

Fawcett Primary School

Inspection report

Unique Reference Number	110766
Local Authority	Cambridgeshire
Inspection number	378162
Inspection dates	3–4 October 2011
Reporting inspector	Declan McCarthy

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	240
Appropriate authority	The governing body
Chair	Jacqui Worster
Headteacher	Judith Osler
Date of previous school inspection	1 July 2009
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Age group	3–11
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Introduction

This inspection was carried out by three additional inspectors. Nine teachers were observed teaching 15 lessons. Meetings were held with staff, individual and small groups of parents and carers, and two members of the governing body. Informal discussions took place with a small group of pupils. Inspectors observed the school's work, and looked at a range of school documentation including policies for safeguarding, the school's data for tracking pupils' progress, the school development plan, and the local authority review of the school's work. They scrutinised questionnaires returned from staff, pupils and 102 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- What is the impact of the actions taken to raise achievement, and how consistent is the progress of pupils across the school in mathematics?
- How effective are teaching and the use of assessment for learning, particularly in the use of questioning, in extending pupils' learning in lessons?
- How effectively are the new middle leaders managing their areas of responsibility in order to raise attainment?
- What impact are improvements in the Early Years Foundation Stage provision having on children's outcomes?

Information about the school

This average-sized primary school admits pupils of mainly White British heritage. An above-average proportion of pupils are learning English as an additional language. The proportion of pupils identified with special educational needs and/or disabilities is above average, and a high proportion of these students have a statement of special educational needs. The proportion of those known to be eligible for free school meals is above average. The afternoon Nursery provision is managed by the governing body, who also provide a breakfast and after-school club.

There have been significant changes since the last inspection. The school has grown in size with a significant increase in pupil numbers. There have been changes to the leadership team, with middle leaders allocated new subject responsibilities.

A 'Sure Start' Children's Centre, on the same site, serves the needs of the wider local community and is inspected separately.

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

Fawcett School provides a good and improving education for its pupils. Good teaching leads to good achievement, and outstanding care, guidance and support have resulted in many outstanding aspects of personal development, including pupils' excellent behaviour. Outstanding promotion of safeguarding enables pupils to stay extremely safe in school. The wide range of sporting activities and a strong emphasis on promoting pupils' healthy lifestyles have led to their excellent understanding of how to stay healthy. Pupils make an outstanding contribution to the community through, for example, their active work in recycling which received a national award. Their excellent spiritual, moral, social and cultural development is fully reflected in high levels of self-confidence, excellent relationships and the greatest respect for all. Outstanding partnerships with other schools and outside agencies have had a very positive impact on pupils' learning and well-being. Parents and carers are rightly proud of the school. As one wrote, 'This is a wonderful school which has helped my child to make good progress and to settle down very quickly. The staff are extremely caring and approachable and I am glad our child attends Fawcett.'

Children get off to a good start in the Nursery and Reception classes and settle in quickly. They continue to make good progress as they move through the school and by the end of Year 6, attainment is broadly average. Some pupils who are identified as needing to catch up quickly with learning achieve particularly well because they participate in a range of very effective intervention groups, enabling them to make very rapid progress in a short space of time. Teaching is typically good and information about pupils' previous learning is used well to match work to their different levels of ability. Very occasionally teachers miss opportunities to extend the learning of more-able pupils or to break learning tasks down into smaller achievable steps for those who find learning difficult, and marking does not always show pupils how to improve their learning. Pupils greatly enjoy learning as a result of well-conceived practical approaches within the curriculum that are based on real-life experiences.

The excellent leadership of the headteacher, with strong support from senior managers, has enabled the school to move forward and lift outcomes from good to outstanding since the last inspection. Assessment systems and the curriculum have greatly improved and weaknesses in teaching identified at Key Stage 1 have been eliminated. The governing body provides good support and challenges the school's work effectively. Leaders' close monitoring of the impact of teaching on pupils' learning and achievement has led to a highly accurate view of what the school does

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well and what it needs to do to improve. Staff use this information well to set clear priorities for development, including further development of subject leadership and a reduction in persistent absenteeism of the very few pupils who do not attend regularly. As a result the school has a good capacity for further improvement. It has ensured that resources are used most effectively in raising achievement, and pupils' outstanding outcomes represent excellent value for money.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics through the development of greater consistency in the quality of teaching and the use of assessment by:
 - always extending the learning of the more-able pupils and breaking tasks down into smaller achievable steps for those who find learning difficult
 - ensuring that marking always shows pupils how to improve their work
 - making sure that middle leaders use the results of their monitoring of teaching to set clear priorities for raising attainment in their subjects.

- Improve attendance to above average levels by July 2012, by:
 - working more closely with the few families whose children are persistently absent to bring their attendance up to the level of the best.

Outcomes for individuals and groups of pupils**1**

Most children arrive at the school with skills below the levels expected nationally, especially in communication, language and literacy, and in their personal, emotional and social development. Achievement is good throughout the school. Pupils make good progress in reading, writing and mathematics, and this was reflected in the broadly average attainment seen in lessons. In a typical example they made good progress when listening to and speaking about a story and exploring different number operations in small groups. Pupils are on course to meet, and some to exceed, their challenging targets. Pupils with special educational needs and/or disabilities and those who are at an early stage of learning to speak English were observed making good and sometimes outstanding progress thanks to the highly-targeted and well-informed support provided by experienced teaching assistants. They rehearsed key words and concepts, clarified pupils' misunderstandings and challenged their learning.

Very high participation in school sporting events and activities such as walking or cycling to school and eating healthy foods ensure that pupils stay as healthy as possible, and they say that they always feel very safe in school. Pupils formulated their own school development plan which is used by staff to influence whole-school development. As eco-warriors, pupils are committed to recycling in the school and have an excellent understanding of conserving the environment. They raise funds for a variety of local, national and international good causes and the school council sets and manages its own budget. Pupils demonstrate outstanding spiritual development as they reflect carefully before responding to situations and always look for good in

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other people. They display great happiness and often experience a sense of wonder within the curriculum. Their strong moral and social development is seen in their outstanding behaviour and excellent relationships. Their cultural development is good as they develop an appreciation and respect for different cultures and traditions, through for example, art, music, religious education, and the celebration of festivals. Pupils’ good achievement in literacy and numeracy, broadly average attendance and outstanding personal skills prepare them well for secondary school.

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	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	3
The extent of pupils’ spiritual, moral, social and cultural development	1

How effective is the provision?

The quality of teaching is mainly good, sometimes outstanding and occasionally satisfactory. All teachers maintain excellent relationships with pupils and manage behaviour effectively. Most challenge the learning of more-able pupils through sharply focused questioning, as seen for example when a teacher asked pupils to define a seed without using the word, thus encouraging and developing their ideas on the concept of an embryo. Good use is nearly always made of assessment. Just occasionally there are missed opportunities in marking to inform pupils of the next stage of learning, or to break a learning task down into smaller steps for those who are struggling in learning. Teaching assistants provide good and sometimes outstanding support for learning, noting down the key points teachers make during whole-class teaching and focusing intensely on these in their small group work with pupils.

The highly relevant, vibrant curriculum stimulates pupils’ enjoyment and engagement

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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with learning. It gives pupils first-hand experiences and is designed to enable pupils to explore and discover things for themselves. Topics are well thought out and there is a strong emphasis on developing literacy across different subjects. The development of numeracy and information and communication technology is not yet as effective because new middle leaders for these subjects have not long been in post. Good opportunities for enriching learning through a wide variety of after-school clubs, visits and visitors to the school, such as the Junk Orchestra, have a very positive impact on their personal development. Outstanding partnerships with other schools and the university have contributed much to curriculum development and pupils’ enjoyment of learning.

Outstanding arrangements such as the excellent links with the Children’s Centre enable the smoothest possible transition for children into school. Equally, careful planning for Year 6 pupils enables them to feel confident when they transfer to secondary school. The school works extremely hard to improve attendance of the very few pupils who are persistently absent. Outstanding links with outside professionals and good links with parents and carers have an exceptionally strong impact on the learning and well-being of those whose circumstances make them most vulnerable, enabling them to accelerate their learning and settle very quickly into their routines.

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?

Strong leadership has ensured that all staff share the same vision for the school and are committed to driving improvements forward. The senior leadership team carefully monitor the quality of teaching and learning, and have used the outcomes most effectively in improving teaching and learning. Middle leaders are developing in their roles, but have yet to use the outcomes of their monitoring to full effect to drive up attainment in their subject areas.

Members of the governing body regularly visit the school to monitor aspects of its work, listen to parents and carers as well as pupils, and take on board their suggestions. They also ensure that all legal requirements are met, especially those for safeguarding, which they rigorously monitor on a weekly basis. All aspects of the promotion of safeguarding are outstanding. Vetting procedures are thorough, meticulous and rigorously applied. The promotion of pupils’ welfare and safety permeates the curriculum. All pupils enjoy full access to everything the school offers.

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All groups make equally good progress, reflecting the good promotion of equal opportunities throughout the school. The school’s contribution to community cohesion is particularly strong locally, and it is promoted well through the celebration of cultural diversity and consideration of the impact of such issues as fair trade and worldwide disasters on different communities throughout the world.

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	2
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	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children in the Early Years Foundation Stage make good progress as a result of good teaching, which is particularly strong in the Nursery. Good use of assessment and good planning are used increasingly well to develop and engage children’s interest. There is a good balance of adult-led and child-initiated activities. Children feel safe and their behaviour is good. The outdoor and indoor learning environments are well resourced and their use is well planned to provide interesting and stimulating activities for the children. This promotes children’s physical and social development as well as their great enjoyment of learning. Relationships are good and children join in and share with others. Good leadership has ensured good improvements, particularly in the use of resources and the development of the outdoor learning environment. Leaders ensure that all learning and welfare requirements are consistently met in the Nursery and Reception classes.

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

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The effectiveness of leadership and management of the Early Years Foundation Stage	2
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Views of parents and carers

Parents and carers who returned questionnaires expressed mainly positive views of the school. Nearly all believe that their children enjoy school, that the school keeps their children safe and encourages children to develop a healthy lifestyle. The vast majority also believe that their children are well prepared for the next stage of their lives, and that the school is well led. They are also happy that their children go to this school. A few parents and carers expressed concerns, mainly about progress and teaching. These we brought to the attention of the school. Inspectors found that pupils' personal development is outstanding, and that pupils are making good progress as a result of good teaching.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at 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 13 statements about the school.

The inspection team received 102 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	63	31	31	0	0	3	3
The school keeps my child safe	64	64	33	33	3	3	0	0
The school informs me about my child’s progress	40	40	46	46	9	9	2	2
My child is making enough progress at this school	37	37	48	48	9	9	3	3
The teaching is good at this school	51	51	34	34	9	9	0	0
The school helps me to support my child’s learning	46	46	38	38	11	11	3	3
The school helps my child to have a healthy lifestyle	47	47	45	45	3	3	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)	45	45	41	41	0	0	3	3
The school meets my child’s particular needs	37	37	42	42	7	7	3	3
The school deals effectively with unacceptable behaviour	37	37	40	40	5	5	7	7
The school takes account of my suggestions and concerns	37	37	40	40	4	4	5	5
The school is led and managed effectively	59	59	30	30	3	3	5	5
Overall, I am happy with my child’s experience at this school	58	58	35	35	0	0	3	3

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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.



5 October 2011

Dear Pupils

Inspection of Fawcett Primary School, Cambridge, CB2 9FS

Thank you for making us so welcome when we inspected your school recently. We could see how very proud you are of your school and we were most impressed with your outstanding behaviour and excellent relationships with one another. Thank you for telling us about the school and we agree with you that your school is good. You make good progress in your learning because teaching is good. You told us your teachers make learning fun and we saw this in the interesting activities you worked on in lessons, such as helping 'Michael Recycle' the green superhero to learn about numbers by sorting out rubbish. You are extremely well cared for and the support and guidance you receive are outstanding. The school makes sure you are very safe, and this is reflected in your excellent understanding of how to stay safe. You also stay as healthy as possible and we were very impressed with the way so many of you walk or cycle to school. You make an excellent contribution to the community through your school council, as eco-warriors and in raising funds for good causes. Your school is well managed and your parents and carers told us how welcome they feel when they come to school.

Here are two things I have asked your school to do, to make it even better.

- Ensure that you do even better in reading, writing and mathematics. You can help by always reading the comments teachers write in your work to help you to improve and by continuing to try your best.
- Improve attendance, particularly of the very small number of pupils who are often absent. You can all help by coming to school as often as possible and on time. You can also encourage each other to do the same.

Thank you once again, and best wishes for the future.

Yours sincerely

Declan McCarthy
Lead inspector

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