

Baden-Powell School

Inspection report

Unique Reference Number	100255
Local Authority	Hackney
Inspection number	354824
Inspection dates	10–11 May 2011
Reporting inspector	Michael Merchant

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	235
Appropriate authority	The governing body
Chair	Lee Laudat-scott
Headteacher	Sandra Chin
Date of previous school inspection	12 June 2008
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Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons or part lessons were observed, taught by eight different teachers. Meetings were held with pupils, members of the governing body, staff and the headteacher. Inspectors observed the school's work and looked at a range of documentation, including the school's records of pupils' attainment and progress, school policies including safeguarding documentation and the school development plan. In addition, questionnaires from 63 parents and carers, 100 pupils and 20 staff were analysed.

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

- The effectiveness of strategies to improve pupils' attainment, particularly in writing.
- The accuracy of teachers' assessments and the use of assessment information to plan further steps in learning.
- How well the school supports those pupils with particularly low levels of prior attainment and those in the early stages of learning English as an additional language.
- The impact of actions taken by the school's leaders and managers to improve the quality of teaching and learning.

Information about the school

This school is similar in size to most other primary schools. While most pupils live locally, a small minority travel some distance from the surrounding area. The very large majority of pupils are from a range of minority ethnic heritages, the largest groups being pupils from Black or Black British - Caribbean and Black or Black British - African backgrounds. The proportion of pupils who speak English as an additional language is much higher than average. The proportion of pupils who are known to be eligible for free school meals is high. A higher proportion of pupils than average have special educational needs and/or disabilities, including those with a statement of special educational needs. Their needs relate mainly to speech, language and communication difficulties. Children enter the Early Years Foundation Stage in the Nursery. The school has a breakfast and an after-school club on the site and gained the Healthy School award in 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?

2

The school's capacity for sustained improvement

2

Main findings

Baden-Powell School provides a good education for its pupils. Pupils' individuality and uniqueness are celebrated and, through the school's good provision, their spiritual, moral, social and cultural development is outstanding. This means that the community is harmonious and cohesive, and its diversity is seen as a cause for celebration. Adults ensure that the pupils feel extremely safe and that the needs of each individual pupil are met extremely well. By the time pupils leave in Year 6, they are confident, well-rounded young people, ready to play their full part in the world beyond school. Pupils' very strong enjoyment of school is reflected in the improving attendance rate, which is now above average.

Parents are delighted with the support provided for their children and their comments are reflected in the views of one who said, 'The communication and support have been exceptional, the teaching staff are totally committed to each child reaching their full potential'. The school's success stems from the strong leadership of the headteacher. She has high expectations of what the pupils can achieve and constantly strives, with her highly supportive deputy headteacher and staff, to make the provision even stronger.

Children get a good start in the Nursery. The wide range of activities provided means that they learn effectively and make good progress. By the end of Year 6, pupils' attainment is broadly average and pupils achieve well. The school has done well to reverse the downturn in attainment seen in the recent past and, as a result, attainment is rising steadily year on year. Senior leaders take swift action to address any perceived weaknesses. Through their rigorous monitoring and assessment procedures, senior leaders identified that attainment in writing and mathematics across the school was weaker. Effective strategies to encourage pupils to solve higher-level number problems, expressed in words, have led to most pupils making particularly good progress in mathematics. Pupils' writing skills have improved as a result of the school's strategies to link sounds and letters in lessons and more opportunities to practise longer pieces of writing across a wide range of topics.

The leadership and management of teaching and learning are strong. As a result, despite many staff changes, teaching is good and is improving strongly. Although, there is some variation in its quality between classes. Teachers mark books carefully and regularly. As a result, the advice teachers give to pupils on how to improve their work is effective and most pupils are clear about the next steps in their learning. In a minority of lessons, learning is held back because teachers do not always ensure that pupils are given sufficient time to work independently, to learn in an active way or to talk about their findings. Staff recognise that they have not yet fine tuned the use of assessment information sufficiently so that the tasks they set in lessons provide maximum challenge for the more-able pupils. Pupils behave well and say that lessons are interesting and

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exciting. Pupils with special educational needs and/or disabilities receive particularly good support, both in class and in small group or individual tuition sessions, which enables them to make good progress in their learning.

The governing body supports the school well and plays a key role in ensuring that safeguarding procedures are followed and in promoting links with parents and carers. However, they have yet to evaluate the work of the school fully and systematically or to play an active part in setting the school's priorities. The school values and builds effectively on its strong bond with parents and carers. There are also exceptionally strong links with outside agencies and the local secondary schools. As a result, all pupils, including the potentially vulnerable, are extremely well cared for, guided and supported. The school has a good understanding of its strengths and weaknesses and its self-evaluation is accurate. The successful actions taken to improve mathematics, for example, are further proof of the school's good capacity to secure further improvements.

What does the school need to do to improve further?

- Ensure that more teaching matches that of the best by:
 - ensuring that teachers specifically use assessment data to plan for and extend the learning of the more-able pupils at a consistently challenging pace throughout lessons
 - encouraging pupils to be more active and inquisitive in class and giving them more opportunity and responsibility to work independently.
- Build on the individual skills and expertise of governors to ensure the governing body plays a robust and strong role in shaping the school's strategic direction and in evaluating the school's work rigorously.
- A realistic time to achieve these improvements would be May 2012.

Outcomes for individuals and groups of pupils

2

Pupils say that they greatly enjoy their learning, which stems from the good rapport they have with each other. They are well motivated and relish the work they are given. In an exciting numeracy lesson in Year 5, pupils were learning at a blistering pace because of the teacher's exceptionally high expectations of what she wanted them to learn and the challenging and fun tasks she set for them.

Children join the nursery class with skills and abilities that are below those expected for their age, and their language, communication and social skills are well below. The work seen by inspectors confirms that pupils, including those in the early stages of speaking English as an additional language and those with particularly low levels of prior attainment, are working broadly at the levels expected of them overall. Currently, pupils are making good progress in English and mathematics. Pupils' progress in writing is slower than their progress in reading because some have difficulty in explaining their ideas when they have read a text, which in turn inhibits their ability to write well at the higher levels.

The school's data about attainment indicate that pupils' progress is now consistently good, with periods of rapid progress in Key Stage 1 and in the last year of Key Stage 2. Their achievement overall is good. Boys and girls make similar progress, despite the uneven numbers in some year groups. Pupils with special educational needs and/or disabilities

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make similar progress to their peers. Pupils who speak English as an additional language acquire English quickly and make good progress because of particularly good support, which is often tailored closely to their individual needs when they first arrive.

Pupils explain enthusiastically and knowledgeably the value of adopting healthy lifestyles and the need for exercise, and have an excellent understanding for their age of how to be safe in the community. They are confident that adults will assist them if there are any problems. The school promotes pupils' spiritual, moral, social and cultural development extremely well and in many different ways. Consequently, pupils have a highly developed understanding of right and wrong and a deep appreciation and enjoyment of the wonders of life around them. They eagerly take advantage of the opportunities to participate in the life of the community and are very well informed about other people's needs. Pupils learn to cooperate and, together with secure and improving attainment in the key skills of English and mathematics, they are well prepared for the next stages of their lives.

These are the grades for pupils' outcomes

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

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

How effective is the provision?

The quality of teaching, and the engagement of staff with all pupils and their learning, are good. Teaching is lively, tasks and concepts are clearly explained, and activities provide effective challenge so that most pupils learn at a swift pace. Adults ask perceptive questions and these help pupils to think and use more varied vocabulary in their answers. Effective use of activities, such as 'talking partners', drama, role play and linking letters

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and sounds, helps pupils make good progress in their speaking and reading. Pupils have a good understanding of the quality of their work and what they need to do next in order to move forward. Learning is sometimes held back because all pupils work at the same pace, as directed by the teacher, which leads to insufficient challenge for the more-able pupils. Teachers sometimes talk for too long when explaining activities and key concepts, which limits the time pupils are actively learning and working independently. This results in slower progress and less time for pupils to articulate and build upon what they have learned by the end of the lesson.

The school has recently revised its curriculum to make it more exciting and creative. The themed approach means that effective links are made across a range of subjects. This has a particularly good impact on progress because it provides many opportunities for pupils to practise their basic skills. However, the school has not fully evaluated the impact of this approach on the pupils' learning and has not ensured, for example, that pupils have opportunities to develop longer pieces of writing across all themes. An excellent range of out-of-school activities, including the well-attended breakfast and after-school clubs, provides pupils with many additional opportunities to enhance their learning and makes a valuable contribution to pupils' high levels of enjoyment.

The care, guidance and support the school provides for all its pupils are exemplary. One pupil reflected the views of many when saying, 'The school has given me the courage to learn.' A central feature of the ethos and culture of the school is that pupils' needs are often individually known and catered for. The school works very closely with parents and carers and a wide range of outside agencies to enable it to make the best possible provision. Transition arrangements into and out of the school are very effective.

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	1

How effective are leadership and management?

The headteacher has tackled weaknesses tenaciously and has swiftly reversed a recent downturn in attainment and progress. This could not have occurred had not staff at all levels shared her vision and ambition to improve standards further and to accelerate pupils' progress. There is good commitment from all staff to achieve the best for all the pupils. School leaders track pupils' attainment closely and ensure class teachers are aware of anyone in danger of falling behind. Expectations of what pupils can achieve are high, but the team acknowledges that there are still a few pupils who could achieve even more, especially in the more advanced aspects of writing.

The senior team uses its excellent coaching and mentoring skills to offer constructive advice and training, and its highly effective teachers particularly well to extend and share

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good practice. In this way, the quality of teaching and learning is steadily improving. At the time of the inspection, there was no evidence of any discrimination and the school promotes equality for all pupils vigorously through sophisticated monitoring and exemplary support. Progress for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is translated effectively into its practice.

Subject leaders fulfil their responsibilities well. They are growing well into their roles and are actively involved in checking pupils' attainment and progress in their respective areas. The effectiveness of the governing body, many of whose members are new in post, is satisfactory. The governors are very supportive of the school and have increasing access to the data on the school's performance at the end of each key stage. While they receive drafts of the school's self-evaluation documents, they are not sufficiently involved in evaluating the school's performance. Consequently, their contribution to the school's improvement plan is limited and their approach to evaluating the effectiveness of some policies and procedures is insufficiently rigorous. Safeguarding arrangements are effective and meet current requirements. Good practice in safeguarding and child protection is evident in all areas of the school's work.

The school prides itself on working very well with the local community and forms excellent relationships with families, including those that may be considered by some to be harder to reach. In this highly inclusive school, every child matters and individual needs are considered very specifically. The school works extremely well in partnership with external agencies and its partner schools to secure extra support for those pupils who need it. Leaders ensure that pupils are developing into caring citizens who respect and value the views of others, and that a set of common shared values is embedded in every child. Leaders are currently further strengthening aspects of community cohesion by forging links with other schools in more socially diverse areas in the United Kingdom.

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	3
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
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	2

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Early Years Foundation Stage

The Early Years Foundation Stage has improved from satisfactory to good since the last inspection. Children are making faster progress in their learning so that by the end of the Reception Year, most are working securely within the early learning goals. This represents good progress in relation to their starting points. Adults work hard to involve everyone, including those who speak very limited English. They effectively develop children's language and ideas. For instance, the children were observed having a splendid time making a gingerbread man and then re-telling the story.

Adults provide an interesting and well-equipped environment for learning. This includes resources that are carefully selected to reflect the diverse pupil intake. The adults are very skilled at promoting positive attitudes to learning and making it seem like an exciting adventure. The children are settled and secure because of the careful routines and good care and attention. The staff have established a good balance between the time they direct learning and the amount of time children have to select their own activities. Good use is made of the well-equipped outdoor space to develop children's climbing and clambering skills.

Teaching and learning are good in the Early Years Foundation Stage and activities are planned and managed well. As a result of good leadership, staff take part in a rigorous quality assurance scheme and are constantly reviewing and developing the provision. They have strong links with the parents and carers and this supports children's learning and comfort very effectively. Staff have worked hard to make good links with pre-school groups and nursery provision locally and this has paid dividends to ensure the children get the year off to a positive start.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The school and its headteacher clearly enjoy the confidence and support of the parents and carers who returned the questionnaire. A number of individual comments praised the extremely high-quality care, support and guidance given to pupils, particularly to those who have special educational needs and/or disabilities and those learning English as an additional language, and the big improvements seen in the school over the last few years. The few criticisms were followed up as inspection trails during the visit. For instance, a small minority of parents and carers raised concerns regarding the amount of progress their children were making. Inspectors found, through lesson observations, discussions with senior leaders, with pupils and through examination of the school's accurate data on

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pupils' attainment, that pupils' progress has accelerated rapidly recently and overall it is good. The views of the parents and carers interviewed informally at the beginning and end of the school day confirm the positive responses in the questionnaires.

Responses from parents and carers to Ofsted's questionnaire

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

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

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 235 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	59	25	40	1	2	0	0
The school keeps my child safe	29	46	34	54	0	0	0	0
My school informs me about my child's progress	38	60	24	38	0	0	0	0
My child is making enough progress at this school	26	41	31	49	6	10	0	0
The teaching is good at this school	34	54	23	37	5	8	0	0
The school helps me to support my child's learning	24	38	33	52	4	6	0	0
The school helps my child to have a healthy lifestyle	32	51	28	44	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	21	33	39	62	2	3	1	2
The school meets my child's particular needs	26	41	30	48	4	6	0	0
The school deals effectively with unacceptable behaviour	30	48	26	41	4	6	0	0
The school takes account of my suggestions and concerns	24	38	33	52	3	5	0	0
The school is led and managed effectively	32	51	24	38	3	5	0	0
Overall, I am happy with my child's experience at this school	37	59	23	37	3	5	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



12 May 2011

Dear Pupils

Baden-Powell School, London, E5 8DN

Thank you all for the warm welcome you gave us when we visited your school recently. What a lovely two days we had. We enjoyed meeting and talking to you. You go to a good school that is improving quickly. It has many good features and you are right to be proud of it. Here are some of the good things we found out about Baden-Powell School.

- You make good progress as you move through the school and you achieve well. By the time you leave at the end of Year 6, your attainment is similar to that of pupils in most other schools. This is because of your exciting curriculum and the good teaching that you receive.
- Your teachers and other adults take very good care of you. You told us they make sure that everyone feels completely safe and secure.
- You behave well around the school and in your classes and you look after each other so well. You relish working in groups and helping each other to learn and you readily help your classmates when they find things difficult.
- Your headteacher, the governing body and all the other staff know in detail how to make sure that your school continues to improve.

To help the school improve further, we have asked those who lead and manage the school to do two things.

- Ensure that more of you make even more progress by the time you reach Year 6 by making sure that the work that is planned for you is not too easy or too hard, but always just at the right level of challenge, and that you are able to learn more things on your own.
- Make sure that the governing body is in a good position to monitor the impact of school policies and help the school plan for the future.

I am sure that you will help them by always working hard and aiming really high.

Yours sincerely

Michael Merchant

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