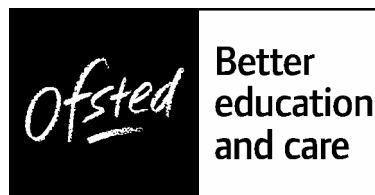


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21 March 2007

Mrs B Ohene  
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Dear Mrs Ohene

Ofsted survey inspection programme - Geography

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 06 March 2007 to look at work in geography.

As outlined in my initial letter, as well as looking at key areas of the subject, the visit had a particular focus on the emphasis placed on the global dimension of the subject.

The visit provided valuable information, which will contribute to our national evaluation and reporting. Published reports are likely to list the names of the contributing institutions, but individual institutions will not be identified in the main text. All feedback letters will be published on the Ofsted website at the end of each half term.

The evidence used to inform the judgements made included: interviews with the headteacher, the subject co-ordinator and pupils, scrutiny of relevant documentation, analysis of pupils' work and observation of a lesson.

The overall effectiveness of geography was judged to be good.

Achievement and standards

Achievement and standards are good overall.

- Children enter the school with low levels of functional literacy and are generally below national expectations.
- Many children have recently arrived in Britain and speak limited English but all children make good progress, so that by the time they leave Year 2 they have reached standards in geography that are broadly in

line with national expectations for the subject. Children are better orally than they are in writing.

- During the Foundation Stage and Year 1, the focus on understanding the local environment and the children's place in it, provides a solid base from which to learn about the wider world in Year 2.
- Children's drawings and writing indicate successful preliminary mapping skills.

### Quality of teaching and learning

The quality of teaching and learning is good.

- Skilled questioning by the teacher observed ensures that all children are encouraged to try to find explanations for particular events.
- Good use is made of artefacts and pictures to enliven activities and to engage the children fully.
- When working with historical and modern maps pupils require greater explanation.
- Pupils develop significant skills of deduction and the ability to sequence events.
- Pupils are very carefully coached about how to approach taking turns and how to work collaboratively as a group.
- The level of interest shown by the pupils is very high; they enjoy working in small groups. They take turns in speaking and listen carefully to each other and the teacher. Pupils' behaviour is good.

### Quality of the curriculum

The quality of the curriculum is satisfactory.

- Planning of the subject in the medium and short term is satisfactory and reflects progression from the local environment to further afield.
- Although children study distant places such as Trinidad and Tobago, there is insufficient development of themes related to the children's own cultural heritage based on their prior knowledge. Many children have experience of more than one European country and other continents.
- Limited use is made of modern technology, for example, the use of digital cameras.

### Leadership and management

The quality of leadership and management is good.

- Given the degree of staff turbulence in the recent past, a sensible approach has been taken to co-ordinate the subject.
- A good draft policy has been produced and an appropriate audit of the subject by the new co-ordinator.

- An effective action plan has been drawn up to develop the subject further.
- Children are given suitable feedback on their work but assessment remains underdeveloped. Currently there is no portfolio of annotated work to indicate the levels that children have reached.
- The co-ordinator has only had limited opportunities to develop her subject expertise further.

#### Subject issue: The global dimension

Children's learning about the global dimension is satisfactory.

- Some comparisons are made between Britain and places that are more distant. Limited use is being made of the of the children's own background as an effective starting point.

#### Inclusion

The quality of inclusion is good.

- Children work in close and mutual harmony in the school and show respect for one another and their teachers. This is a key strength of the work of the school.

#### Areas for improvement

Areas for improvement, which we discussed, include the need to:

- develop further the global dimension of the geography curriculum utilising more fully the rich cultural backgrounds of the children
- develop an annotated portfolio of children's work to help teachers understand what exceptional geographical achievement might look like.

As I explained in my previous letter, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

Jenny Smith  
Her Majesty's Inspector