

# Fawbert and Barnard's Undenominational VC Primary School

London Road, Old Harlow, Essex, CM17 0DA

**Inspection dates** 10–11 July 2013

|                                |                      |             |          |
|--------------------------------|----------------------|-------------|----------|
| <b>Overall effectiveness</b>   | Previous inspection: | Outstanding | 1        |
|                                | This inspection:     | <b>Good</b> | <b>2</b> |
| Achievement of pupils          |                      | Good        | 2        |
| Quality of teaching            |                      | Good        | 2        |
| Behaviour and safety of pupils |                      | Outstanding | 1        |
| Leadership and management      |                      | Good        | 2        |

## Summary of key findings for parents and pupils

### This is a good school.

- Children make good progress in Reception, and develop a wide range of important skills.
- Older pupils continue to make good progress throughout the school.
- This year, standards in reading, writing and mathematics are above average in Year 6, and an increasing number of pupils are reaching higher National Curriculum levels.
- Teachers have good subject knowledge and they plan lessons well. They use questions effectively to give pupils the opportunity to explain their understanding.
- Pupils' attitudes to learning are exemplary. Behaviour in lessons and around the school is excellent. Pupils are extremely proud of their school.
- Teaching assistants help to promote good progress in lessons.
- Attendance is consistently above average.
- The new headteacher and other leaders understand what needs to be done to move the school forward. They have clear and measurable priorities, based on improving teaching and accelerating pupils' progress. Governors and all staff share in the ambition to ensure all pupils maximise their achievement.
- The governing body is well informed, and challenges as well as supports school leaders.
- Pupils enjoy a wide range of subjects and activities to develop their skills. Art and music are particularly strong.

### It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Teachers do not always check enough on pupils' progress in lessons, so they can be moved on to the next stage of learning as soon as they are ready.
- Pupils are not always given opportunities to work independently in lessons so that they can extend their own learning.
- Some leaders who are new to their roles have not yet had a full impact on teaching and learning in their phase areas.

## Information about this inspection

- Inspectors observed 14 lessons, two of which were seen together with the headteacher and deputy headteacher.
- Meetings were held with the headteacher, staff, pupils, the Chair of the Governing Body and two other governors, and a representative of the local authority. Inspectors also met with parents at the beginning of the school day.
- Inspectors took account of 23 responses to the online questionnaire (Parent View) and 25 completed staff questionnaires.
- Inspectors observed the school's work and looked at: information from the school's checks on its performance; its analysis and tracking of pupils' progress; school improvement plans; leaders' records of classroom observations; safeguarding arrangements; and records of governing body meetings.
- They also looked at pupils' work, listened to pupils read and checked information on pupils' attendance.

## Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Janet Watson

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals, those in local authority care or those with a parent in the armed services, is below average.
- The proportion of pupils from minority ethnic backgrounds is below average, as is the proportion who speak English as an additional language.
- The proportions of disabled pupils and those who have special educational needs supported through school action is average. The proportion supported through school action plus or with a statement of special educational needs is below average.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress.
- The headteacher and deputy headteacher took up post in January 2013.

### What does the school need to do to improve further?

- Make teaching consistently effective across the school and accelerate pupils' progress, by ensuring that:
  - all teachers assess pupils' progress effectively during lessons, so pupils can be moved on to their next stage of learning as soon as they are ready
  - pupils have more opportunities to develop their independent learning skills
  - more-able pupils are challenged effectively, especially in Key Stage 1.
- Further strengthen leadership and management by providing opportunities for all leaders to monitor teaching and learning and support the development of colleagues' skills.

## Inspection judgements

### The achievement of pupils is good

- Children enter the school with skills and understanding that are lower than expected nationally for their age, particularly in writing. Children make good progress in the Reception class, especially in their personal and social development.
- Progress and attainment have improved this year. In the 2012 Year 6 tests, attainment was average overall, but notably higher in mathematics than in English, where progress was weaker. Current data show that pupils are now making good progress across the school in both subjects, and attainment in Year 6 is higher this year in English, both in reading and writing, and mathematics.
- The school has focused successfully on improving reading, and a clear approach to the development of early reading is helping pupils in Key Stage 1 to build their skills systematically. The proportion of pupils reaching the nationally expected standard in the phonics (letters and the sounds they make) check for Year 1 has improved from the previous year and is now closer to the national standard.
- Mathematics continues to be a strength in the school. Pupils make accelerated progress in some year groups, particularly in Key Stage 2, and more pupils are reaching the higher National Curriculum levels at the end of Year.
- Disabled pupils and those who have special educational needs benefit from additional help in lessons and individually. Teachers ensure they adapt work for these pupils so it has exactly the right level of challenge and that they are able to participate in whole-class activities wherever possible. As a consequence they make good progress, no matter what their individual starting points.
- Pupils eligible for the pupil premium funding receive support in small groups and on a one-to-one basis. In 2012, their attainment in Year 6 was on average approximately two terms behind other pupils in English, and four and a half terms behind in mathematics. Senior leaders keep a close eye on how well these pupils are achieving in all year groups and make changes to accelerate their progress, including one-to-one support from class teachers. They are making good progress in narrowing the gaps in attainment as a result.

### The quality of teaching is good

- Children have a good start to their learning in the Reception class, and quickly develop self-confidence because of the encouragement they receive from adults. They benefit from working in an outdoor area which is occasionally shared with the pupils in Year 1.
- Teaching throughout the school is exemplified by the high expectations of the teachers and their warm, friendly relationships with the pupils. Teachers' questioning of pupils encourages thoughtful and detailed answers, as observed in a lesson in Year 6, when pupils were discussing the mathematical skills required when planning a theme park.
- The disabled pupils and those who have special educational needs receive good-quality support to help them achieve well. So too do the small number of pupils from ethnic minority groups and those who speak English as an additional language. The school provides effective support and they develop good basic language skills quickly, which helps to accelerate their learning.

- The marking of work has improved and nearly all teachers offer constructive advice as well as praise. The marking in Years 1 and 6 is of exceptionally high quality, and greatly helps the pupils' progress.
- Where teaching is best, teachers have very high expectations of what pupils can achieve and set a brisk pace to the lesson activities, which are well matched to different ability levels. However, this level of expectation is not present in all classes. In some cases, opportunities are missed to assess pupils' understanding and therefore adapt activities to challenge pupils, especially the more able pupils in Key Stage 1. Also, older pupils are not provided with enough opportunities to develop their independent skills and be able to steer their own learning.

### **The behaviour and safety of pupils** are outstanding

- As soon as they start school, children learn to value each other, the adults around them and their caring school community. Pupils are polite, courteous and show respect for adults and each other. They are extremely keen to learn and their excellent behaviour contributes to the good progress they make.
- Pupils relate very well to each other, to staff and visitors alike. They enjoy welcoming adults and show great curiosity in people and the world around them. They have a clear understanding of acceptable behaviour. Pupils speak highly of the support they receive in school and are proud of Fawbert and Barnard's. One commented, 'Teachers are really nice and help you when you are stuck.'
- Pupils say they feel safe in school, particularly since the new security system was installed, and parents unanimously agree that they are well cared for. Pupils are determined that bullying is not an issue at Fawbert and Barnard's, although they do learn about it and can explain different types of bullying including through the internet.
- Older pupils confidently take on a range of responsibilities as school council members, house captains, play leaders or prefects. They are also extremely mindful of their younger friends and set a very good example in all that they say and do.
- Attendance is above average and this reflects how much pupils enjoy coming to school. The overwhelming message is that, 'Everyone is welcome here'.

### **The leadership and management** are good

- The new headteacher, ably supported by the deputy headteacher, is clear about the strengths and areas for development in the school. Since being appointed in January 2013, they have accurately identified ways to improve the standard of teaching and learning.
- The school has a clear system for managing the performance of staff, which is to be aligned more closely to the national Teachers' Standards. Senior leaders meet with teachers to discuss their teaching and areas to focus on. Targets set for teachers are linked to the development of their individual skills, their pupils' progress and a focus from the school development plan.
- Leaders check on pupils' progress accurately and regularly, so they quickly identify any pupil falling behind and ensure that all have an equal chance to succeed. Teachers are positive about the support they receive. However, the leadership team has recently been restructured and the newly appointed 'phase' leaders have not yet had a full impact on standards within their phase

by supporting teachers, especially those new to the profession.

- The curriculum gives priority to the development of pupils' basic skills in reading, writing and mathematics. Pupils develop these skills through a 'themed' approach to learning about different subjects. Art and music are particular strengths, with opportunities for pupils to learn a range of instruments, including the bassoon and trumpet, experience African drumming lessons and perform in the established choir.
- Pupils' experience of school is enriched with a wide range of events and extra clubs, including a debating society, which all contribute to pupils' outstanding spiritual, moral, social and cultural development. The school raises pupils' awareness of different faiths and cultures at home and abroad. For example, links have been developed with pupils in Canadian schools.
- The local authority provides appropriately 'light-touch' support to this good school including regular support for the headteacher following his appointment.

■ **The governance of the school:**

- Governors have regular training to support them in aspects of their role such as understanding data. They have discussed the school's performance data with senior leaders and receive updates on the quality of teaching and pupils' progress from the headteacher. There is a clear policy for how the pupil premium funding is spent, and governors are aware of the difference this is making to the identified pupils' achievement. They visit regularly so they can see for themselves how well the school is doing. Governors receive external support with managing the performance of the headteacher, and have regular updates on the performance of other staff. They have a system to regularly check safeguarding procedures and policies, ensuring national requirements are met.

## What inspection judgements mean

| School  |                      |  |
|---------|----------------------|--|
| Grade   | Judgement            | Description  |
| Grade 1 | Outstanding          | An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.   |
| Grade 2 | Good                 | A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.   |
| Grade 3 | Requires improvement | A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.   |
| Grade 4 | Inadequate           | <p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p> |

## School details

|                                |        |
|--------------------------------|--------|
| <b>Unique reference number</b> | 115098 |
| <b>Local authority</b>         | Essex  |
| <b>Inspection number</b>       | 412218 |

This inspection of the school was carried out under section 5 of the Education Act 2005.

|  |                                      |
|--|--------------------------------------|
| <b>Type of school</b>                      | Primary                              |
| <b>School category</b>                     | Voluntary controlled                 |
| <b>Age range of pupils</b>                 | 4–11                                 |
| <b>Gender of pupils</b>                    | Mixed                                |
| <b>Number of pupils on the school roll</b> | 210                                  |
| <b>Appropriate authority</b>               | The governing body                   |
| <b>Chair</b>                               | Sandra Newens                        |
| <b>Headteacher</b>                         | David Burles                         |
| <b>Date of previous school inspection</b>  | 2 February 2010                      |
| <b>Telephone number</b>                    | 01279 429427                         |
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