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Miss J M Fernandes  
Headteacher  
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Dear Miss Fernandes

Ofsted survey inspection programme – geography

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 08 November 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 focus on the school's response to 'Excellence and Enjoyment' and how this is impacting on provision in geography, particularly in terms of planning and progression.

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 staff and pupils, scrutiny of relevant documentation, analysis of data, analysis of pupils' work and observation of four lessons.

The overall effectiveness of geography is good.

Achievement and standards

Achievement and standards are both good.

- Pupils' achievement is good because of the effective teaching. A relatively high proportion of pupils are working at the expected standards for their ages and there is clear evidence for progression.

- Year 4 pupils carry out a good range of research tasks related to a local area of waste land and how it can be used for a local park. They are able to draw clear, well labelled plans of their proposals and complete writing using a wide variety of genres, including very good letters to the council.
- Year 6 pupils have a good understanding of the ways the earth's environment is changing and how people are involved in these processes.
- Pupils are very well behaved and keen to learn. They enjoy stimulating learning activities, and use their imaginations well.

### Quality of teaching and learning of geography

The quality of teaching and learning is good.

- Lessons are well planned, use a variety of interesting resources, including interactive whiteboards, which make learning interesting and have concluding activities that add to pupils' learning. These enable teachers to assess the progress of pupils accurately.
- In geography lessons, good use is made of pupils' literacy skills and some literacy lessons make effective use of geography as a context for language study. For example in a Year 4 literacy lesson, pupils learnt a great deal about the skills of debate before they took on the roles of people with different viewpoints about whether or not to install speed cushions in a local road.
- At the end of each unit of work, pupils' progress is assessed accurately against key learning objectives.

### Quality of curriculum

The quality of the curriculum is good.

- Geography is taught as a separate subject and also through links with other subjects. Some good links are made especially through citizenship as, for example, when Year 3 pupils petitioned the council for environmental improvements following their study of the school's locality.
- Each year, the school plans a special topic that is led by professional dancers and incorporates many different subjects. The latest topic focussed on the value and uniqueness of each person in an imaginary place. Pupils visualised and drew good quality maps of this place, some of which used scale accurately.
- There is good provision for fieldwork in Years 1 to 4, but not in Years 5 and 6.
- The school is currently developing a link with a Tanzanian school which will enable the whole school to work on a special topic about Tanzania and the global community to enhance learning about a contrasting locality.

- The very active environmental club, the Eco-Warriors, involves many pupils and adults from Year 1 onwards in recycling as well as in conserving resources and improving the school's environment. This has a significant impact on the pupils' and adults' environmental understanding.

## Leadership and management of geography

Leadership and management of geography are good.

- The school's self-evaluation of geography provision is accurate. The geography subject leader is given time to carry out her responsibilities, and has a clear programme of monitoring and evaluation for the year. An annual scrutiny of pupils' work and a written review of the subject clearly identify both strengths and areas for improvement.
- A good start has been made towards developing a portfolio of pupils' assessed work to show the standards expected in each year to support teachers' monitoring of pupils progress.
- Geography is included in the school's improvement plan and provision for the subject is improving with, for example, a whole-school geography action week next summer.
- Teachers' overall subject knowledge is satisfactory, and the geography leader has sought appropriate advice to continue to develop her own subject expertise.

## Subject issue

The impact of curriculum planning on progression in geography is satisfactory.

- The school uses national guidance as a framework for pupils' learning in geography as they move through the school. This helps to ensure that pupils' learning in one year builds on and extends earlier learning. Progression in pupils' learning, especially of their geographical enquiry and skills, is not yet sufficiently monitored to provide a clear picture of the progress all pupils are making.

## Inclusion

The provision for inclusion in geography is good overall.

- Different groups of pupils make similar good progress in geography. For example, boys and girls are both enthusiastic writers in geography lessons.
- In a debate, all pupils were well prepared and there was good support and encouragement for those lacking confidence.
- Teaching assistants are used effectively to help lower-attaining pupils make good progress in lessons.

## Areas for improvement

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

- ensure that pupils make good progress in developing geographical enquiry and skills
- complete the compilation of a portfolio of pupils' assessed work so that all teachers are aware of the expected standards in each year
- develop a programme of fieldwork for Years 5 and 6.

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 the next institutional inspection.

Yours sincerely

Mike Milton  
Additional Inspector