further develop the role of subject leaders in monitoring and evaluating teaching and learning.

## Achievement and standards

**Grade:**

### Personal development and well-being

**Grade:**

### Quality of provision

#### Teaching and learning

**Grade:**

Teaching and learning are inadequate because too many pupils, particularly in Key Stage 2, do not make the progress they should. Although there are good relationships and pupils enjoy their lessons, there are inconsistencies in the quality of teaching. In the best lessons teachers use questioning effectively and give pupils opportunities to explain and develop their ideas. Activities are well planned and pupils know what is expected of them so they make good progress.

The management of pupils in class has improved and pupils are increasingly given opportunities to work collaboratively. However, the school's own monitoring and inspection evidence identify that there are not enough good lessons to improve achievement and standards quickly enough. Too often pupils are not clear about what they will be learning and teachers' expectations of what they can do are low. The pace of lessons is often slow and work is not matched to pupils' needs so some pupils find the work too easy and others find it too difficult. Assessment information is not used to track the progress pupils make, identify those who need extra help and target support effectively.

Pupils' work is marked regularly and the quantity and presentation has improved recently but the quality of teachers' comments is inconsistent. Marking which identifies how pupils can improve their work to reach higher levels is limited.

### Curriculum and other activities

**Grade:**

Pupils have access to a satisfactory and suitable curriculum which contributes appropriately to their learning. There is good emphasis in the Foundation Stage on practical activities which children enjoy. Across the school, opportunities for personal and social development are effectively planned into the curriculum. These help pupils to build relationships and take responsibility for their actions. The recently established learning support unit is beginning to provide appropriate learning support for pupils with behavioural needs. Specialist provision for

pupils with learning difficulties and disabilities is good once their needs have been identified. Provision for pupils learning English as an additional language is at an early stage of development and planning for their individual needs is yet to be fully established. The development of pupils' skills in literacy, numeracy and information and communication technology (ICT) is a high priority for the school. However, these are not yet embedded sufficiently in other subjects to make any significant impact on pupils' progress. There is a satisfactory range of after school and lunchtime clubs which pupils appreciate.

## **Care, guidance and support**

### **Grade:**

Care, guidance and support are satisfactory. The school is a friendly and welcoming community where pupils are well cared for. There are rigorous procedures to ensure their welfare and safety and regular risk assessments are carried out. Child protection procedures are clear and understood. The breakfast club is well attended and provides a calm and orderly start to the day so pupils are ready to learn.

Learning mentors provide good support for pupils with behavioural difficulties and maintain good links with parents. There is appropriate additional support for pupils identified with learning difficulties and disabilities so these pupils make satisfactory progress. Planning of support for pupils learning English as an additional language and more able pupils is not yet consistent.

The guidance provided to help pupils improve their work is inconsistent because progress is not monitored rigorously. Although some pupils are aware they have targets they are unclear what they need to do to achieve them.

## **Leadership and management**

### **Grade:**

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

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

On behalf of all the inspectors, I would like to thank you for making us feel so welcome when we visited your school. We really enjoyed talking to you, looking at your work and seeing you in lessons.

You and your parents told us you like school and enjoy your lessons. You are well cared for, you feel safe and can talk to your teachers and the other staff if you are worried about anything. Most of you play and work well together and some of you are looking forward to representing your class on the new school council because you know your views will be listened to.

Your headteacher has improved lots of things in the school, but we think that the school needs to get even better. So, we have arranged for some more inspectors to come back after some months to see how well things are going. We have asked Mrs Beckley and your teachers to help you do as well as you possibly can by making sure the work you do isn't too hard or too easy. We want them to keep checking how well you are doing so that they know if they need to give you some extra help. We also want the teachers to give each other extra ideas to make each lesson really good so that you learn as much as you can. We would like to thank you again for making us so welcome and hope that you carry on enjoying being at school and get even better at your work.

Best wishes

Jackie Krafft

Her Majesty's Inspector