

Henry Fawcett Primary School

Inspection report

Unique reference number	131874
Local authority	Lambeth
Inspection number	381416
Inspection dates	3–4 July 2012
Lead inspector	Mirella Lombardo

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	329
Appropriate authority	The governing body
Chair	Relve Spread
Headteacher	Claire Nuttall
Date of previous school inspection	10 June 2010
School address	Bowling Green Street Kennington London SE11 5BZ
Telephone number	020 7735 2764
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Email address	admin@henryfawcett.lambeth.sch.uk

Registered childcare provision	Henry Fawcett Children's Centre
Number of children on roll in the registered childcare provision	34
Date of last inspection of registered childcare provision	16 September 2009

Age group	3–11
Inspection date(s)	3–4 July 2012
Inspection number	381416



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Introduction

Inspection team

Mirella Lombardo

Additional inspector

Kevin Hodge

Additional inspector

Stephanie Rogers

Additional inspector

This inspection was carried out with two days' notice. Meetings were held with the senior staff, four groups of pupils and the Chair of the Governing Body. Inspectors observed teaching and learning in 20 lessons and activities led by 14 different teachers for a total of 5 hours. Inspectors took account of the responses from three parents or carers to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 41 parents and carers, 11 staff and 85 pupils were received and analysed.

Information about the school

Henry Fawcett School is larger than the average-sized primary school. The proportion of pupils from minority ethnic backgrounds is much higher than in most schools. The proportion of pupils who speak English as an additional language is also much higher than average, although has decreased since the last inspection. The proportion of pupils who are known to be eligible for free school meals is higher than the national average. The proportion of pupils who are disabled or have special educational needs at school action or who have a statement of needs, is higher than is found in most schools. Pupil mobility is higher than normally found. The Early Years Foundation Stage comprises of a Nursery, two Reception Classes and one group of children who are entitled to registered child care managed by the Governing Body and housed within the Children's Centre.

The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key findings

- This is a good school. It is not yet outstanding because not all teaching is at the level of the best and whilst there have been notable improvements, pupils' writing, speaking skills and spelling are not yet well developed in all classes.
- Pupils make better than expected progress from their low starting points. At the end of Key Stage 2 in 2011, attainment in both English and mathematics was below the national average and few pupils reached the higher levels in reading and writing in both Key Stage 1 and 2. As a result of the school's focus to remedy weaknesses, current school checks on progress indicate that pupils are likely to reach their highest level in national tests for some time.
- Teaching is good over time and is a key factor in the upward trend in pupils' attainment. Pupils with disabilities or who have special educational needs are taught particularly well within lessons and in small 'booster' groups. However, the inconsistent use of targets and opportunities for all pupils to respond to marking hinders the progress pupils make. The curriculum offers a good range of contexts and opportunities for pupils to gain knowledge and apply key skills.
- Pupils' behaviour in lessons and around the school is outstanding. Attendance is now high following significant and successful efforts to improve it. Pupils are polite and courteous and say that the school deals effectively with bullying and that they feel safe in school.
- Senior leaders have consolidated and improved upon aspects of the school as seen in pupils' behaviour and this year's rise in their attainment. Teachers are managed well and say they feel there is a real commitment to their professional development and career enhancement. The newly formed governing body is committed to supporting and challenging the school to continue in its journey of improvement.

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What does the school need to do to improve further?

- Raise pupils' attainment in English in Years 1 to 6, by:
 - increasing the opportunities for extended writing, so that more children reach higher levels of attainment in these age groups
 - improving the opportunities for pupils to practise their speaking skills
 - giving pupils more guidance about how to improve the accuracy of their spelling particularly in Years 5 and 6.

- Ensure the quality of teaching improves still further in Years 1 to 6 by:
 - ensuring pupils know their targets and that they are used consistently in all classes
 - improving the consistency of teachers' marking between classes and ensure pupils understand exactly what they need to do to improve their work
 - ensuring pupils have time to reflect and act on teachers' comments
 - making sure that teachers use questioning effectively to stretch the thinking and learning of pupils, particularly those who are more able.

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Main report

Achievement of pupils

Children have a good introduction to school. This begins in the registered childcare and continues in both the Nursery and Reception classes. Those in the Nursery and Reception classes learn their basic letter sounds (known as phonics) well, and their early number and reading skills through imaginative activities. For example, they really enjoyed learning letter sounds in the context of a pirate adventure. A good range of outside activities help children extend their physical, creative and investigative skills. Pupils' attainment at the end of Key Stage 1 is similar to the national average, which is an improvement over the past several years.

Pupils achieve well through the school. Evidence from current work and testing indicates that the past low levels of achievement and differences in attainment between boys and girls are being remedied and the gap between them is closing quickly. Pupils' attainment in the higher levels in reading and writing by the end of Key Stage 2 is also improving from low levels last year. Pupils write for a range of purposes, although their writing is hindered by weaknesses in their spelling, particularly in Years 5 and 6 and too few opportunities to write at length. Although pupils are generally confident to discuss their work, the quality of these discussions is sometimes variable as not all express themselves clearly. Pupils' mathematical skills develop well and they are good at applying their skills in 'real life' contexts. Pupils' attainment in reading at the end of Years 2 and 6 is broadly average and pupils read a range of texts, practise reading and like their class-based book corners.

Disabled pupils and those who have special educational needs, make good progress because of the effective guidance they receive. Those pupils from a variety of minority ethnic backgrounds also achieve well as their needs are catered for effectively through good teaching and additional help both within the class and in intervention groups. The majority of parents and carers who responded to the Ofsted questionnaire indicated that their children make good progress at school, agreeing with the findings of the inspection.

Quality of teaching

Teachers use their good subject knowledge to plan lessons that have a good pace and clear expectations of what pupils should achieve. In the Early Years Foundation Stage, including the registered child care, the stimulating environment promotes learning and there is a strong focus on developing pupils' independence through a range of activities and a wide range of outdoor provision. Teachers usually plan good 'hands on' activities. For example, children in the nursery liked making model boats for a character called Mr Bumpy, and older pupils made excellent progress in a phonics-based activity when a specialist teacher used imaginary 'spells' and 'magic hats' to reinforce basic letter sounds and combinations in a fun way. In some less well taught activities, opportunities for pupils to assess their work, or extend their

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writing are less well developed. Pupils are aware of their targets, but there is inconsistency in their use by different teachers, so not all pupils benefit equally in using them. In other activities, pupils are not always asked to respond at length to develop their speaking skills and not all pupils benefit from clear guidance about how to improve their spelling.

Where possible, teachers use real life contexts to promote learning. For example, pupils in a Year 4 class worked enthusiastically to order items off a menu and work out the change from their payment to develop their number skills, while other pupils used technology to compare prices for their restaurant furniture. The school promotes a strong reading culture, using stories as a basis for writing, for example, pupils in a Year 2/3 class wrote letters in the role of a character from a book the class had been reading. Pupils write for a range of purposes, although their opportunities for extended writing are too few and there are inconsistencies in their spelling, particularly in Years 5 and 6 which affects the quality of their finished writing. Effective support from teaching assistants contributes to the progress pupils make, both within class and in specialist group work. As a result of recent improvements in teaching, the school is successfully accelerating pupils' progress in reading and mathematics in particular, aided by pupils' excellent attitudes to their learning. Disabled pupils and those with special educational needs, receive effective support through focused and well-planned activities that cater for their needs effectively.

Pupils working with local artists have produced impressive sculptures as part of the school's project on local culture linked to a Carnival. Strong links with Gambia have facilitated e-mail correspondence between pupils. Evidence from pupils' questionnaires and discussions with them indicate teaching is good. The majority of parents and carers are also positive about the quality of teaching. One parent described the range of events the school provides, for example, singing at the Royal Festival Hall and working with artists and musicians.

Behaviour and safety of pupils

Pupils make an exceptional contribution to the positive atmosphere and harmonious relationships that exist in the school. Pupils through the school, including those within the registered childcare, show high levels of collaboration in lessons and are extremely calm and orderly around the school. The introduction of 'ambassadors' is proving a very effective approach to raising the profile of courteous and highly responsible behaviour. Pupils' contribution to running the breakfast club is another example of how pupils manage their own behaviour highly effectively. Pupils have an excellent understanding of the different types of bullying. Evidence from pupils' questionnaires indicates that all pupils agree that the school deals with all types of bullying extremely well, and say that bullying in any form is a rare event. Although a few parents and carers felt this was not the case, the vast majority of parents and carers agreed the school ensured their child was safe in school. Pupils are developing a very good understanding of internet safety and are acutely aware of some of the measures the school takes to keep them safe, for example the blocking of unsafe

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websites.

Pupils described the “traffic light” system to promote good behaviour as a very effective way of ensuring their learning is not disrupted. They were able to give examples of how teachers’ management of behaviour was fair and indicated that the new security systems the school had put in place made them feel very safe.

Leadership and management

Since the previous inspection, the headteacher and senior leaders have continued to promote school improvement effectively. This has led to pupils’ improved achievement and enhanced behaviour across the school. They have also demonstrated a determined and successful drive to improve attendance.

The systematic monitoring of teaching has accurately identified areas for improvement, for example, where there has been a lack of challenge for pupils that are more able. As a result of the school’s concerted efforts, more pupils are predicted to attain the higher levels in English and mathematics this year, however this still remains a focus to ensure that this trend is secure. Similarly, the gap between boys’ and girls’ attainment is narrowing so that the majority of girls now reach levels appropriate for their age and that all pupils achieve equally well. However, the school recognises that there are still some weaknesses in the quality of pupils’ writing and speaking skills. Systematic analysis of pupils’ progress has enabled the setting of challenging targets, closely linked to teachers’ performance management. Middle leaders are highly effective in articulating the vision of the school and are appreciative of the way the school promotes their professional development. They recognise there are still some inconsistencies to remedy in areas such as target setting. In view of the recent improvements, and the positive response of pupils, staff, parents and carers, the school has good capacity to improve.

The newly formed governing body has a clear understanding of its roles and responsibilities in ensuring that the school continues to improve. It helpfully includes members who were part of the Interim Executive Board, previously in place in the school. However, some systems and routines are in their infancy. It is, therefore, too early to judge their on-going effectiveness in holding the school to account in continuing the recent improvements in outcomes for pupils. The Governing Body have however, quickly identified actions it will be taking to further engage with parents and carers.

The curriculum, enriched by a range of visits to places of interest and visitors to the school, contributes positively to pupils’ spiritual, moral, social and cultural development. Well-led assemblies bring pupils together in celebration, taking pride in social and academic achievement and reinforcing the school’s motto, ‘Yes, we can’. Discrimination of any sort is not tolerated and the school ensures all pupils have equal opportunities to take part in activities. Safeguarding procedures comply with statutory requirements and the school is conscientious in ensuring staff and visitors are vetted before working in the school.

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The Early Years Foundation Stage delivered in the registered childcare provision

Children enter the Children’s Centre with levels of development that are below those expected for their age. They make good progress through the Early Years Foundation Stage in relation to their starting points. Good links between the Children’s Centre and the school ensure children make a smooth transition into Reception. A welcoming and stimulating environment successfully reflects children's backgrounds and they benefit from a good range of activities to develop their skills in all areas of learning. Adults are deployed effectively to support children’s learning. The common sense of purpose between adults ensures that activities indoors and outdoors suitably challenge children and promote effective opportunities for them to develop independence and collaborative skills. Welfare arrangements are good and as a result, children have a good start to their school experience.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

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 for the registered provision	2

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



4 July 2012

Dear Pupils

Inspection of Henry Fawcett Primary School, London SE11 5BZ

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear your views and to read your responses in the questionnaires, that the large majority of you like school, especially working on topics like the carnival and making rockets! After having a close look at many different things that go on in your school, including coming to your lessons, we have judged that yours is a good school.

The adults in your school work hard to keep you safe, happy and well cared for. You told us you enjoy reading and that you have lots of opportunities to read in school, so keep this up! You are keen to learn and your behaviour is excellent. This helps to make sure that you don't waste time in lessons. We think that your school 'ambassadors' look really smart in their new blazers and we know lots of you will be trying to become ambassadors yourself.

Although teaching in your school has improved to good levels, we know the staff and senior leaders want to make your school even better and we have asked them to:

- plan more opportunities for you to practise writing so that you reach higher levels when you leave school
- give you more opportunities to develop your skills in speaking
- help you learn how to spell more difficult words
- Make sure all of you use your targets in the same way to help your learning
- make sure when teachers mark your work they let you know what you need to do next to improve and you have time to respond to the comments that they make in your books.

You can all help by continuing to work hard, making sure that you keep up your high attendance to school and always using the advice teachers give you on how to improve your work.

Thank you again for helping us with our work.

Yours sincerely
Mirella Lombardo
Lead Inspector

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