

Fleet Primary School

Inspection report

Unique reference number	100014
Local authority	Camden
Inspection number	376336
Inspection dates	1–2 February 2012
Lead inspector	Raymond Lau

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	234
Appropriate authority	The local authority
Chair	Kim Issroff
Headteacher	Blair Thomson
Date of previous school inspection	29–30 January 2007
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Age group	3–11
Inspection date(s)	2–3 February 2012
Inspection number	376336



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Introduction

Inspection team

Raymond Lau

Additional inspector

Faith Hood

Additional inspector

This inspection was carried out with two days' notice. The inspection team sampled eight lessons, one of which was observed jointly with a member of the senior leadership team. Eight teachers were seen as part of the sampling. Meetings were held with parents and carers, groups of pupils, governors and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection; they observed the school's work and looked at documentation including improvement plans, records of the analysis and that relating to the tracking of pupils' progress; and they sampled pupils' work, listened to pupils read and looked at the school's attendance figures and monitoring information. They analysed questionnaires from 17 staff, 114 pupils and 140 parent and carers.

Information about the school

This is an average-sized primary school with a one-form entry per year. Over half of the pupils come from a wide variety of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and pupils with disabilities is low, although the proportion with a statement of special educational needs is nearer to that found nationally. The school had a subject survey in February 2009 which looked at personal, social and health education. The school meets the current floor standard. The school has two awards reflecting its commitment to promoting healthy eating and active lifestyles.

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	2
Leadership and management	2

Key findings

- This is a good school. One pupil, reflecting the views of the majority, remarked that 'this is a happy and friendly school' with a 'strong and caring community'. This is a view also shared by parents and carers. The creative topical approaches to learning permeate through the school. The pupils' spiritual, moral, social and exceptional cultural awareness is fostered well. As a result, pupils demonstrate good behaviour in lessons and enjoy coming to school, participating fully in the life of the school.
- Pupils' achievement is good. Pupils make good progress through the school and by the time they leave reach above-average levels of attainment in English and mathematics. The few gaps in performance between different groups are mostly reducing quickly, although some more able pupils do not generally progress as rapidly as their peers.
- Teachers have strong relationships with their pupils and provide a range of activities that excite and engage most pupils' learning. Pupils seize opportunities to collaborate with others. They also work independently and sustain good levels of concentration. This work is generally well matched to the needs of the different groups. However, the teaching and curriculum for higher-ability pupils on occasions lack sufficient challenge. While teachers' marking is regular, it is sometimes inconsistent in the way it provides guidance to help pupils improve further.
- The headteacher, ably assisted by senior leaders, has driven improvements since the last inspection, particularly in the curriculum, in teaching and in sustaining pupils' good achievement. The school's assessment systems track and monitor attainment levels accurately. However, they do not always help to identify progress made by groups of learners, making it difficult for teachers to use them to inform day-to-day planning of lessons and activities.

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What does the school need to do to improve further?

- Accelerate rates of progress of more-able pupils by September 2013 by ensuring that teaching and the curriculum are sufficiently challenging and interesting for them in all year groups.
- Develop the use of assessment information to improve teaching by:
 - ensuring that monitoring and assessment systems identify the progress of different groups of learners more clearly
 - teachers consistently using information on pupils' progress to plan activities that meet the needs of all learners
 - ensuring that the marking and assessment of pupils' work give them better guidance about how to improve their work over time.

Main report

Achievement of pupils

Children now enter the Nursery with skill levels that are higher than historically found for children of this age, but this has not typically been the case. They demonstrate excellent behaviour and concentration skills and are able to express themselves confidently, often fostered by the attractive learning environment. Children make satisfactory progress and are generally on track to enter Year 1 with better-than-expected levels. Evidence from children's current work indicates that their progress is improving and is building upon these higher starting points. For example, in a lesson focusing on developing early reading and writing skills, children were confident in sounding out the different letter sounds and combinations (phonics).

Pupils' progress accelerates so that by the end of Year 2, their attainment in mathematics, reading and writing is consistently above average. Reading and mathematics are consistently the stronger-performing subjects. Pupils' reading is well developed as they apply phonics knowledge effectively in both their reading and writing skills.

The achievement of pupils in Key Stage 2 is good over time, given their average starting points when they join the school. Their attainment overall has consistently remained above average. Attainment is above average in reading and in aspects of writing. This is reflected in their current work where pupils write confidently and with imagination. By the time they leave the school, pupils read with enthusiasm and skill. Over time, pupils known to be eligible for free school meals achieve exceptionally well in relation to similar pupils nationally. Pupils from minority ethnic backgrounds achieve as well as their peers as their needs are identified quickly and teachers provide well-tailored activities to meet their needs. Disabled pupils or those with

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special educational needs make good progress because of well-targeted support and intervention. Some more-able pupils do not always reach the levels of which they are capable, as their learning is not always extended fully.

Pupils' progress in English and mathematics is accelerating across the key stage. In a Year 3 English lesson, pupils enjoyed writing about Monsters. Pupils' confident writing skills allowed them to write with creativity and flair. Good progress was made by all groups of learners. They demonstrated neat and improving handwriting and demonstrated better grasp of terminology and vocabulary. However, there are some small variations in pupils' performance within the school, which are reducing quickly as support for these pupils is beginning to accelerate their progress. The vast majority of parents, carers and pupils agree that pupils make good progress.

Quality of teaching

Teaching in the school is typically good, reflecting the good achievement of most pupils over time. The parents, carers and pupils agree. Teaching is particularly effective across subjects such as art and mathematics. In a well-taught Year 6 mathematics lesson, pupils learned to describe and apply a position using coordinates in quadrilaterals. The effective planning ensured that all pupils were suitably challenged in their learning. However, this is not always the case in every class as pupils of higher ability, in particular, are not consistently challenged. Teaching enthuses pupils to learn in most classes so they apply what they are taught to great effect. Pupils respond well to opportunities to work independently and they discuss their findings articulately. As a result, pupils make good progress in gaining skills across the planned curriculum. Teachers' strong subject knowledge helps create an environment for learning in which positive relationships exist with pupils. The work is generally well matched to the individual needs and interests of most, but not all, pupils. The creative approach to the curriculum aids and stimulates good promotion of pupils' spiritual, moral, social and cultural development. This helps their learning and personal skills development.

The use of assessment to support learning is adequate, but too variable. A small minority of pupils expressed the view that they did not always know how well they were doing in school. The pupils who spoke to inspectors clearly understood their long-term targets and levels. However, although marking is generally regular and comments are positive, the recording of next steps to help pupils know precisely what they need to do to improve is inconsistent.

Behaviour and safety of pupils

Pupils are polite, courteous and respectful to each other. They conduct themselves well in lessons and they are diligent workers. On occasions, pupils need gentle prompting to re-focus their efforts. Although a few parents and carers expressed concerns regarding behaviour in lessons, the overwhelming majority felt that

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behaviour was good, a view supported by most pupils. Inspection findings support the view that behaviour is good over time. The behaviour management systems are effective and valued by pupils and parents and carers. Pupils' attendance is improving and has increased to consistently average levels.

There are rewards and opportunities for pupils to take responsibilities within the school, including the council, and contribute to active fund raising for national charities. The school provides weekly opportunities for 'partners' in which an older pupil works in collaboration with a younger child. This enables the development of pupils' self-esteem and promotes their good conduct in and around the school well.

Pupils have a good understanding of what constitutes safe and unsafe practices. They state that they feel safe at school, and this is supported by the parents' and carers' views. Very few parents and carers expressed concerns regarding bullying. However, all pupils completing the questionnaire felt that the school deals with all types of bullying very well. Pupils demonstrate a good awareness of the different types of bullying, including what to do in cases of cyber-bullying. Pupils demonstrate good knowledge of water hazards and road safety.

Leadership and management

The leadership team has sustained pupils' achievement over time, especially the performance of specific groups of learners such as those pupils known to be eligible for free school meals. There have been effective steps to remedy areas of weakness, although the school acknowledges that there are still some minor variations in performance. There is a concerted and proactive approach to ensuring that pupils' achievement is improved and to maintaining the good promotion of equality. The school is quick to deal with any forms of discrimination.

There is effective staff training that has helped pupils achieve well. For example, a mathematics 'review and respond' initiative enables pupils to consistently check their learning at the end of the week. Although only recently appointed, the English coordinator has already implemented a variety of training and monitoring initiatives. The systems for tracking and monitoring of pupils are regular but do not always help all staff consistently to identify the progress made by specific groups of learners and to maximise learners' progress over time.

The curriculum provides a very strong contribution to pupils' spiritual, moral, social and cultural development. The very creative and embedded topical approach is a distinct feature of the school's ethos. The school has visitors and external organisations to enhance the work of the curriculum, such as sessions in samba and dance. The school actively encourages health and safety by taking pupils swimming. A number of pupils have instrumental music lessons and some pupils are becoming skilful musicians. This is enhanced by the excellent enrichment provision, including an extensive range of trips, residential visits and sporting and other clubs.

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In the last inspection, the school was asked to strengthen the role of middle leaders and the provision of information and communication technology (ICT). Middle leaders play a more proactive role in monitoring and developing the quality of teaching, and have identified further areas to improve. The ICT coordinator has significantly enhanced the development of the subject, increasing resources and pupils' use of computers and equipment. For example, class assemblies make an exceptional contribution to the pupils' learning and presentation skills. There are significant strengths to the curriculum, but not enough activities that stretch more-able pupils. The governing body is proactive and collectively challenges the school, holding it to account, and has a range of expertise. Governors are visible in the school, including holding meetings with parents and carers frequently. The capacity for sustained improvement is strong.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	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 2010 to 31 August 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.
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.



6 February 2012

Dear Pupils

Inspection of Fleet Primary School, London NW3 2QT

Thank you for welcoming us in your school and for all the help you gave us. You go to a good school. You told us that you enjoy learning through the creative approaches to the curriculum. This includes the swimming, samba and dance lessons. You also told us that you that you enjoy the exceptional range of trips and activities that support your learning. A number of you have instrumental music lessons and are doing well. In the questionnaire, you said that you feel safe at school. You also agree that teaching is good and we see that you make good progress. Some of you stated that you were not always aware of how well you are doing at school.

Your teachers and staff work hard. When teachers plan activities where you get to work together and individually, this helps with your learning. The class assemblies are exceptional in demonstrating the hard work that you and your fellow classmates have put in. Your art and written work is high quality and celebrates your achievements well, including the masks made for the Black History Month. You clearly enjoyed the 'Chinese dance troop' that presented in assembly during the inspection, and these aspects contribute well to your spiritual, moral, social and cultural development. You behave well in school.

We have asked your headteacher and teachers to improve the progress of more-able pupils by making the curriculum more personalised to meet their needs. In addition, we have also asked all staff to challenge you more in lessons. Furthermore, we have asked that you receive feedback and guidance in knowing what the next steps are so that you can improve and reach the next level in your work.

You can play your part by supporting your fellow classmates, working hard and continuing to behave well, in lessons actively contributing to your learning.

Yours sincerely

Raymond Lau
Lead inspector

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