

The Robert Fitzroy Academy

80 Brompton Road, Croydon, CR0 6DD

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children have a good start to school life and make good progress in Reception. They have an enthusiasm for learning and enjoy finding out new things.
- Pupils continue their good progress throughout Year 1 in reading, writing and mathematics.
- Pupils benefit from typically good teaching across the academy. Teachers have positive relationships with pupils and good subject knowledge in a wide range of activities which interest pupils.
- The care and welfare of pupils are central to the work of the academy and are extremely effective.
- The headteacher, supported by the governing body, leads and manages the academy very effectively. She is ambitious and passionate in her determination to make the academy an extremely safe place where all pupils learn well.
- The range of subjects taught provides a variety of stimulating activities for pupils that encourage a love of learning.
- The academy chain provides a range of support which enables school leaders to strengthen teaching and learning.
- Pupils behave well, are polite and proud of their academy.

It is not yet an outstanding school because:

- Teaching does not always ensure that pupils act upon the comments made in their books to help them improve their work.
- In Reception classes, children do not readily think for themselves to fully develop their confidence.
- Some teachers with leadership responsibilities have taken over their roles quite recently. They are not yet fully proficient in promoting improvement in their areas of responsibility.

Information about this inspection

- Inspectors observed 19 lessons in eight classes. All these lessons were seen jointly with either the headteacher or deputy headteacher. In addition, the inspectors listened to pupils read.
- Discussions were held with school staff, including senior leaders and middle leaders with responsibility for a specific subject. Discussions were also held with members of the governing body, parents and carers and representatives from the REAch2 Academy Trust.
- The inspectors observed the academy’s work. They looked at a wide range of documentation including safeguarding documents, the academy’s procedures for gaining an accurate view of its own performance and pupils’ work in their books.
- There were 154 parental responses to the online questionnaire, Parent View, which the inspectors took into account.
- Twenty three staff questionnaires were considered and pupils’ opinions were also gathered, especially about their learning over time.

Inspection team

David Harris, Lead inspector

Additional Inspector

Jane Ladner

Additional Inspector

Full report

Information about this school

- The Robert Fitzroy Academy opened as a totally new academy on 1 September 2012. The academy is a part of the REAch2 Academy Trust. It is smaller than the average-sized primary academy.
- The academy is growing in numbers, but currently consists of four Reception classes and four Year 1 classes.
- The proportion of pupils from a minority ethnic background is well above average.
- Over a third of pupils speak English as an additional language. This is a much higher proportion than found nationally.
- The proportion of pupils supported through the pupil premium is above average. This is additional government funding for pupils known to be eligible for free school meals and looked after children.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above the national average. The proportion supported at school action plus or with a statement of special educational needs is also above the national average.
- There is a breakfast and an after-school club. Both are managed by the governing body and so formed part of this inspection.
- As the academy opened in September 2012 and currently has no pupils older than Year 1, it is not possible to assess the pupils' achievement against the government's current floor standards.

What does the school need to do to improve further?

- Improve teaching and raise achievement through the academy so that both are outstanding by ensuring that:
 - children in the Reception classes develop their thinking skills and confidence in decision-making in both indoor and outdoor activities.
 - pupils act upon written guidance to strengthen their understanding and to help to improve their work.
- Strengthen leadership by developing the role of subject leaders so they are confident in leading their subjects, including through observing and evaluating the quality of teaching.

Inspection judgements

The achievement of pupils is good

- The majority of children start at the academy with skills and understanding at below the levels expected for their age, particularly in communication, language, literacy and personal development. Children in the Reception Year make good progress because of good teaching and the effective support they receive in a happy and nurturing atmosphere.
- In Reception, the outdoor areas and resources are well resourced and skilfully planned to enable children to develop their physical and creative skills. Occasionally, when they choose what they will do themselves, their learning sometimes slows. Some children still rely on adult support to develop their learning. They are not always provided with opportunities to ask the questions that would improve their understanding or investigate the answers in different ways.
- Progress in Year 1 is good. Academy information shows that the most-able pupils make good progress in mathematics, reading and writing.
- Year 1 pupils achieved results above the national average in the latest annual phonics (learning letters and sounds) screening check this year. The academy has had a significant drive to develop reading by involving parents and carers. As a result, pupils read regularly and are becoming confident and fluent readers.
- There are no gaps between the attainment and progress of pupils supported by additional funding and those of their classmates. They all achieve well.
- Disabled pupils and those who have special educational needs make similar or better progress than their peers in reading, writing and mathematics. This is because the academy uses intervention groups to support them effectively.
- Pupils whose first language is not English make good progress because of the range of opportunities and effective support provided by staff. Clear identification of their needs in class activities is well planned.
- Pupils develop healthy lifestyles and physical fitness well through the academy's physical education programme and additional sports opportunities. As a result, pupils have ample opportunities to participate more often in sports and to perform to a higher level.
- Pupils demonstrate that they have the knowledge and skills to be able to show determination within different tasks. This was highlighted when pupils were learning about the 'Capoeira' as part of their topic on Brazil. Pupils enjoyed the lesson and deepened their thinking about the location and differences in the lifestyles of those living there.

The quality of teaching is good

- Teaching is good throughout the academy, including in mathematics and literacy. Teachers have high expectations for their pupils, reflecting the ambitious character of the academy.
- One of the notable strengths of teaching is the high-quality relationships that the teachers have with their pupils. These have an extremely strong impact on pupils' attitudes and their willingness to respond positively to the work they have been asked to do. Pupils enjoy learning, are eager for new knowledge and, consequently, achieve well. They say they enjoy activities which help them to work and learn well together.
- Teachers' effective planning encourages pupils to engage in their learning and consolidate their understanding. For example, pupils came up with many interesting questions when discussing Brazil, based around the 2014 World Cup.
- Teachers check and revise pupils' targets at regular intervals. Work in progress is checked, corrected or improved by adults. English books are marked well so pupils know how they

have achieved and what to do next. This results in good progress.

- In some classes, pupils have time to act upon teachers' comments and show that they understand that that they know what to do to improve. However this is not consistently applied across the academy.
- In the Early Years Foundation Stage, the activities are not always set up to enable the children to develop their thinking skills and their self-confidence. For example, in one lesson, children were asked to choose an activity. Several found this difficult because they did not have the confidence to choose on their own.
- Teachers are continually improving their teaching. This is as a result of the wide range of high-quality training combined with constructive feedback they receive from academy leaders.
- Teaching assistants provide very effective support for pupils. They explain tasks carefully and are patient with pupils who need more time to understand new ideas.
- Teachers provide a wide range of opportunities for pupils to develop spiritually, morally, socially and culturally in lessons and through visits beyond the academy.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are proud of their academy. They have very positive attitudes to learning.
- Pupils enjoy learning, including when supported by adults. They say that there is very little poor behaviour around the academy. Academy records and discussions with parents and carers, staff, governors and pupils show that behaviour is typically good.
- Conduct in and around the academy is good and the pupils follow the academy's expectations of 'be kind, be safe, be responsible'. When pupils come together, for instance, in singing assembly, they are polite, courteous and show that the academy is a happy, harmonious community.
- The academy promotes pupils' personal development well, particularly through assemblies and within lessons. Pupils have ample opportunities to learn about different cultures and beliefs.
- The academy's work to keep pupils safe and secure is outstanding. Pupils know how to keep safe in different situations and say there is very little bullying. They feel very well supported at the academy and are confident that problems get sorted out quickly. This view is supported by parents and carers who completed the online questionnaire where 98% agreed that their children feel safe at the academy.
- Pupils have a very clear and comprehensive understanding of fire, road safety, stranger danger and e-safety. They have a clear love of school and attend regularly. Parents and carers ensure they arrive promptly at the start of the school day.

The leadership and management are good

- The headteacher and deputy headteacher are highly ambitious for the academy and are completely focused on making sure the pupils get the 'best possible education'. Discrimination of any type does not occur and all pupils have equal opportunities to succeed. Academy leaders and managers promote improving standards. Systems to develop teaching and learning ensure that teaching is at least good.
- Pupils' progress is monitored regularly and any staff who are not performing to their potential are given effective extra support.
- The academy's self-evaluation shows that leaders have accurately identified the areas requiring development. Staff are overwhelmingly supportive of the drive for improvement.
- The subjects taught are well planned. Pupils use their English and mathematic skills when

studying interesting and exciting topics such as 'Flowers and Insects', 'Water World' and 'It's Shocking'. The curriculum is enhanced through a wide range of educational visits to nearby places of interest. These help to broaden pupils' understanding of the wider world in which they live.

- Training is successfully helping subject leaders to play a more active part in the academy's development. These leaders are gaining additional knowledge of how to evaluate and then improve the quality of teaching in their areas of responsibility. Until recently, this aspect of their role was not well developed.
- The spending of additional funding has been well planned and used to target the progress of eligible pupils. It is having a good impact on pupils' participation in sports and it is developing staff's subject knowledge.
- Safeguarding arrangements meet current requirements. All members of staff are well trained and have been suitably checked for working in the academy.
- The REAch2 Academy Trust provides the academy with strategic support that is highly regarded by the headteacher, focusing on issues such as developing teaching and learning. This support is promoting improvement well since the academy opened.

■ **The governance of the school:**

- Members of the academy governing board know the academy well and have a good understanding of the academy's strengths and weaknesses. Governors know about the quality of teaching because they are kept well informed by the headteacher and deputy headteacher. They have a good knowledge about the academy's performance information and how it compares to others' locally and nationally. Governors hold the academy to account robustly and meet their statutory obligations well. They know how salary progression is used to reward and support teachers' practice and use the information about the quality of teaching to confirm their decisions. Systems for checking the academy's budget are very strong, including finding out how additional funding is being spent and whether it is making enough of a difference to pupils' achievement.

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	138502
Local authority	Croydon
Inspection number	425462
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Michael Adnam
Headteacher	Michelle Rosemond
Date of previous school inspection	Not previously inspected
Telephone number	020 8662 9700
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