

Fossdene Primary School

Inspection report

Unique Reference Number	100125
Local Authority	Greenwich
Inspection number	376349
Inspection dates	5–6 October 2011
Reporting inspector	Gordon Ewing

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	346
Appropriate authority	The governing body
Chair	John Wilson
Headteacher	Cathie Doyle
Date of previous school inspection	21–22 February 2007
School address	Victoria Way Charlton London SE7 7NQ
Telephone number	020 8858 5585
Fax number	020 8293 9547
Email address	headteacher@fossdene.greenwich.co.uk

Age group	3–11
Inspection date(s)	5–6 October 2011
Inspection number	376349

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. They visited 19 lessons, observing all 13 teachers. Meetings were held with the headteacher, other senior leaders, members of the governing body, members of staff and groups of pupils. Informal discussions were conducted with some parents, carers and pupils. Inspectors observed the school's work, including the systems for assessing and monitoring pupils' progress, pupils' work and teachers' planning and marking. Inspectors took account of questionnaires completed by 154 parents and carers, 20 staff and 128 older pupils.

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

- The relative rates of progress through the school of all pupils in English and mathematics, and especially higher attainers and those with special educational needs and/or disabilities.
- The steps taken since the previous inspection to improve levels of attainment and rates of progress in writing, especially in Years 1 to 3.
- How effectively leaders at all levels monitor the quality of teaching and ensure that assessment information is used effectively, and the impact of the strategies to secure consistently good rates of learning.
- The rigour and accuracy of the school's self-evaluation and its effectiveness in setting a challenging agenda for sustained improvement.

Information about the school

Fossdene Primary is an average-sized primary school. The proportion of pupils from minority ethnic backgrounds is well above average. The largest group of pupils is of White British heritage. The proportion of pupils that are learning English as an additional language is well above average. The proportion of pupils known to be eligible for free school meals is also well above average. The percentage of pupils who have special educational needs and/or disabilities is above average; predominantly, these pupils have moderate learning and speech, language and communication difficulties.

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

Fossdene Primary is a good school. The warm and welcoming environment, alongside the good care, guidance and support, ensures pupils feel safe, behave well and have very positive attitudes to their learning. Pupils enjoy school and achieve well and, consequently, their attendance is improving rapidly and persistent absence has reduced significantly. The comments of two parents and carers, 'I couldn't be happier' and 'It's a brilliant school', reflect the views of the vast majority.

Children in the Early Years Foundation Stage get off to a good start in the Nursery because induction procedures are effective and their needs are swiftly identified and well met. That said, the quality of teaching and provision is not consistent in this part of the school and the lack of an outdoor environment for children in the Reception classes reduces opportunities for children to always maximise their learning. Pupils continue to make good progress through the school so that their attainment in reading, writing and mathematics is broadly average and improving quickly by the end of Year 6. However, there is some small variation in rates of progress from class to class. Teachers have good subject knowledge, use questioning well to check understanding and deploy teaching assistants to good effect. Pupils with special educational needs and/or disabilities receive good support in lessons and in intervention groups so that they make similar rates of progress to their peers. However, some higher attainers are not always sufficiently challenged in some lessons and, as a result, do not consistently always achieve the levels of which they are capable. Where teachers have high expectations, as they do in the vast majority of lessons, all pupils are challenged effectively with activities well tuned to the differing abilities in the class. Teachers' marking is generally accurate and punctual but is not always used to accelerate learning, increase challenge or develop greater independence for all pupils.

Pupils value the range of activities the good curriculum offers them, especially in art, music and sport. They participate in lessons, in after-school activities and at play times with enthusiasm and show respect for each other. Pupils make a valuable contribution to the life of the school, to a range of charities and in establishing links with different community groups, both locally and internationally. Their strong sense of justice, fairness and respect ensures that they work in a harmonious and cohesive school community. As one pupil rightly commented, 'It's a really nice school because we are all polite and generous.'

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

The good leadership of the headteacher has ensured that the school has improved further since the previous inspection. For example, through her focused drive to improve writing across the school, levels of attainment are rising steadily and are now broadly average. The recent appointment of a deputy headteacher and a literacy coordinator is beginning to bring added strengths to the leadership team and the school has set itself a challenging agenda for further improvement. The school's self-evaluation is accurate and middle leaders are developing the skills and experience to track the impact of teaching on pupils' progress and attainment effectively.

Taking into account key improvements since the previous inspection, especially in writing, consistently good or better and improving outcomes, the school demonstrates good capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve the quality of teaching and the level of challenge so that, by summer 2012, 80% of lessons are good or better by:
 - ensuring that teachers plan work that is better attuned to all pupils' learning needs and, in particular, the more able
 - achieve greater consistency in the quality of marking
 - giving pupils more time to reflect on their ideas or to consider what to do next independently.

- Improve the consistency of provision in the Early Years Foundation Stage by:
 - sharing the existing good practice seen across the setting more extensively
 - improving the planning of activities so that better use is made of indoor and outdoor areas
 - reviewing the deployment of all adults in the setting to ensure that children's learning is fully maximised.

Outcomes for individuals and groups of pupils

2

Achievement is good. Rates of progress for most pupils, including those with special educational needs and/or disabilities and those for whom English is an additional language, are good overall and most rapid in the Nursery and in Years 2 and 6. Pupils of all abilities and backgrounds are well motivated and demonstrate good attitudes to learning and, consequently, respond well in most lessons. Opportunities are underdeveloped in a very few lessons to extend pupils' self-checking and independent learning skills. Pupils are polite, courteous and play well together. They can confidently explain how to stay healthy and what they are doing to adopt healthy lifestyles. They appreciate the cultural diversity of the school and report that bullying and racism are increasingly rare. Pupils feel well cared for and safe.

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

Pupils show good degrees of concentration and perseverance even when lesson activities and teaching do not consistently meet their needs. In an outstanding Year 1 lesson, pupils were thoroughly engaged in writing sentences about how to look after a pet. The vibrant and dynamic teaching ensured that they developed new vocabulary quickly and wrote with confidence and accuracy. The teaching assistant was very skilful in matching the level of the work to the special needs of her small group so that they made rapid progress alongside their peers. The seamless partnership between the adults made an outstanding contribution to the progress of all pupils.

Pupils take on additional responsibilities with enthusiasm and vigour. The school council is proud of its role in raising funds for various charities, in organising special themed weeks and improving school facilities. It is keen to play an even greater role in shaping the future of the school. Aspects of pupils’ spiritual, moral, social and cultural development are good. Their literacy and numeracy skills are quickly improving, particularly in writing, and they show high levels of proficiency in using information and communication technology skills in their learning. Taking into account these factors, the pupils’ positive attitudes and their rapidly improving attainment and attendance, the school prepares them well for life’s future challenges.

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	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	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	3
The extent of pupils’ spiritual, moral, social and cultural development	2

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

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

How effective is the provision?

Throughout the school, relationships are excellent and teachers manage their classes effectively, so that the climate for learning is positive. Teachers communicate the learning objectives and success criteria consistently and, consequently, pupils understand what is expected of them. In the large majority of lessons, a good pace is set and teachers use questioning to check understanding and move learning forward. Pupils are frequently encouraged to share and consolidate ideas with their 'talk partners' but occasionally are not given enough time to reflect on their ideas or to consider what to do next independently. Teachers set useful individualised targets, particularly in literacy and numeracy, but these are not always tracked and extended in all classes.

The curriculum is relevant to the needs of individuals and its impact on outcomes is generally good. Curriculum experiences contribute well to pupils' development and well-being, particularly through literacy, themed weeks and visits to places of educational interest across London and the South East. There are good links across subjects such as art, geography and history, which are supported well by a range of visitors to the school, for example, African drummers.

The quality of care, guidance and support is good, resulting in good outcomes for all groups of pupils. Pupils whose circumstances may make them vulnerable, including those with special educational needs and/or disabilities and those for whom English is an additional language, are swiftly identified and their needs are well met through targeted support. As a result, these pupils make significant improvements in their attitudes, self-esteem and achievement. The school provides good quality guidance and support to parents and carers, for example through family learning workshops, so that they can help their children to make well-informed choices about their work and about the future. The headteacher has a high profile and parents and carers appreciate her secure knowledge of every pupil and family. The school has in place clear strategies for managing misbehaviour, though greater clarity is sometimes needed in matching the level of sanction to the level of misbehaviour.

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

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

How effective are leadership and management?

The headteacher is raising teachers’ expectations well through thorough systems of monitoring and evaluation. She has a clear view of the strengths and weaknesses in teaching and is taking effective action to improve provision for all pupils. The senior leadership team has been recently strengthened by key appointments so that plans to distribute leadership further and to drive through improvements are bearing fruit. One new teacher praised the support she has received from several colleagues and judged that her teaching had improved significantly as a result of their guidance and coaching. There is a determination from all staff to build upon the gains since the previous inspection and the school rightly acknowledges that high-attaining pupils could achieve even more. Governors, several of whom are new, have a clear understanding of the school’s strengths and weaknesses, and are developing the capacity to systematically monitor and evaluate the school’s work.

All staff and the governing body are fully committed to promoting equal opportunities and challenging discrimination. Leaders take concerted action to promote equal opportunities effectively. The school makes significant efforts to engage with some ‘hard-to-reach’ families, with positive impact, for example in improving attendance. Good partnerships, including with local sports organisations and visiting artists, bring added colour and depth to the curriculum. Links with other professionals, such as the health service, support pupils’ growing understanding of health issues like smoking, obesity and drug abuse. The school takes rigorous steps to ensure that pupils and staff are kept safe. The school reaches out well to a range of communities and promotes community cohesion effectively through links with local groups and schools in Africa and China. However, links with other communities elsewhere in the United Kingdom are less well developed.

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	2
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	2

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

Early Years Foundation Stage

Most children make good progress from their starting points because their individual needs are identified early so that they settle quickly and demonstrate positive attitudes to learning. They enjoy taking on responsibility for small tasks such as collecting fruit for a snack and tidying up. Relationships are strong and children from the wide range of backgrounds and cultures play and work harmoniously together. They show great interest and curiosity in their activities, particularly those in the Nursery, and enjoy making choices in their learning activities. Most children know how to keep themselves safe and behave well, although this occasionally deteriorates when rules and boundaries are not made, for example when moving around the setting.

Provision is good, but at its strongest in the Nursery where the range of teaching methods and resources challenges children particularly well. This high quality practice is not as consistently replicated in the Reception classes and, consequently, rates of progress, while still good, are relatively slower. Effective alternatives are used to compensate for the lack of outdoor space in Reception but these are not always well planned.

The new Early Years Foundation Stage leader has correctly identified key areas of weakness, and is beginning to develop her leadership skills and establishing a coherent team across the Nursery and Reception classes. Resources are deployed effectively but nursery nurses are not always briefed and deployed to maximum effect in the Reception classes.

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	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Approximately one half of parents and carers returned completed questionnaires. This level of response is above average. The responses of the overwhelming majority were positive about their child’s overall experience at school. A very small minority expressed concerns about how well the school prepares their child for the future and how effectively the school manages unacceptable behaviour.

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

In discussions with parents and carers at the start of the day, inspectors heard very positive views about the school's support to children when they join the school and when they transfer to secondary school. Inspection evidence indicates that induction into the school is greatly valued by parents and carers, and is generally effective between classes. Inspectors observed pupils at work and play, and judged behaviour as good overall. Pupils themselves reported that behaviour is good and the rare incidents of bullying and racist behaviour are dealt with swiftly and effectively.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fossdene 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 154 completed questionnaires by the end of the on-site inspection. In total, there are 346 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	88	57	63	41	3	2	0	0
The school keeps my child safe	75	49	74	48	1	1	0	0
The school informs me about my child’s progress	53	34	95	62	1	1	0	0
My child is making enough progress at this school	47	31	93	60	6	4	0	0
The teaching is good at this school	54	35	92	60	4	3	0	0
The school helps me to support my child’s learning	51	33	93	60	3	2	1	1
The school helps my child to have a healthy lifestyle	48	31	96	62	3	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)	42	27	88	57	6	4	0	0
The school meets my child’s particular needs	50	32	89	58	6	4	0	0
The school deals effectively with unacceptable behaviour	47	31	86	56	12	8	0	0
The school takes account of my suggestions and concerns	43	28	94	61	6	4	1	1
The school is led and managed effectively	52	34	95	62	2	1	0	0
Overall, I am happy with my child’s experience at this school	64	42	85	55	4	3	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	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 08 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.



7 October 2011

Dear Pupils

Inspection of Fossdene Primary School, Charlton SE7 7NQ

The inspection team really enjoyed our recent visit to see you at work. You made us feel very welcome and all of you spoke positively about your school life.

Your school is a good school and you clearly enjoy your time there. Your parents and carers are equally happy with the school. This letter is to tell you what we found, including those aspects that we thought were good.

- Your behaviour is good and you get on well together as a community.
- You make good progress overall, although we know that you can do even better, especially those of you who find learning easy.
- The quality of your writing has improved considerably because you are taught well and you work hard at improving your writing both at school and at home.
- Your attendance is improving year on year.
- You feel safe and secure, and thoroughly enjoy your lessons.
- The staff work hard to ensure that you develop as good citizens and develop good attitudes to learning.
- You are keen to improve your school and you play your part well by taking on responsibilities such as being a school councillor.
- The school offers you lots of activities and after-school clubs that improve your physical, creative and personal development.

The school community at Fossdene rightly wants the school to be even better, and to help make this possible we have asked the staff and governors to:

- Improve the quality of teaching across the school so that lessons are more challenging for all pupils, marking helps you to progress more quickly, and you are given more time to think about your ideas and to consider what to do next independently.
- Improve the teaching and the range of activities in the Nursery and Reception classes so that all lessons are exciting and challenging.

We hope that you will continue to play your part in making Fossdene an even more successful school.

Yours sincerely

Gordon Ewing
Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**