

Invicta Primary School

Inspection report

Unique Reference Number	100134
Local Authority	Greenwich
Inspection number	335492
Inspection dates	23–24 November 2009
Reporting inspector	Susan Thomas-Pounce

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	199
Appropriate authority	The governing body
Chair	Sukey Firth
Headteacher	Marie Corbett
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school documents including policies and the development plan, safeguarding arrangements and local authority evaluations. Questionnaires were received from 30 parents and carers and were considered along with questionnaires completed by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the Early Years Foundation Stage
- outcomes for pupils, particularly those with special educational needs and/or disabilities and those with higher ability
- the quality of teaching throughout the school
- how well basic skills are developed and embedded within subjects across the curriculum
- what impact leaders and managers at all levels, including governors, are making to the school's improvement.

Information about the school

This is a one-form entry school with an integral Early Years Foundation Stage comprising Nursery and Reception classes. The proportion of pupils eligible for free school meals is above the national average. While the proportion of pupils with special educational needs and/or disabilities is broadly average, those with a statement of special educational need is much higher than average. A high and increasing number of pupils in the school are from a minority ethnic background. Many of these pupils are at the early stages of learning English as an additional language.

Since the previous inspection, there has been a significant change in staffing. The majority of staff, including the headteacher and deputy headteacher, have been in post for one year. The governors manage a children's centre, which provides a breakfast club for children attending the school and facilitates other service providers in running courses for parents and carers. The school holds a number of awards including the Healthy Schools standards, Activemark and Extended Schools Core Offer awarded by the local authority.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Invicta school provides a satisfactory standard of education for its pupils. It is improving and has a number of strengths, which include good leadership and management, good curriculum provision and the care provided for all pupils. The school has undergone a period of significant change since the last inspection. The deputy headteacher at that time is now the headteacher. She is ably supported by her deputy and a team of committed staff and governors, all of whom are keenly focused on moving the school forward. Parents comment on the improvements the headteacher has made. They describe her as 'fantastic, bringing passion, enthusiasm and energy to the school'.

Children are given a good start to their learning in the Early Years Foundation Stage as a result of the good teaching, relevant curriculum and good leadership and management. Recent upgrading to the quality of the school environment has greatly improved facilities in the Early Years Foundation Stage. However, opportunities for children to learn independently through free and open access to the outdoor curriculum at all times are more restricted.

Pupils achieve broadly average standards at the end of Key Stage 2 and most make the progress expected of them. The school recognises that not all make consistently good progress, and correctly evaluates the overall quality of teaching as satisfactory. Although some teaching is of better quality, there is too much variation. Some teaching does not accurately match pupils' needs because use of assessment is inconsistent and not all pupils are developing the confidence and skills to work independently. Even so, standards are rising and inspectors found that the rate of pupils' progress is improving. This is because the school accurately targets where pupils need extra support to accelerate progress. The best progress was seen in upper Key Stage 2 where teaching quality is consistently good or better. Leaders and managers are guiding staff on how to develop because they know that improving practice is central to making improvement.

A new creative curriculum has been introduced and pupils are very excited at the opportunities provided. They loved making the impressive giant masks on display in the hall. One pupil said that taking part in the 'Invicta's got talent' was 'the best thing I have ever done in my life'. Pupils clearly enjoy their time in school and say they feel safe and valued. There is a strong focus on healthy eating and living. The whole school community was involved in 'have your say day'. The well-publicised findings from this successful workshop formed the priorities in the school's strategic plan. Relations with parents are good, as reflected in parents' positive response to the inspection questionnaire. Parents commented on the sense of unity, the shared ethos and how a sense of belonging has been engendered by the caring staff.

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Although action is yet to have full impact, inspectors could see the improvements made to ensure all pupils thrive. Self-evaluation is accurate in identifying strengths and key areas for improvement. There have been many changes, with staffing stabilised and focused development plans. However, standards remain broadly average, as they were at the last inspection. Even though leaders and managers are leading the management of teaching and learning well, the quality of teaching varies quite considerably with not enough good teaching in place to secure improved outcomes. Therefore, capacity for sustained improvement is satisfactory.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching in all classes to that of the best practice by:
 - improving the match of activities in lessons to meet the needs of all pupils
 - ensuring assessment information about pupils is consistently used to plan next steps in their learning
 - building the confidence of pupils in their learning so that they can work more independently and improve their own work.
- Extend the opportunities for children in the Reception class to access the outdoor curriculum at all times and to be able to make their own choices and learn independently.

Outcomes for individuals and groups of pupils

3

Although attainment is broadly average, it is rising across all subjects in both key stages, providing evidence that recently introduced strategies are proving successful in driving up standards. These strategies include daily language and guided reading sessions; earlier intervention for pupils not on track; coupled with improvements in use of assessment. Although attainment of pupils at the higher levels has improved in the last year, the level of challenge for more able pupils is variable across the school. In the majority of lessons seen, pupils were making at least satisfactory progress and, in the better lessons observed, good progress. In lessons where good teaching was observed, pupils responded well to the stimulating activities with great enjoyment and good levels of concentration. However, in some lessons seen, pupils were expected to listen to the teacher for too long and so time to work independently was limited. Good behaviour and attitudes add to the calm atmosphere seen in lessons and around the school. Pupils with special educational needs and/or disabilities and those who speak English as an additional language have made satisfactory progress.

Pupils have a good understanding of personal safety and feel safe around the school. They are well aware of the benefits of maintaining a healthy lifestyle and many take part in sporting activities. They thoroughly enjoy tending the garden, growing, cooking and eating the vegetables and picking apples from their fruit garden. Their average attainment in the basic skills of literacy and numeracy and, in some classes, their need

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to develop more independence in their learning, means that pupils are prepared adequately for their next stage in learning. Their contribution to the school and wider community is satisfactory. The school council is closely involved in developing plans for the new playground.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is satisfactory but improving as a result of good use by the headteacher and deputy headteacher of a wide range of monitoring activities. Good, supportive relationships between teachers and pupils were noted in all lessons observed and this promotes cooperation and good behaviour. Teaching assistants were deployed effectively to make good use of their particular skills. Teaching quality varies considerably which leads to uneven pupils' progress. There is some exemplary practice where pupils are really challenged to give of their best with well-targeted, open questions to keep them fully involved. In these better lessons observed, assessment of pupils' progress was used well to shape the learning in the classroom and pupils were given challenging individual targets to reach, as well as class targets. This, together with

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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focused marking, helped them understand what level they were at and what they need to do to progress further. However, this is not yet the picture across the school, although assessment practices are improving. Sometimes, teachers do not make full use of assessment information when planning lessons so pupils of all abilities are given the same tasks. This means they do not have the opportunity to make the progress of which they are capable. There is sometimes too much direction by the teacher and pupils are not encouraged enough to work independently so that not all make the progress expected.

The curriculum has a clear structure to help pupils develop knowledge, skills and understanding. It has a strong focus on literacy and numeracy, and the social and emotional aspects of the learning programme are making a difference within the school. Resources for information and communication technology (ICT) have improved significantly since the last inspection and pupils enjoy using ICT in all areas of their learning. A review of the curriculum has led to the development of a more creative, topic-based approach and this is capturing pupils' interest and starting to improve progress. There is a wide range of enrichment activities, which pupils enjoy. Clubs such as sport, art, Spanish, music and gardening, and links with other schools and outside organisations, successfully help to extend learning.

Good levels of care, guidance and support make a strong contribution to pupils' well-being, sense of security and to their learning. The school does much to improve levels of attendance but this is not yet reflected in good outcomes. The school has set up a Children's Centre, which operates a well-run and successful breakfast club as well as providing many activities to support pupils, parents and carers. This also helps to provide a smooth transition to and from the school. Pupils with special educational needs and/or disabilities, vulnerable pupils and those with additional needs receive good care and support, and the school involves all external agencies to benefit pupils and families.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a clear vision for the school and she is driving improvement swiftly forward. With staff, governors, pupils and parents, she has established an ambitious vision for securing improvement and has successfully steered the school through significant staffing changes. Leadership and management roles are clearly defined and

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the perceptive and regular monitoring of teaching and learning has led to noticeable improvements, although some inconsistencies remain across the school. The school is effective in promoting equality of opportunity and this is based on respect and value for all pupils as individuals. More stable staffing, clear direction and better teaching are leading to improvements in pupils' attainment. The gaps in the attainment of different groups of pupils, especially the more able pupils, are narrowing. Good partnerships, for example with the local authority and the local network of schools, are helping to raise aspirations as well as making a positive contribution to improving pupils' personal and academic development.

Governance is good. Governors know the strengths and areas for development in the school and provide good support and challenge. Safeguarding procedures are good, meet all requirements and reflect the high levels of care in the school. Good community cohesion is a key feature of this school. Opportunities that develop pupils' awareness of other faiths and cultures in their own community and further afield are sensitively taught across the curriculum. There are special themes, celebrations of different festivals and all pupils helped to draw up the school rules and shared values. The school has formed strong links with other local schools as well as a school in Ghana. The school is becoming increasingly effective in engaging with the local community especially hard to reach groups. Parenting classes and other community services are facilitated in the children's centre operating on the school site. More parents and carers are involved in the life and work of the school and the learning environment has been revamped with help from local business volunteers.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage in this well-led provision. From below average starting points in the Nursery, they leave Reception with skills broadly expected for children of their age. Children have opportunities to learn through a mix of activities led by adults and those they choose for themselves. Staff know the children well. Activities are carefully planned and adults provide good support for children, especially in developing their personal, social and language skills. Very good induction arrangements ensure that children and their parents and carers receive a warm welcome in the school. Teachers communicate regularly with parents and carers and are well aware of children's interests. Leadership and management in the Early Years Foundation Stage are good. Teachers regularly assess day-to-day learning and use this information well to plan next steps in learning. Staff training is up to date and all safeguarding requirements are met. As a result of recent improvements to the environment, classrooms are bright and stimulating. Opportunities for children in the Early Years Foundation Stage to learn independently through outdoor activities across the six areas of learning are restricted.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents and carers who returned questionnaires indicated very positive and supportive views. Parents commented on the positive atmosphere within the school community and the high priority given by the headteacher to building and maintaining positive relationships. They were supportive of school uniform recently introduced. Parents and carers consider that the school provides a safe and caring environment for their children and that it is well led and managed. Inspectors fully support this view. Some parents indicate that the school does not keep them well informed about the progress their children are making, although school systems in this respect were found to be satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Invicta Primary school to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	63	10	33	1	3	0	0
The school keeps my child safe	16	53	14	47	0	0	0	0
The school informs me about my child's progress	12	40	12	40	5	17	1	3
My child is making enough progress at this school	10	33	15	50	5	17	0	0
The teaching is good at this school	9	30	19	63	1	3	0	0
The school helps me to support my child's learning	8	27	17	57	4	13	1	3
The school helps my child to have a healthy lifestyle	12	40	15	50	3	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	8	27	18	60	2	7	0	0
The school meets my child's particular needs	6	20	21	70	3	10	0	0
The school deals effectively with unacceptable behaviour	7	23	16	53	5	17	1	3
The school takes account of my suggestions and concerns	8	27	15	50	5	17	0	0
The school is led and managed effectively	15	50	12	40	2	7	0	0
Overall, I am happy with my child's experience at this school	15	50	12	40	3	10	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



9 December 2009

Dear Pupils

Inspection of Invicta Primary School, Greenwich, London, SE3 7HE

Thank you for making us feel so welcome when we visited your school recently.

We found your school satisfactory with lots of things that are good. It is well led and leaders are very keen to improve the school. We were pleased to see that your new headteacher has made lots of changes to make your learning more exciting.

You get a good start to your learning in the Early Years Foundation Stage and make good progress there as a result of the good teaching and care you receive. For many of you, this progress has been slower in the main school, but because of the recent changes made to the quality of your lessons, some of you are now making faster progress. The curriculum you study is interesting and we saw how much you enjoyed many of your lessons. The enormous masks you made were so impressive. I know that you enjoyed working together as a whole school on such an exciting and fun activity. We were impressed by your very good behaviour in assembly and especially pleased to see that you usually behave well in lessons and in the playground.

The school has many plans about what to do next to make even more improvements. We agree that it would be good for the children in Early Years Foundation Stage to have more opportunities to learn outdoors throughout the year. Although some teaching is good, we found it satisfactory overall. So we have asked the teachers and governors to help you make good progress and reach higher standards by:

- making sure that the teachers learn from each other and make all of your lessons as good as the best
- helping your teachers to develop a range of activities that better match your needs
- helping you to have more confidence about your learning and work more independently.

We know that you will all continue to work hard and we wish you well in the future.

Yours sincerely

Susan Thomas-Pounce

Lead Inspector

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