

Launcelot Primary School

Inspection report

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| Unique Reference Number | 100692 |
| Local Authority | Lewisham |
| Inspection number | 307443 |
| Inspection dates | 18–19 November 2008 |
| Reporting inspector | Natalia Power |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 310 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 48 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Ms Pat Palmer |
| Headteacher | Mr Chris Childs |
| Date of previous school inspection | 27 June 2005 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Launcelot Road Downham Bromley BR1 5EA |
| Telephone number | 020 8697 2304 |
| Fax number | 020 8697 2304 |

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|--------------------------|---------------------|
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This primary school is larger than average and numbers are increasing. The percentage of pupils eligible for free school meals is well above the national average. Around half of pupils come from a wide range of ethnic heritage backgrounds. A higher than usual proportion have first languages other than English, most commonly Tamil, French and Bengali. An average proportion of pupils have learning difficulties and/or disabilities. Of these, pupils with moderate learning difficulties and those with specific learning difficulties, such as dyslexia, form the largest groups. The proportion of pupils joining or leaving the school other than at the usual times is higher than average. The school has achieved the Healthy Schools award.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school. Pupils achieve well academically and socially because of the good provision. The school's partnership with parents is outstanding. It offers parents excellent classes and courses to help them support their children's learning. One parent commented that she values the 'space and time in the day where parents can come for a social meeting. This is great at holding the community together.'

In this supportive community environment pupils develop good personal skills. They behave well in and around the school. They understand and enjoy the clear rewards systems in the school. The 'caught you being good' cards, and the use of coloured cards to show pupils instantly how they are behaving, are effective in enabling pupils to take responsibility for their own behaviour. Pupils' spiritual, moral, social and cultural development are promoted well. Assemblies focus on promoting values such as generosity, and pupils respond by being considerate and respecting one another. Pupils are prepared well for the next stage of schooling through a strong focus on promoting their basic skills and through effective links with a range of nearby schools.

This is a caring school in which no pupil is overlooked. Those who join late and those at an early stage of learning English are supported well and quickly settle down. As a result they make progress in line with others. The school caters well for pupils with language difficulties and/or disabilities, and these pupils, too, make good progress. Overall pupils make good progress from below average starting points and leave at the end of Year 6 with standards which are broadly in line with their national counterparts. Pupils make good progress in Nursery and Reception, but progress slows in Years 1 and 2 because of inconsistencies in teaching and learning. Though some teachers expect a great deal from pupils and encourage them to work to the best of their ability, others provide work that is less challenging and which relies too heavily on worksheets. There is a need for closer monitoring by leaders to ensure that all teaching in Key Stage 1 is brought up to the level of the best. Pupils make good overall progress in Years 3 to 6. Overall teaching and learning are good. Lessons are well planned and delivered with pace and enthusiasm. The school recognises that there is a need to challenge higher-attaining pupils with more demanding work to encourage them to do as well as they can.

The school provides good academic guidance to all pupils, who are clear about what they need to do to reach the next level. They are encouraged to take responsibility for their learning through choosing their own targets. Lower down in the school these targets take the form of wanting to do better in dance club or swimming. Older pupils understand the need to improve their basic skills and choose literacy and numeracy targets well. A strong feature of the good curriculum is the quality of enrichment, particularly through high-quality art projects. The school is unusual in having a dedicated art room. Pupils, working with the artist-in-residence, produce work that enhances the environment and raises their aspirations.

The school accurately describes its leadership and management style as 'collegiate'; leaders and managers at all levels work together well to raise standards. The headteacher helps to develop teachers' careers well, and newly qualified teachers are nurtured to enable them to take their place as part of the management team. Consequently they are enthusiastic and keen to improve the school still further. Leaders and managers have accurately identified the need to raise standards among White British working-class boys and girls. They have embarked on

an innovative programme to improve the curriculum and the personal development of these pupils, and this is already beginning to improve achievement. The school has an accurate understanding of its strengths and what remains to be done, and has a good capacity to improve.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children make a sound start in the Nursery where the teaching is good. Almost all children join the school with skills, knowledge and understanding below the average expected for their age. By the end of Reception they have made good progress and have attained the skills expected of five-year-olds. The school places a very strong emphasis on the personal development of pupils, so that they develop positive social skills and good attitudes to learning. Relationships between children and adults are also good. Induction arrangements when children begin both Nursery and Reception are good and the school works to develop a strong home-school partnership from the beginning. Children listen exceptionally well, as seen in the Nursery when children used rhyme to introduce themselves in a circle-time activity. The teaching of letters and sounds is consistent and supports the development of reading and writing skills. Children enjoy the wide range of activities available for them, and are able to follow their own interests as well as join in adult-led activities. Effective assessments are carried out and this information is used well to challenge and support individual children, so that they achieve well. However, planning across the Reception classes is not consistently good, so that children do not always benefit from the high quality provision they experienced in the Nursery. The good leadership and management has identified this as a priority for improvement as part of their regular review of provision.

What the school should do to improve further

- Raise standards in Years 1 and 2 by closer monitoring of teaching and learning to ensure consistency.
- Raise the achievement of higher-attaining pupils by pitching the work more accurately to their needs.

Achievement and standards

Grade: 2

Pupils enter the school with language and communication skills which are below expected levels. They make good progress throughout the school, leaving with standards which are broadly average. School data shows that 2008 results were among the best ever. However, fewer pupils gained the highest levels than the national average. The school recognises the need to challenge higher-attaining pupils more consistently with demanding work. For some years the progress of pupils in Years 1 and 2 has lagged behind that of younger children and pupils in Years 3 to 6. The school is taking action to even out the inconsistencies in teaching and learning in these year groups. Pupils with a wide range of learning difficulties, and those for whom English is an additional language, make good progress because of effective support. Pupils who have been at the school from the start of their school career make even better progress than those who join later, but these pupils also make good progress because they are supported well.

Personal development and well-being

Grade: 2

Pupils' enjoyment of school is evident from their positive comments. One pupil said that 'Launcelot School is the best school I have ever been to and the teachers are nice.' Pupils are polite and friendly. They feel safe and demonstrate good awareness of the safe use of the internet. Pupils report that they feel protected by the school's security systems, and are reassured by adults' presence on the 'monitoring bench' during outdoor play. They are aware of the benefits of healthy eating and an active lifestyle. They undertake responsible roles through membership of the school council. They have a good sense of community. Attendance has been steadily improving over the years and is now satisfactory. Pupils confirm that behaviour is 'mostly good', and the rare incidents of bullying or unkindness are promptly addressed by staff. They demonstrate a good level of awareness of the need for sensitivity to people of other cultures and beliefs.

Quality of provision

Teaching and learning

Grade: 2

Teachers enjoy good relationships with their classes. In turn pupils are, as one parent commented, 'so proud of their teachers'. Pupils enjoy their learning and make good progress, and teachers use a wide range of strategies to engage their interest. Lessons are planned well. Pupils understand clearly what they will be learning, and effectively revise what they have learnt. Teachers manage their classes well, and teaching assistants give good support. Most teachers plan well for the wide range of needs in their classes and this is particularly successful with pupils who have additional needs. Some, however, do not challenge pupils in Years 1 and 2 with sufficiently demanding work and this lowers overall achievement in Key Stage 1.

Curriculum and other activities

Grade: 2

The curriculum has an effective emphasis on the development of core skills in literacy, numeracy and science, which contributes significantly to good outcomes in pupils' achievement. The school is developing a creative curriculum well and the impact of this in raising pupils' aspirations is seen in its effective promotion of art and music through whole-class guitar lessons. The school has rightly identified the need to strengthen information and communication technology (ICT) to enhance cross-curricular links. The curriculum is enriched by a good and varied programme of trips, visits and clubs which are popular and add to pupils' interest and enjoyment. The school works in highly effective partnership with local secondary schools to prepare pupils well for the next stage of schooling.

Care, guidance and support

Grade: 2

Parents recognise the good quality of care. One commented, 'The school works hard to build the children's confidence.' Pupils express their concerns to adults, confident that they will be effectively addressed. There are good systems in place for ensuring the safety and well-being of pupils. The school liaises exceptionally well with external agencies to address the needs of vulnerable pupils. The good induction and transition arrangements help children settle well

into the school and ensure their smooth transition into the next phase of learning. Teachers make good use of the data available to them to set clear targets for improvement. However, these are sometimes insufficiently challenging for more able pupils.

Leadership and management

Grade: 2

The headteacher nurtures his staff, developing their careers well and encouraging them to take positions of responsibility. As a result, all members of the leadership and management team share a clear vision for the future of the school. Good systems are in place to track pupils' progress, and this is helping to raise achievement. The school provides challenging targets for achievement in Year 6, and these were exceeded in 2008. The school is perceptive in the evaluation of its strengths and areas for development and recognises the need to monitor teaching and learning more closely to ensure more consistency in Key Stage 1. Governors provide effective support and are ready to hold the school to account. The school promotes community cohesion effectively by welcoming the local community into the school and by encouraging pupils to value diversity and promote shared values. As a result, the school's reputation is growing and numbers are rising.

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.

Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 1 |
| The capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 2 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress | 2 |

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Annex B

Text from letter to pupils explaining the findings of the inspection

02 December 2008

Dear Pupils

Inspection of Launcelot Primary School, Bromley, BR1 5EA

You may remember that three inspectors recently visited your school. We started by being shown round the school by three pupils, and their enthusiasm and pride in the school was echoed by many of you. Your school helps you to develop into confident young people who take an interest in the world around you and respect the values of others. You were all very friendly and welcoming to visitors, and behaved well in lessons and around the school.

You are fortunate to go to a good school which cares for you well and helps you to make good progress. Your lessons are interesting and you have very good opportunities to develop your other interests, such as in art or music. An exciting feature of your school is the way it encourages your parents to find out what you are learning in class, so that they can help you even more. Your teachers work hard for you and teach you well. We have asked those in charge to make sure that all of you in Years 1 and 2 are set work that fully challenges you. We have also asked your teachers to help those of you throughout the school who find work easy to aim for the top levels. The adults in charge have such good systems in place for checking how well you are doing that I am sure it will not be long before these improvements happen. You can help by working as hard as possible and making sure you never get a yellow or red card!

Yours sincerely,

Natalia Power

Lead Inspector