

# Henry Fawcett Primary School

## Inspection report

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<b>Unique Reference Number</b>	131874
<b>Local Authority</b>	Lambeth
<b>Inspection number</b>	341237
<b>Inspection dates</b>	15–16 September 2009
<b>Reporting inspector</b>	David Whatson

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	330
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Pat Petch
<b>Headteacher</b>	Richard West
<b>Date of previous school inspection</b>	1 September 2006
<b>School address</b>	Bowling Green Street London SE11 5BZ
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<b>Age group</b>	3–11
<b>Inspection dates</b>	15–16 September 2009
<b>Inspection number</b>	341237

**Number of children on roll in the registered  
childcare provision****Date of last inspection of registered  
childcare provision**

Not previously inspected

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 24 lessons and held meetings with members of the interim executive board, staff, groups of pupils, and parents. They observed the school's work; looked at the school development plan, safety records and pupil progress data; and analysed the responses to questionnaires for pupils, staff and parents.

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

- the recent developments in provision to determine if they are sufficiently embedded to sustain strong improvements in the outcomes and well-being of all pupils
- teaching, to evaluate if it is sufficiently challenging and engaging so that all pupils enjoy their learning and make at least satisfactory progress
- the curriculum, to see if, as a result of its modifications, it now meets the needs of all pupils and improves their outcomes and well-being
- care and support systems, to determine if they are sufficiently comprehensive so that all groups of pupils thrive in their learning, development and well-being
- the provision and outcomes in the Early Years Foundation Stage to evaluate if they are now satisfactory.

## Information about the school

Henry Fawcett is a large inner city primary school. The Early Years Foundation Stage is situated on two sites. The Kennington Park Children's Centre, the off-site provision, cares for children from birth to three years. It is in the process of being returned to local authority control. The on-site school provision includes one Nursery class and one Reception class for children aged three to five years. Within the main school, far more pupils than usual are eligible for free school meals. Pupils come from culturally diverse backgrounds; nearly a quarter of pupils, the largest group at the school, have a Black African heritage. A high proportion of pupils are learning English as an additional language. The proportion of pupils with special educational needs and/or disabilities is greater than expected. Most of these pupils have either moderate learning or behavioural difficulties, or emotional and social concerns. The proportion of pupils with statements of special educational needs is broadly similar to most other schools. More pupils move into, or out of, the school at other than the normal times, at a higher rate than the national average.

Since the last inspection, the school has experienced several changes in leadership. In June 2009, an acting headteacher and an associate headteacher were appointed from another local school to lead this school. The governing body was dissolved in February 2009 and, in late May 2009, an interim executive board was established. A large majority of the teaching staff are recent appointments.

**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?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The school has had a troubled past, which has left a legacy of disaffection and although many pupils say they quite enjoy school, some do not and their attitudes to learning are weak. The school's interim leaders are fully aware of this situation and have taken swift and decisive action to improve it by putting in place some of the basic foundations to support good learning and school improvement. Nevertheless, progress for all pupils is inadequate. Standards have fallen for the last few years and are low in English, mathematics and science. Teaching is unsatisfactory, behaviour is poor, attendance is low and the youngest children at the school are given a poor start to their education. Pupils are not, therefore, well prepared for their future.

A new curriculum, built around pupils' needs and interests, has just been introduced. It has not had time to have the desired effect of raising standards and exciting the pupils. A new staffing structure, in the course of being implemented from this September with the intention of improving teaching, has also had had limited impact. Inadequate teaching was commonplace during the inspection. While there was some good teaching, too much did not challenge pupils because teachers' expectations were too low. The pace of teaching was sometimes slow and activities mundane. Pupils were not provided with enough direction about how to improve and were not involved enough in assessing their own work. Recently introduced procedures to raise attendance, such as sending text alerts, have had little impact, because teachers are not reinforcing the school's expectations with pupils and parents on a daily basis. The behaviour policy is not having enough impact because it is not being used consistently and there are too few strategies to manage the pupils with the most challenging behaviour. This leaves pupils feeling apprehensive and the pace of change has left them feeling unsafe and insecure.

In the Nursery and Reception classes, the new Early Years Foundation Stage leader has introduced more frequent and comprehensive assessments and sharply focused planning formats in the last few weeks. Regardless of this, the provision remains inadequate. In the past children have made, and they continue to make, little progress because adults are not always deployed to good effect, children do not have key workers to take care of their individual needs, and the outdoor provision is unorganised. There are some advanced plans for the restructuring of the Early Years Foundation Stage provision aimed at giving children a better start to their education.

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Many of the new systems and procedures put in place by the interim leaders of the school, while appropriate, are not established and have not had time to have a significant or sustained impact on pupils' development and well-being. Many areas of weakness remain and, therefore, the school's capacity to improve is inadequate. However, as one parent accurately summarised it, 'it is early days as yet to see if this will have a good effect or outcome. But I can see what they are trying to do.'

**What does the school need to do to improve further?**

- Raise standards in English and mathematics across the school so that at least 80% of pupils make good or better progress each academic year by:
- improving the quality of teaching as soon as possible so that at least 80% of it is good or better, by using the new staffing structure to facilitate staff development through coaching and modelling; increasing the pace and challenge in lessons; improving the quality of marking and involving pupils in assessing their own learning
- improving behaviour so that all pupils feel safe and learning in lessons is not disrupted; ensuring teachers make their expectations explicit and enforce these consistently; developing strategies to deal with the most disruptive pupils; and ensuring the curriculum meets the needs of all pupils
- increasing attendance so that it matches the local authority average in all classes by July 2010, by embedding the school's systems and encouraging teachers to raise the profile of good attendance with pupils and parents.
- Improve the provision and outcomes for children in the Early Years Foundation Stage by putting in place the key worker scheme, improving the outdoor provision and quality of teaching, and making better use of assessment and planning procedures.

**Outcomes for individuals and groups of pupils****4**

Most pupils are not keen or enthusiastic learners and struggle to concentrate because of ineffective teaching and low-level disruption in lessons. Pupils often take little pride in their work, as expectations have not been clearly established, and they have difficulty working effectively in groups or alone.

School tracking data highlight that in the past, pupils' progress across all subjects and year groups has been poor. Standards in English, mathematics and science at the end of Year 6 have been consistently low and have continued to decline. Standards of work seen in lessons and pupils' books remain well below those expected for their age. There is no pattern of underperformance, as achievement for all pupils, including those with special education needs and/or disabilities, is inadequate. However, in a few year groups, such as Year 6, better teaching is beginning to have an impact. Pupils in this year group, while still not making enough good progress, are on track to reach higher standards than those of previous years.

In conversation and in their responses to the questionnaire, a small minority of pupils

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stated that they do not enjoy themselves while at Henry Fawcett and believe that behaviour is not good. They do not feel safe, as they say they do not know who to turn to if they are worried and many are troubled by the disruptive behaviour of others. Pupils have reacted positively to the employment of sports coaches at the school. They understand the importance of eating well and taking exercise, although, for many, crisps, chocolate and chips are often the preferred option. Pupils have reacted positively to being one of the newly appointed 'dinner leaders' or play leaders who help younger pupils. However, they make less contribution to, and have little understanding of, the national and international community and, as a result their spiritual, moral, social and cultural development is inadequate.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>4</b>
<b>Pupils' behaviour</b>	<b>4</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>4</b>

### How effective is the provision?

Teaching has been inadequate for some time. Much of the teaching observed did not inspire pupils because expectations were too low. In a science lesson on growing mould, pupils painstakingly wrote the answer to a question only after the whole class had discussed the answer. Teachers were not clear about what they were trying to teach

<sup>1</sup> 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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and, at times, did not appreciate the problems some pupils were having with their learning. For example, in a history lesson some pupils were not able to match descriptions of Egyptian mummification with the correct heading because the necessary resources had not been provided. As a result, there were often low levels of disruption that slowed pupils' learning even further. In a small minority of lessons, as in a lesson on sequencing events, the poor behaviour of a core of pupils was not managed well and frequently disturbed the concentration of others. On occasions, the management of tasks was weak and time was wasted. In one lesson, it took nearly 20 minutes for pupils to finish their work and sit on the carpet, ready for the end of their lesson on counting. The curriculum contains some positive features but, overall, it does not meet the needs of pupils well enough. The school has made reasonable use of the local environment and the school's proximity to central London to enrich pupils' learning. There is a satisfactory range of clubs that support pupils' interests and learning, such as football, drumming and learning Portuguese.

A good system has been introduced whereby the progress and support of pupils, including those with special education needs and/or disabilities, are frequently reviewed so that their provision can be modified. However, teachers do not have the requisite information about individual pupils in order to plan to meet their needs specifically. Teaching assistants, while patient and supportive, do not have the skills and have not had the necessary training to provide pupils, such as those with moderate or specific learning difficulties, with the opportunities to make good progress. Pupils are suitably cared for in the school's breakfast club so that they can start school on time.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>4</b>

**How effective are leadership and management?**

Pupils' development and well-being have been inadequate for some time and past actions to address this situation have not been successful. Through thorough and accurate self-evaluation, the members of the interim leadership team, many of whom are seconded from the partner primary school, have a realistic understanding of the range and depth of the school's many weaknesses but there is little impact yet on pupils' achievement. Nevertheless, leaders have, in a very short period of time and with support and challenge from the interim executive board, made sure that the systems and procedures to promote pupils' safety are secure. They have introduced a new staffing structure aimed at rapidly improving pupils' development and well-being. The

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interim team and the interim executive board have agreed an action plan to address the school's sizeable budget deficit. The associate headteacher has, with her team, made a significant contribution to clearing the way for a fresh start and improving the learning environment. All teaching staff are fully aware of the school's current situation and most have signed up to the school's vision. Regardless of all these improvements, many weaknesses remain. In addition, many parents and pupils are unsure of the future direction of their school and some parents do not feel included or consulted. The school has a secure grasp of its local community and its context but has not planned or evaluated the contribution the school makes to community cohesion either locally or in the wider world.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>4</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>4</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>4</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## **Early Years Foundation Stage**

When children start in the Nursery, they do so with levels of skills and knowledge that are much lower than expected. Although reasonably happy and content because of the warm welcome they receive, they make little progress as they move through the Early Years Foundation Stage and, as a result, standards at the end of the Reception Year are exceptionally low in all areas of learning. Adults do not have a secure understanding of how young children learn and develop. Excessive use of play and a lack of tightly focused group work mean that children do not develop quickly enough in all areas of their learning. Adults do not model sufficiently well what they expect from children and there are many missed opportunities to develop children's speaking and listening skills.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>4</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	4
The quality of provision in the Early Years Foundation Stage	4
The effectiveness of leadership and management of the Early Years Foundation Stage	4

### **Views of parents and carers**

The proportion of questionnaires returned was small. Parents are most positive about how their child enjoys school and how the school keeps their child safe. However, inspectors found that some pupils do not enjoy school and do not feel safe. Although some questionnaires were wholly positive, a large majority were not and many expressed concerns in one form or another. The most common concerns were that parents and carers do not feel informed about their child's progress and do not think that their child makes enough progress, that the teaching is not good, that the school does not support them in helping their child, that it does not prepare their child well for the future, that it does not listen to their suggestions and concerns, and, most strongly, that the school is not effectively managed. The inspection team agrees with the concerns of the parents in nearly all areas but find that the interim leadership has put in place the systems and procedures to reverse the fortunes of Henry Fawcett Primary School. In discussions with a few parents at the school gate, parents expressed their concern about not knowing what is happening to the school and its leadership or understanding all the recent changes. The inspectors agree that the school's leaders and the interim executive board need to build on the work already done to explain their vision for the school's future more clearly to parents.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Henry Fawcett 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 12 statements about the school.

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 330 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	16	42	18	47	2	5	2	5
The school keeps my child safe	13	34	19	50	3	8	3	8
The school informs me about my child's progress	10	26	19	50	4	11	5	13
My child is making enough progress at this school	9	24	16	42	8	21	5	11
The teaching is good at this school	7	18	22	58	6	16	3	8
The school helps me to support my child's learning	4	10	21	55	10	26	3	8
The school helps my child to have a healthy lifestyle	7	18	24	63	2	5	3	8
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)	6	16	19	50	9	24	3	8
The school meets my child's particular needs	4	11	24	63	3	8	4	11
The school deals effectively with unacceptable behaviour	6	16	19	50	9	24	3	8
The school takes account of my suggestions and concerns	5	13	19	50	7	18	3	8
The school is led and managed effectively	4	10	15	40	11	29	6	16
Overall, I am happy with my child's experience at this school	7	18	20	53	5	13	5	13

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



17 September 2009

Dear Pupils

Inspection of Henry Fawcett Primary School, Bowling Green Street, London, SE11 5BZ

You may remember that inspectors came to visit your school some time ago. Thank you for welcoming us. Talking to you and watching you while you worked helped us find out a lot about your school.

I am writing to tell you that the inspectors think that your school needs some extra help. We call this 'special measures'. For some time, many important parts of your school have not been working well enough, actions to improve them have not been successful, and the school now needs help to put them right as quickly as possible. Inspectors will be visiting you quite often in the future to check if the school is making enough progress.

It has been agreed that there are some areas that the school must focus on in order to raise standards in English and mathematics across the school. We have asked that your teachers help you make good or even better progress. We also agreed with your associate headteacher that teaching has to improve so that much more of it is good and that children in the Nursery and Reception should have a better start to their education. When we visited, we were concerned about some pupils' attendance and behaviour. The school is going to work hard to improve these but you can help as well. You should all come to school every day, behave well and work hard.

The school's interim leadership team and teachers have already made a start on these improvements. You told us that you like some of the recent changes, such as the sports coaches. The school is planning even more ways to help improve things. There are things about your school that you should be pleased about. Because of all the work over the summer, the building is a bright and cheerful place. You enjoy the responsibilities that you are now being given and your singing in assembly is going from strength to strength.

We wish you well for the future.

Yours faithfully

David Whatson

Lead Inspector

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