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Headteacher  
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Dear Mrs Iannidinardo

Ofsted survey inspection programme – geography

Thank you for your hospitality and co-operation, and that of your staff and pupils, during my visit on 10 December 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' its impact 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 and pupils' work and observation of five lessons.

The overall effectiveness of geography is satisfactory with some good features.

Achievement and standards

Achievement is satisfactory and standards are average.

- Although most pupils make satisfactory progress, some make good progress in particular classes and for particular topics, and reach standards that are above national expectations.

- Pupils' recorded work shows that there are some instances when more-able pupils have insufficient challenge to achieve well and some lower-attaining pupils do not have enough support to help them make good progress.
- Where pupils made good progress, Year 6 pupils were able to explain accurately how some landforms were formed on the North Norfolk coast, and Year 4 pupils used their good levels of knowledge effectively to create weather maps of Egypt using information and communication technology.
- Pupils' personal development is outstanding. They behave very well indeed and almost invariably sustain their concentration in lessons even when whole-class teaching sessions are rather long. They are very keen to learn, and work well in groups.

### Quality of teaching and learning of geography

The quality of teaching and learning is satisfactory.

- Although all lessons have at least some good features, they are not always sufficiently engaging to enable all pupils to make good progress.
- Common strengths of lessons include class management that secures a good response from pupils, interesting learning resources and activities, effective use of interactive whiteboards, and the use of questions to extend pupils' knowledge and understanding.
- Pupils' work is regularly marked against the learning objectives of lessons, but advice about how to improve is not given consistently. In the best lesson, pupils assessed their own learning against the lessons' objectives.
- There is a good system for assessing pupils' progress at the end of each topic. However, there is not a portfolio of pupils' work to demonstrate the standards expected in each year group.

### Quality of curriculum

The quality of the curriculum is good.

- Planning for the curriculum maintains the distinctiveness of geography's contribution to pupils' learning as well as making valid links with other subjects and topics that interest and motivate the pupils.
- Some special activities make a strong contribution to pupils' geographical learning, including a week when each class studied a different continent.
- There is a good range of fieldwork with at least one activity in each year. Year 6 pupils enjoyed the residential fieldwork in North Norfolk enormously and benefited from a very wide range of learning that

included work on contrasting sections of the coast as well as orienteering which allowed them to utilise and develop mapping skills.

## Leadership and management of geography

Leadership and management of geography are satisfactory.

- The work of the subject leader has benefited from the school's development of its middle leaders. The leader's work has some good features but is not yet securing consistently good progress from the pupils.
- The leader monitors weekly plans regularly, and has observed geography teaching in collaboration with the headteacher. Currently, pupils' recorded work is not evaluated for progress and standards.
- There is an action plan for geography which includes appropriate priorities. Much has already been achieved during the 2007-8 school year.

## Subject issue

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

- The school uses national guidance, including learning objectives, for geography as a framework for pupils' learning. It adapts this guidance, but retains the objectives, by making links with other subjects and topics to help ensure that learning activities meet pupils' learning needs and interests.
- This provides a satisfactory framework for progression in pupils' learning although the subject leader has not yet evaluated the impact of this planning on pupils' geographical knowledge, understanding and skills.

## Inclusion

The provision for inclusion in geography is satisfactory overall.

- There is some good use made of teaching assistants to help match the work to pupils' differing learning needs and interests. As a result, for example, some pupils with learning difficulties and disabilities make good progress.
- Lessons are not always sufficiently structured to ensure all pupils are sufficiently challenged to enable good learning for all.
- Pupils with physical disabilities are fully involved in lessons.

## Areas for improvement

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

- ensure that work set meets the needs of all pupils so that they are all able to make at least good progress
- ensure that the marking of pupils' work gives clear guidance about how to further improve their learning
- compile a portfolio of pupils' work so that all teachers are aware of the expected standards in each year.

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