

Henry Fawcett Primary School

Inspection report

Unique Reference Number	131874
Local Authority	Lambeth
Inspection number	346414
Inspection dates	9–10 June 2010
Reporting inspector	Linda McGill HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	303
Appropriate authority	The governing body
Chair	Pat Petch
Headteacher	Claire Nuttall and Richard West
Date of previous school inspection	15 September 2009
School address	Bowling Green Street Kennington London SE11 5BZ
Telephone number	020 7735 2764
Fax number	020 7582 6299
Email address	admin@henryfawcett.lambeth.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors (HMI) and an additional inspector. HMI visited every classroom at least once and observed nine parts of lessons taught by nine teachers, while the additional inspector focused on the effectiveness of the school's procedures for protecting and safeguarding children. All of the lesson observations were conducted jointly with the associate headteacher or deputy headteacher. Inspectors met with senior and middle leaders, the chair of the Interim Executive Board, a representative of the local authority and a group of pupils. A meeting of the parents' council was observed. Information about pupils' attainment and progress was scrutinised and samples of their work examined, along with other documents including the school's self-evaluation and curriculum plans. Account was also taken of evidence from a previous monitoring inspection.

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

- the effectiveness of the school's strategies to tackle weaknesses identified at the previous inspection
- the impact of leadership and management on the rate of improvement.

Information about the school

Henry Fawcett Primary School serves a diverse, inner-city community. Its pupils come from a wide range of ethnic backgrounds and many of them speak another language in addition to English at home. The proportion known to be eligible for free school meals is much greater than average. The proportion of pupils who have special educational needs or disabilities is also higher than average. These pupils' additional needs relate mainly to difficulties with their learning or with their behaviour and social development. The proportion who have a statement of special educational needs is broadly similar to most schools. Mobility is high and many pupils join or leave the school throughout the course of the year. Henry Fawcett is part of a federation with Hill Mead School, a successful primary school in the local authority.

The school's Early Years Foundation Stage provision comprises a Nursery class and two Reception classes. Plans to open a Children's Centre on site are well advanced. The school also runs a breakfast club and after-school club.

When the school was last inspected in September 2009 it was found to require special measures. At that time, the federation arrangements were in the process of being finalised and the leadership team and Interim Executive Board were recently established. There had been a considerable turnover of staff. These arrangements are now firmly in place and turnover of staff is minimal. The school's progress was monitored by HMI in January 2010.

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

2

Main findings

In accordance with section 13(4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

There has been a substantial improvement in many important areas of the school's work. The pace of change has been impressive and weaknesses highlighted at the last inspection have been tackled rigorously and successfully. As a result, most pupils are making rapid progress in their learning and their attainment is rising. The current Year 6 pupils have made exceptional progress this year to make up the ground that they had lost over previous years in Key Stage 2. Their attainment is now broadly average. From the Early Years Foundation Stage onwards, pupils are quickly closing the gap on the levels expected for their age. All groups of pupils, including those who have special educational needs and those who speak English as an additional language, are now making at least satisfactory progress from their starting points.

Pupils' behaviour is good and at times, such as in assembly or when they are completely engrossed in their work, it is exemplary. The good quality of teaching is also a significant contributory factor to the improvements in pupils' learning. In some classes, pupils understand the longer-term targets that they are aiming for, as well as the targets for each lesson. The use of longer-term targets is not firmly embedded in all classes, which makes it difficult for pupils to link their success in individual lessons with the progress they need to make over time. The curriculum is relevant to the pupils' lives and the thoughtful way that topics are linked together stimulates their interest and enthusiasm. The Nursery and Reception classes and outdoor area are vibrant and inviting, and help children make progress in all of the areas of learning. Attendance has risen, but not at a pace that matches the improvements in other areas, despite the school's strenuous efforts.

These are the main reasons for the rapid transformation in the school's overall effectiveness:

- the school's motto 'Yes, we can' has inspired both adults and pupils and the atmosphere in classrooms is purposeful, positive and supportive
- the approach to improving the quality of teaching and learning has been rigorous and thorough
- the staffing structure promotes the sharing of good practice and enables all pupils to benefit from skilled teaching
- there is a clear commitment to consistency of approach so that pupils know what to expect and what is expected of them
- checks on pupils' attainment and progress are regular and the information used to

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plan appropriate interventions where needed

- close working with the federation partner school, the local authority and the Interim Executive Board has been particularly effective.

All of the above stem from strong leadership. The associate headteacher and deputy headteacher make a formidable partnership and have established a powerful sense of teamwork among staff at all levels. They have re-affirmed the school's core purpose and put the pupils at the centre of its work. There is a growing pride in what has been achieved, but also a realistic understanding of the work that remains to be done. The effectiveness of the school's leaders shows in the good progress that has been made and confirms that there is a good capacity for sustained improvement.

What does the school need to do to improve further?

- Strive to accelerate the rate of improvement in attendance so that, by the end of July 2011, the figure is in line with the local average.
- Ensure that by July 2011 all pupils' attainment is commensurate with their abilities and the large majority reach the levels expected for their age by:
 - making sure that marking and feedback to pupils is consistently of the highest standard
 - making sure that pupils know and understand the targets they are aiming for in the longer term, as well as the short-term targets for success in individual lessons, and what they need to do to reach them
 - making sure that objectives for learning in lessons are consistently simple, clear, and expressed in language that the pupils readily understand.

Outcomes for individuals and groups of pupils**3**

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targets for each lesson. The use of longer-term targets is not firmly embedded in all classes, which makes it difficult for pupils to link their success in individual lessons with the progress they need to make over time. The curriculum is relevant to the pupils' lives and the thoughtful way that topics are linked together stimulates their interest and enthusiasm. The Nursery and Reception classes and outdoor area are vibrant and inviting, and help children make progress in all of the areas of learning. Attendance has risen, but not at a pace that matches the improvements in other areas, despite the school's strenuous efforts.

These are the main reasons for the rapid transformation in the school's overall effectiveness:

All of the above stem from strong leadership. The associate headteacher and deputy headteacher make a formidable partnership and have established a powerful sense of teamwork among staff at all levels. They have re-affirmed the school's core purpose and put the pupils at the centre of its work. There is a growing pride in what has been achieved, but also a realistic understanding of the work that remains to be done. The effectiveness of the school's leaders shows in the good progress that has been made and confirms that there is a good capacity for sustained improvement.

What does the school need to do to improve further?

Strive to accelerate the rate of improvement in attendance so that, by the end of July 2011, the figure is in line with the local average.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils 3

Standards of attainment are rising. The school's assessments confirm that the rapid progress being made by most pupils is leading to a substantial increase in the proportions working at the levels which are expected for their age, and that attainment is broadly average although still variable from year group to year group. The progress of different groups of pupils is carefully tracked. The information shows that no group is being left behind. Improvements in teaching account in no small part for this, but the pupils' attitudes and behaviour in lessons also contribute a good deal. The pupils clearly enjoy their learning. They report that they like their teachers to be 'strict but fair, because it helps you to learn'. During this inspection, pupils listened well to their teachers and each other. They worked steadily and took care over presentation; many pupils' handwriting is particularly neat and well formed. The topic books made by pupils of all ages have been put together with care and attention to detail. Pupils are increasingly involved in evaluating the quality of their own and each others' work and they do so thoughtfully.

Pupils feel safe at school. They reported that 'worry boxes' are rarely used and pupils who act as play leaders no longer have to intervene to resolve disputes. They relish the increased opportunities for sport and physical activity and for taking responsibility, for example by helping to serve their classmates with salad items at lunch times. The pupils listen attentively during assembly and reflect on their own and others' experiences. They

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spoke of the discussions they had had about the five aspects of 'Every Child Matters' and that they are now considering the meaning of 'community'. Pupils' spiritual, moral, social and cultural development is good and pupils of all backgrounds work and play harmoniously together. Pupils' positive attitudes to learning, their growing ability to work in teams and their rapidly improving attainment mean that the pupils are satisfactorily prepared for the next stage of their education and the wider world.

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	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers give a good deal of thought to planning and organising activities that meet the wide range of pupils' needs. When they identify gaps in pupils' knowledge and understanding, they do not hesitate to adapt their plans and repeat work until it is firmly established and pupils are ready to move on. Teachers work well with teaching assistants and other teachers in their team to ensure pupils of all abilities are supported and challenged. Pupils who struggle with their work frequently benefit from the skilled input of experienced teachers. Those who have the potential to attain highly are increasingly challenged by harder work. Relationships between adults and pupils are

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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good. Expectations of how pupils will behave and of the quality of their work are high and explicit. At its best, marking is thorough and detailed, gives the pupils clear guidance on what to do next, and allows them time to respond. Not all marking is of this high quality, which means that some pupils have a clearer understanding of what to do to improve than others. Teachers are acutely aware of the need for pupils to make as much progress as possible. To this end, they identify 'steps to success' that help pupils know exactly what to do to meet the lesson's objectives. However, pupils' success is occasionally restricted because the objectives are complex or not easy for them to understand. Pupils' knowledge of their longer-term targets and what is needed to reach them is not so secure.

The curriculum aptly reflects the pupils' backgrounds, interests and experiences as well as broadening their horizons. Good use is made of resources in the local area and of links with a school in the Gambia. Educational visits and visitors related to the topic are a feature of every term's work. Many pupils attend the good range of clubs and activities that enhance the curriculum. The after-school club provides good support for working parents and a relaxing experience for the pupils after the busy school day.

The staff do a good deal to support potentially vulnerable pupils and their families. They have been particularly successful in enabling pupils excluded from other schools to thrive and do well. Good partnership working with local authority staff and other agencies helps to support parents who are struggling to manage difficult times in their lives. The school's procedures to ensure good attendance are consistently and rigorously applied. This has led to a substantial reduction in the number of pupils who are persistently absent. However, some pupils still miss too much school, for example by being taken on holiday during term time.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 school's leaders and members of the Interim Executive Board have achieved a great deal in a short space of time. Their determination to improve outcomes for the pupils is strong. It is backed up by a perceptive analysis of what needs to be done next and a clear understanding of the main priorities. The impressive impact of the partnership working between the school's leaders, the Interim Executive Board, staff of both schools in the federation and the local authority demonstrates clearly how much can be achieved when all work towards the same end. Strong teamwork is a feature across the

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school. Middle leaders have had a good impact on improving teaching and learning and year and phase teams work well together.

Having put the pupils at the heart of the school's work, its leaders are now striving to establish the school at the heart of the community. The parents' council enables parents and carers to help shape the school's future direction and their involvement in the school's work is growing. Leaders have a good understanding of the needs of the local community and the challenges that it faces. Links have been established with local community groups and with organisations further afield. The rich diversity of pupils' backgrounds is celebrated and close attention is given to ensuring that all pupils have equal opportunity to do well.

The school's procedures for protecting pupils and keeping them safe are effective. A year ago, the school faced a large deficit in its budget. This has been substantially reduced and there is a clear strategy for eliminating the deficit and managing the school's finances over the next three years

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	3
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

Early Years Foundation Stage

Two main factors account for the rapid improvements in the quality of provision in the Nursery and Reception classes. First, leadership is strong. Comprehensive procedures for planning activities across all areas of learning, for observing and assessing the learning of individual children, and for using information about children's interests and capabilities to plan the next steps have been established. Second, the learning environment has been transformed. It is inviting and stimulating, especially outdoors.

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Children choose freely from a wide range of experiences, indoors and out, and because the activities are interesting and relevant, they become absorbed in them and concentrate well. The school's records show that children are making progress in all of the areas of learning, and that most are on track to reach the goals expected by the end of the Reception Year. Regular and systematic teaching of the sounds of letters is helping children make good progress with their reading and writing. Adults support children's learning effectively and teaching is sometimes good, especially when adults work with the children at activities the children have chosen for themselves. However, at group times, children are sometimes expected to sit and listen for too long and the activities that are planned do not always match their interests and experiences. The staff ensure that children are safe and well cared for.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

As this was not a scheduled full inspection, questionnaires were not issued in advance to parents and carers. The school's recent survey of parents' and carers' views indicates satisfaction with the school's work. Parents who attended the parents' council meeting and those spoken to at the start of the school day were also positive about the school and the progress that their children are making.

Responses from parents and carers to Ofsted's questionnaire

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



14 June 2010

Dear Pupils

Inspection of Henry Fawcett Primary School, London SE11 5BZ

It was good to meet some of you and to see you at work and play when I inspected your school recently. Thank you very much for telling me about your school and for showing me your work.

About a year ago, your school was inspected and was told that its work was not good enough, because you were not making enough progress in your lessons. I visited in January to see if things were getting better, and they were. This time, I could see that things had improved a great deal, and the pupils that I spoke to told me the same thing. I am happy to say that your school no longer needs 'special measures' but I am also sad because I will not be able to come back to see what happens next. I have written about your school in the main report, which you might like to ask to see. Here are the headlines.

- Because teaching is good, you are making good progress in lessons.
- You behave very well and sometimes, such as in assembly, your behaviour is excellent.
- The provision in Nursery and Reception helps children get off to a sound start.
- The school's leaders know exactly what needs to be done so that improvements continue.
- Although attendance is better, it is still not high enough.

I have asked Ms Nuttall and the teachers to make sure that you continue to make fast progress so that you reach the levels that you should. I have also asked them to keep up their efforts to raise attendance. You can help with both of these. Tell your teachers if you find your work is too easy or too hard. Try your best to come to school as much as you can, except when you are ill.

I wish you every success in the future,

Yours sincerely

Linda McGill

Her Majesty's Inspector

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