

Bannockburn Primary School

Inspection report

Unique Reference Number	100113
Local Authority	Greenwich
Inspection number	323228
Inspection dates	25–26 February 2009
Reporting inspector	Margaret Coussins

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.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	360
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr Robert Young
Headteacher	Mr Robert Carpenter
Date of previous school inspection	9 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Plumstead High Street London SE18 1HE
Telephone number	020 8854 2169
Fax number	020 8855 9845

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Almost three-quarters of pupils are from minority ethnic groups and around half have English as an additional language. The largest groups are from White British, Asian or Black African backgrounds. The proportion with learning difficulties and/or disabilities is above average. Pupils have a range of needs but these relate mainly to moderate learning, speech, language and communication difficulties and dyslexia. The proportion of pupils who start and leave the school other than at the usual times is higher than average. There are 95 children in the Early Years Foundation Stage including 50 who attend the Nursery on a part-time basis. The school has been accredited with the Healthy School and Activemark awards. There is an after-school club on the school site, which is managed by a private provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bannockburn Primary is a good school. Aspects of its work are outstanding. Excellent pastoral care and welfare develop pupils' confidence and self-esteem and successfully raise pupils' expectations and aspirations. As a result of this, pupils' personal development and well-being are exemplary. From starting points that are well below expectations for their age, pupils reach standards that are slightly above average in English and science and below average in mathematics by the end of Year 6. They make good progress from their starting points as a result of good teaching and a stimulating curriculum. Most lessons move at a brisk pace and activities are generally well matched to pupils' interests and abilities. On occasion, however, teachers expect pupils to sit together for too long before starting their independent work, which slows the pace of their learning, and there are not always enough challenges for all abilities. Assessment results in 2008 show that, by the end of Year 2, standards have improved considerably from the previous year but remain slightly below average overall. Many pupils arrive in Year 1 or 2 with little or no English. Although they make good progress, they do not have enough time to catch up by the end of Year 2. The impact of the school's work to ensure a consistent approach to the teaching of writing has been effective and standards have improved in Years 3 to 6. Mathematics remains the weaker subject, which the school has identified as a continuing focus for improvement.

The school very successfully includes families and children from many different backgrounds, countries, faiths and cultures and this has resulted in a happy working community. The school has a positive ethos in which all pupils feel valued and included. Pupils behave very well and say that they feel safe in school. The school council is active and has a strong voice in the school. Pupils welcome the responsibilities they are given and take their roles very seriously. Links with parents and the community are excellent and everyone shares the aims and values of the school. One parent wrote, 'My child is very keen and enthusiastic to attend school and dislikes the holidays.' Pupils say they think their school is good and that they enjoy learning. As a result, their attendance is good.

Leadership and management of the school are good. The headteacher and a strong team of senior leaders work effectively and successfully to include and value all children and promote mutual respect and strong positive relationships. The headteacher has inspired and motivated staff, pupils and parents with his enthusiasm and determination, shared with all the staff, to provide a good education for all pupils and very effective support for more vulnerable pupils. The governing body provides good strategic leadership, supports the school well and holds it to account for its performance. There is a clear evaluation of the work of the school. The excellent links with the community, other schools and organisations contribute most effectively to pupils' learning and outstanding personal skills. Issues from the last inspection have been dealt with successfully and there is a good capacity to improve further. Parents are very supportive of all the staff and the headteacher. One parent commented, 'As a result of their hard work and dedication we both feel that our daughter will make a smooth transition into secondary school.'

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a good start in the Early Years Foundation Stage. Induction arrangements are good and, together with well-established routines, help children to settle quickly and feel safe and happy in school. One child said, 'We like playing and we're all good friends.'

Although in recent years children's attainment as they moved into Year 1 has been considerably below that expected, recent initiatives established by leaders and managers are already having a positive impact on children's learning and development. Many still do not reach the goals expected by the end of the Reception year, but they achieve well from starting points that are well below those expected for their age. Communication, language and literacy skills are particularly low when children start, as many are still at the very early stages of learning English. The school has worked hard to ensure a consistent approach to teaching children to link sounds and letters (phonics) and, as a result, children make very good progress and are making gains at a faster pace than previously. Staff usually encourage children's independence, as seen when children in the Nursery confidently dressed themselves in outdoor clothing. Sometimes, however, adults do things for children that they could do for themselves, which limits their opportunities to develop independence. The curriculum is well planned and provides good opportunity for learning through play in the classrooms and in the outside areas. There is a good balance between activities directed by adults and those where children can make their own choices. The Early Years Foundation Stage is well led and managed and parents are pleased with the start their children make at school.

What the school should do to improve further

- Raise standards and achievement in mathematics.
- Ensure a brisk pace to all lessons and more opportunities for independent work that challenges all abilities.

Achievement and standards

Grade: 2

The attainment and skills of new arrivals in different year groups are often well below average, mainly because many are at the very early stages of learning English. The well above average numbers of children who start and leave the school other than at the usual times has a considerable impact on overall standards. Assessment results in 2008 show that, by the end of Year 2, standards had improved considerably since the previous year but remained below average. However, pupils make good progress overall from their well below average starting points and, by the end of Year 6, standards are slightly above average in English and science. The school has worked hard on mathematics, aspects of which have improved, such as calculation. However, standards in mathematics remain below average and the school has identified that difficulties with problem solving and investigative work are holding them back. Pupils make good progress overall because teaching is good and the school has effective systems for including all pupils from different backgrounds and with varying abilities, through a rigorous programme of intervention to provide extra support to help pupils catch up in their learning. Standards in art, as seen in displays around the school, are impressive.

Personal development and well-being

Grade: 1

Pupils' outstanding personal skills, including their excellent spiritual, moral, social and cultural development, are evident in their outgoing, friendly nature. Pupils have very positive relationships which contribute to the welcoming and respectful atmosphere in the school. The work the school has done to gain the Healthy School and Activemark awards means that pupils have an excellent awareness of how to adopt healthy lifestyles and keep fit. They feel safe and free from bullying and, because of the excellent trusting relationships, are confident that they can turn to members of staff should they feel troubled. One pupil said, 'We are surrounded by a safe, secure building and can talk to staff because they listen to our problems.' Pupils are considerate and accepting of differences in others' social, religious and cultural backgrounds. Excellent displays of pupils' work reflect studies of different faiths and cultures. They enjoy school for the friendships they make as well as for their learning, and attendance is good. Pupils enjoy and are developing an understanding of and interest in the worlds of art and music, and work in and for the community, and reflect on matters concerning society as a whole, such as recycling. The school also ensures an understanding of the global community, for example through its International Week. The school council is particularly proud of its work to improve playground equipment and indoor toilet facilities. With strong, positive attitudes to learning and a highly developed sense of values, pupils are very well prepared for the next stage in their education.

Quality of provision

Teaching and learning

Grade: 2

Pupils have excellent attitudes to their learning and appreciate it when teachers make lessons fun. Teachers build well on pupils' previous learning and, consequently, pupils make good progress. Lessons are generally engaging, well planned and enjoyed by learners. The best teaching has excellent pace and all learners are challenged to achieve their best. In most lessons, teachers use questioning well, encouraging pupils to give extended responses, which improves their speaking and listening skills. Teachers' subject knowledge is secure, and learning objectives are regularly shared with pupils. Excellent relationships and behaviour make a notable contribution to pupils' learning. On occasion, however, pupils' progress is limited because introductions to some lessons are over-long, which can slow the pace of learning and tasks are not always well matched to pupils' abilities. This means that expectations are sometimes not high enough to provide sufficient challenge to pupils, particularly the more able ones. Teaching assistants generally make a considerable contribution to pupils' learning by supporting individuals and small groups and working closely with teachers to enable the progress of all groups of learners. Pupils with learning difficulties and/or disabilities and those with English as an additional language are well taught and receive a good level of additional support.

Curriculum and other activities

Grade: 2

Themed events such as book week, maths week and healthy living week, as well as visits out of school, visitors to the school and after-school activities very successfully add to the richness of the curriculum. These activities broaden pupils' personal experiences, widen their horizons and make a notable contribution to their outstanding personal development and their learning.

Pupils appreciate the excellent range of popular, well-attended clubs that develop skills in the arts and sports as well as providing opportunities to learn new skills such as cooking. One parent commented that the school provides 'very good extra-curricular activities that fully support all types of learning experiences'. The school has worked successfully to link together different subjects to make learning more meaningful and relevant for pupils. Art and music are key strengths in the curriculum and outstanding displays show how they are used to enhance learning in other subjects. Teachers and pupils use information and communication technology (ICT) very well to support many areas of the curriculum and develop learning. There are good partnerships with other schools and organisations such as Charlton Athletic Football Club. The curriculum does not always make the most of pupils' excellent personal skills and behaviour to provide problem-solving, investigative and independent activities to enliven learning. The school has identified this as a focus to help raise standards in mathematics.

Care, guidance and support

Grade: 2

Arrangements for safeguarding pupils are robust and ensure that pupils feel happy and safe. Excellent care and support are based firmly on the values that the school promotes, which are well understood by pupils and parents. The school works very well in partnership with parents and with a wide range of external agencies to support pupils' needs. The work of the learning mentors and a counselling service make a notable impact, as pupils with a range of social, emotional and behavioural needs receive good support, which enables them to continue their learning successfully. There are very good systems to support new arrivals to the school which help them to settle quickly and feel included in all aspects of school life. There are effective measures to work with families to promote better attendance. Good links with community groups promote harmonious relationships between pupils and families from different social, cultural and ethnic backgrounds. Marking and feedback to help pupils improve their work lacks consistency across classes and subjects.

Leadership and management

Grade: 2

The highly effective leadership of the headteacher and his vision for the school are the driving force behind school improvement. He is supported well by a strong and motivated team of leaders, who share his clear sense of direction for the school. Their work has brought about notable and considerable improvements in pupils' achievement and their personal skills since the previous inspection. There is a shared commitment to improving standards and good provision, by working well together and keeping the personal and academic needs and aspirations of all pupils at the forefront of the school's work. There is a strong emphasis on professional development and sharing skills and expertise. Staff commented that, as a result, they feel valued and inspired. Most aspects of the school's work are evaluated effectively. Phase leaders and subject leaders have a good knowledge of the areas they are responsible for and have plans for further improvement. Community cohesion is excellent because the school works very effectively with parents and partners in the local community and promotes knowledge, understanding and tolerance of its culturally diverse population. The governing body provides good strategic leadership, supports the school well and holds it to account for its performance.

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Annex A

Inspection judgements

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

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

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

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

How good are the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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

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	1
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	1
How well does the school contribute to community cohesion?	1
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**

10 March 2009

Dear Pupils

Inspection of Bannockburn Primary School, London, SE18 1HE

I am writing to let you know how much my colleagues and I enjoyed our visit to your school and what we found out. Thank you all for making us so welcome, and for talking to us about your work and telling us what you think about your school. We agree with you that yours is a good school.

You are doing well in your learning and you make good progress. We read lots of your interesting writing around the school and the quality of your writing has improved. Well done for this. You told us that you really enjoy being at school and love all the different things you do. Your behaviour is excellent and it was great to see you get on so well together and help each other at work and play. Everyone in the school takes good care of you and helps you all to do your best. Your headteacher and all the staff do a good job in running the school and know how to make it even better in the future.

These are the things we have asked your headteacher and teachers to do:

- We want you to reach higher standards in your mathematics work by the time you leave school.
- We have asked your teachers to make sure that they give you enough time in your lessons to do your work and give you more opportunities to work things out for yourselves. This will help to make sure that you are all challenged to learn as well as you can.

Some of you who have been at the school for a long time told us how much you think things have changed for the better. This is because you and all the staff have worked hard to make your school an exciting place to be. We were very impressed by all your work on display around the school. Thank you again for all your help and for being so friendly, polite and interesting to talk to.

Yours faithfully

Margaret Coussins

Lead Inspector