

Sir Francis Drake Primary School

Scawen Road, Deptford, London, SE8 5AE

Inspection dates 15–16 October 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Pupils have extremely positive attitudes towards their learning. This is contributing significantly to the rapid improvements in their good achievement.
- Leaders and managers, including governors, are working effectively to drive improvements, so that the gaps in achievement between different groups of pupils, including those funded through the pupil premium, are closing fast.
- Teachers provide detailed and accurate written comments so that pupils know what they do well. Pupils understand how to improve their work, and take every opportunity to show this.
- Pupils' behaviour is outstanding. Around the school it is often exemplary. Pupils say they feel safe, they enjoy very positive relationships with all adults, and show great care and respect towards each other.
- A vibrant and creative approach to the topics taught contributes exceptionally well to the pupils' very strong spiritual, moral, social and cultural development.
- Parents speak warmly about the school, especially its care and attention to families and pupils whose circumstances make them vulnerable.

It is not yet an outstanding school because

- Teaching has been good rather than outstanding over the last three years, and as a result some pupils have not made rapid progress particularly in writing and mathematics. There are too few opportunities for teachers to share their best lessons.
- More able pupils have not made the progress expected of them over time, particularly in writing. Insufficient attention has been given to providing work which offers sufficient challenge and develops pupils' ability to learn independently.

Information about this inspection

- Inspectors visited 14 lessons or part-lessons and all classes. Many of these observations were seen alongside the headteacher and deputy headteachers. Inspectors also made other short visits to classrooms.
- Inspectors heard pupils read, and looked at pupils' work, some of which was jointly scrutinised with one of the deputy headteachers.
- Inspectors looked at a range of documents, including the school improvement planning, and records on behaviour, safety and attendance. They also looked at information on individual pupils' progress and teachers' performance, and records of training undertaken by staff.
- Inspectors met with pupils, interviewed a sample of staff, and spoke to parents. They also spoke to members of the governing body and a representative from the local authority.
- The views of parents were obtained through the school's surveys and the 13 responses to the online Parent View survey. Written comments from 30 members of staff were also considered.

Inspection team

Brian Netto, Lead inspector

Additional Inspector

Patricia Underwood

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- Pupils are from a wide range of minority ethnic backgrounds. Many speak English as an additional language. The largest groups are pupils from any other Black and Black Caribbean backgrounds.
- The proportion of pupils supported by the pupil premium is higher than in the majority of schools. This is additional funding provided for children looked after by the local authority and pupils known to be eligible for free school meals. In this school, it applies to both groups.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion supported at school action plus or with a statement of special educational needs is around average.
- The school provides a breakfast club managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, there have been several changes in the teaching staff.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching across the school so that pupils make more rapid progress, especially more able pupils in writing and mathematics by:
 - sharing best practice in teaching, so that all teachers plan activities which better meet the needs of the more able pupils
 - taking more steps to promote pupils' independent learning skills, so that they are better able to work with the minimum of support.
- Build on the strategies in place to accelerate the progress of pupils, including the more able, so that more exceed the levels expected for their age in writing and mathematics by:
 - helping pupils to develop the confidence to use their initiative in choosing work which gets them thinking more deeply, so they can apply their writing skills in different tasks
 - making sure that more opportunities are provided for pupils to write independently and apply their numeracy skills in a range of investigations.

Inspection judgements

The achievement of pupils

is good

- All groups of pupils achieve well so that by the end of Year 6, most reach standards above those found nationally in English and mathematics. Attainment in reading is usually higher than writing and mathematics, but the gap is closing quickly. More pupils now make outstanding progress as a result of more effective planning and marking.
- Children join the Reception class with skills below the levels found typical for their age. They learn quickly within a lively and stimulating setting, so make good progress. By the time they enter Year 1 the majority have caught up and have skills more typical for their age.
- Pupils enjoy their lessons and settle down quickly to work. They particularly relish the challenge in mathematics lessons of activities that are known in the school as 'hot'. This helps them to use their numeracy skills to solve complicated problems. Sometimes more able pupils are not given the activities which are 'too hot to handle' until they complete the easier work. This sometimes leads to them not making the progress of which they are capable, or being able to work on their own.
- Disabled pupils and those with special educational needs are given very effective support in small groups and one-to-one. Their needs are identified quickly. As a result, work is well matched to their needs, and they make better than expected progress from their varying starting points.
- Pupils funded through the pupil premium are now making rapid progress and the gap in achievement with their peers is closing quickly. In 2012, the most recent year for which comparative data are available, these pupils were six months behind the others in English, and one year behind in mathematics. However, their needs are now assessed accurately and money is spent well to provide additional help in small groups.
- Achievement is rising rapidly, so now all groups of pupils, including those who speak English as an additional language, and small minority ethnic groups, make at least good progress.
- Pupils enjoy reading and are given many opportunities to practise their understanding of letters and the sounds they make. This is evident in the higher-than-national proportion of pupils who did well in the phonics screen check in Year 1. By the time they reach the end of Year 2, pupils' standards in reading are above the national average.
- Pupils are encouraged to improve their writing skills in literacy and other subjects. They have a good range of vocabulary, and use spelling, punctuation and grammar skills well to give expression to their ideas. Sometimes more able pupils are not given enough opportunities to choose more challenging tasks and to write independently.

The quality of teaching

is good

- As a result of the consistently good and sometimes outstanding teaching, all groups of pupils achieve well across the school and some make outstanding progress.
- Relationships are very strong between adults and pupils. Routines are well established, and this helps pupils respond positively to the activities. Pupils thoroughly enjoy learning and work well with their partners, in small groups and when the class is taught together.
- Teaching is sometimes inspirational. Pupils in Year 6, for example, were able to explore the different habitats of creatures living in the local park. Expert questioning by the teacher helped pupils to distinguish different reasons for different types of environs, and hypothesise why this might be suitable, for example for spiders or worms.
- Similarly the same class produced exceptional pieces of three-dimensional clay tiles based on sketches they had made of famous London landmarks. Very effective questioning and modelling by the teacher helped pupils to develop their techniques and use of different pieces of equipment.

- Additional adults are used well in lessons to support disabled pupils and those with special educational needs. In a typical example of this, pupils in Year 4 made outstanding progress in solving problems and understanding inverse operations, where taking away and adding are reversed, for example. Very effective questioning helped them see patterns and links between doubling and halving numbers.
- Occasionally the work provided in writing and mathematics does not give pupils, especially those who are more able, opportunities to work on their own, and take more responsibility for their own learning. This does not allow them to make the accelerated progress of which they are capable.
- The detailed feedback and guidance provided by teachers is helping pupils better understand what they do well, and what steps they need to take to improve their learning. Targets are used regularly and pupils are given frequent opportunities to review their work and correct any errors or misconceptions.

The behaviour and safety of pupils are outstanding

- Pupils thoroughly enjoy school and this is reflected in their attendance, which is above average. The school provides a very positive and vibrant learning environment, and pupils therefore feel safe and secure. All pupils are equally valued, as the school motto indicates, 'Everyone is valued and all succeed.' This ensures that the school strongly promotes equality of opportunity, and does not tolerate any form of discrimination.
- Pupils have extremely positive attitudes towards learning, and engage thoughtfully in all activities. Their behaviour around the school is often exemplary. They get on well together, and show considerable respect and care for each other.
- Pupils show an excellent understanding of different types of bullying. They are well informed about how to keep safe while using computers. They value the help given to them by the learning mentor, and trust that minor disputes will be quickly resolved by adults.
- Pupils take on a range of different responsibilities around the school. Year 5 pupils act as playground buddies with the infants, and others represent their peers through the school council. Pupils appointed as road safety officers help the younger ones understand the risks around the school.
- Pupils value the 'golden time' given to them as a weekly reward. This provides opportunities for the pupils to take part in a variety of activities in mixed-age groupings. This helps to foster strong relationships, and contributes to a friendly and cohesive school community.
- All the parents spoken to during the inspection, and most of those who responded to the online questionnaire, were positive about the school. They agree that the expectations of behaviour are high and that incidents of bullying are rare.

The leadership and management are good

- Leaders and managers have successfully addressed all of the areas identified for improvement in the last inspection. The school is rapidly improving as shown in the high standards achieved during the last academic year. Action has been taken to ensure that teaching is at least good.
- Steps have been taken to ensure that all staff, including newly qualified teachers, benefit from training and development. Senior leaders use information about how the pupils are doing to hold teachers to account for their progress. An effective system of staff appraisal is an important element in the school's drive to improve further.
- Teachers are able to visit other schools to gain wider experience. Although teaching is improving, the best practice in the school is not always used effectively to increase the proportion of outstanding teaching.
- Subject leaders support the work of senior leaders so that regular checks on learning lead to improvements. For example, partnership work with outside consultants has resulted in greater

consistency in the teaching of number, and in more effective marking in mathematics.

- An exciting array of subjects based on promoting the creative skills of the pupils ensures that they have a diverse range of opportunities. This is reflected in the inspiring three-dimensional artwork and displays which are prominent around the whole school. After-school clubs and regular visits, as well as a wide choice of sporting and cultural events make a strong contribution to the pupils' exceptional spiritual, moral, social and cultural development.
- The local authority provides valued support to help the school gain an accurate picture of how well it is doing when compared to local schools. Partnerships with other local schools add further value to the school. Consequently, staff morale is high and they are dedicated to the success of all pupils.

■ **The governance of the school:**

- Governors know the school well through their long association with the school. They are well informed about how the school is doing compared to other schools, both locally and nationally. They work closely with leaders and managers to check on the school's work, and this helps them to offer support and challenge as needed. They know about the quality of teaching, and are kept informed about how teachers are suitably rewarded. They have a good oversight of the use of finances, and understand well the impact that funding has on improvements, such as the pupil premium which is helping to close gaps in achievement. They have had less involvement in the use of the primary sports funding, which is currently used to employ sports coaches and to update staff with new skills in this area. However, they are aware of the excellent arrangements already in place for the pupils' health and well-being. They have a strong commitment to keeping the school secure and for the safety of the pupils, and make sure that all statutory requirements are met including those relating to safeguarding.

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

Unique reference number	100712
Local authority	Lewisham
Inspection number	427407

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	200
Appropriate authority	The governing body
Chair	Fraser Jopp
Headteacher	Christine Barnes
Date of previous school inspection	27 April 2010
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