

# Baden-Powell School

Ferron Road, London, E5 8DN

**Inspection dates** 11–12 December 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The vast majority of pupils make consistently good progress across Key Stages 1 and 2 in reading, writing and mathematics. This includes those pupils with special educational needs, disadvantaged pupils and those who speak English as an additional language.
- The attainment of pupils in all subjects at the end of Key Stage 1 has improved steadily for several years and is now in line with the national average.
- Although standards at the end of Year 6 declined in 2013, they rose quickly in all subjects in 2014 and are now higher than at the last inspection.
- Teaching is typically good and improving. There are very strong relationships between staff and pupils and this helps them to learn well. Effective questioning and well-planned work contribute to pupils' good achievement.
- Behaviour is good and pupils feel safe. Staff help pupils to develop a strong sense of responsibility towards following the school rules and 'Staying on Green'.
- After a period of uncertainty in leadership, the newly appointed headteacher has brought stability. Along with other leaders, he has successfully built on the strengths of the school and put in place robust procedures that are having a successful impact on improving the school's performance.
- Members of staff are overwhelmingly positive about all aspects of the school.
- The wide range of subjects and activities offered by the school supports pupils' spiritual, moral, social and cultural understanding very well.
- The leadership and management of Nursery and Reception classes are good. Teachers' accurate assessment of how well children are doing, good teaching, and effective care and support ensure that they make good progress. Most enter Year 1 with the skills and abilities expected for their age.
- Governors know the school well and give good support to school leaders.

### It is not yet an outstanding school because:

- While the overall quality of teaching is good, some work does not challenge all pupils to their full potential. This is especially the case for the most able.
- Marking of pupils' work does not always make clear what pupils need to do to improve. When good advice is given, pupils do not always respond to this guidance.
- Teachers are given too few opportunities to learn from outstanding practice in other schools.

## Information about this inspection

- Inspectors observed eight lessons or parts of lessons taught by eight teachers and also two assemblies. Five lessons were jointly observed with the headteacher or an assistant headteacher.
- Short visits were made to observe the teaching of literacy and the early years.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector met with a representative from the local authority.
- Inspectors talked with pupils, listened to them read and observed them at play during break and lunchtimes.
- The inspection team observed the school's work, and looked at a number of documents, including the school's information on pupils' progress and pupils' work. Inspectors also looked at the school's checks on how well it is doing and school improvement documentation, planning, assessment information, documentation on the management of teachers' performance, and school policies and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- Inspectors took account of 20 replies to the staff questionnaire. Insufficient responses were received on the online questionnaire, Parent View, for any results to be shown. The views of parents and carers were sought at the start of the school day as they brought their children to school.

## Inspection team

David Webster, Lead inspector

Additional Inspector

Veronica Young

Additional Inspector

## Full report

### Information about this school

- Baden-Powell Primary School is a smaller than average-sized primary school.
- The Early Years Foundation Stage consists of one Nursery class of part-time and full-time pupils and one full-time Reception class. Pupils are taught throughout the school in single-age classes.
- The proportion of pupils from minority ethnic backgrounds is well above the national average, as is the proportion of pupils who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be eligible for free school meals or who are looked after, is well above the national average.
- The proportion of disabled pupils and those who have special educational needs is above the national average.
- The school meets the government floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- A number of changes have taken place in the leadership of the school since the last inspection. The present headteacher has led the school since September 2014. The school was led by an acting headteacher between April 2014 and August 2014.

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

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that activities in class match the skills and abilities of all pupils, including those of the most able, and always offer sufficient challenge
  - ensuring that marking is consistently good across Key Stages 1 and 2, that pupils always know how to improve their work and that they respond to their teachers' comments on improvement
  - providing more opportunities for teachers to learn from outstanding practice in other schools.

## Inspection judgements

### The leadership and management are good

- Strong and determined leadership by the recently appointed headteacher, supported well by his senior team, has brought stability and fresh direction to the school following a period of uncertainty in leadership. With the support of governors he has introduced rigorous procedures which are making a positive impact on the school's performance. There is a noticeable improvement in the quality of teaching and learning and a determination to improve further.
- Staff are supportive of the headteacher's aims and work together positively as a team, following a number of changes in responsibilities and staffing.
- The headteacher knows the school well and his judgements of how well it is doing are accurate. As a result the ambitious plans which are in place for further improvement are comprehensive and realistic.
- Systems for managing the performance of teachers are now robust. Teachers' pay is clearly linked to how well their pupils learn. Staff training is suitably linked to the targets set for teachers, as well as to the current priorities for improving the school.
- Leadership and management of teaching and learning over the past year have been effective. Teachers have improved the quality of their teaching through help from skilled colleagues which has been personalised to meet their specific needs. They have worked well together to learn from one another and share their best practice. The result has been a marked rise in the progress and attainment of all groups of pupils in 2014. This improvement has continued this term under the leadership of a headteacher who is passionate about childrens' learning and who recognises that more opportunities are needed for teachers to learn from outstanding practice in other schools so that they can develop their skills even further.
- The school has developed increasingly effective systems for checking pupils' progress, and interventions to address underachievement are timely. This has resulted in improvements in achievement for pupils at risk of falling behind their peers.
- Staff have worked successfully to introduce a new curriculum which is wide-ranging and well matched to pupils' learning needs and interests. For example, it contains topics on the history of Hackney and its local heroes. British values are promoted well, for example through an educational trip to the Houses of Parliament, the operation of the school council and visits by the police. The curriculum is further enriched by a range of opportunities for pupils to be involved in a variety of clubs, for example learning different musical instruments and various sports.
- The spiritual, moral, cultural and social development of pupils is a strength of the school. This is particularly evident in the positive and respectful way pupils from diverse backgrounds treat each other and the staff. Pupils are well prepared for life in modern Britain.
- Middle leaders work successfully in their areas of responsibility. The school is now working to extend their roles so that they are more fully involved in driving whole-school improvement.
- The government funding to support disadvantaged pupils is used highly effectively to improve their literacy and numeracy skills and in their broader personal development. They, and pupils who speak English as an additional language, receive good quality extra help from adults which helps them to make good progress.
- Equality of opportunity is promoted well and the school rejects discrimination in all its forms.
- Primary school sports funding is used very well. It is used to ensure pupils are taught skills more effectively and have more opportunities to participate in sport, both at school and in events involving other schools. As a result, pupils are developing healthier lifestyles.
- The school values good partnerships with parents, carers and families. Those parents and carers spoken to had a high opinion of the school. The school website provides a good range of information for parents and carers.
- Local authority support and challenge have been effective in helping the school improve and have been based upon an accurate understanding of its strengths and weaknesses.
- Safeguarding and child protection procedures are rigorous and meet requirements.
- **The governance of the school:**
  - The governing body takes its duties very seriously and has given increasingly strong support and challenge to the school since the last inspection. Governors hold the school to account in a well-informed manner. They participate fully in checks on the school's performance and take a close interest in its planning for improvement. They speak knowledgeably and accurately about data on the school's performance, the quality of teaching, the school's priorities and the use of performance management systems to reward good teaching and tackle underperformance. They manage finances effectively and are fully aware of the impact of extra sports funding and pupil premium funding upon pupils'

performance and well-being. Governors work diligently to ensure that statutory requirements are met and that safeguarding procedures are fully in place.

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

### **Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy school and are keen to learn. This is reflected in their above average and improving attendance. Their enjoyment and effort are also clearly evident in their written work, which is well presented, and in their enthusiastic discussion of their learning.
- Pupils are proud of their school and look after the school environment well. They are courteous and polite to visitors.
- Most pupils say that behaviour is good, and that misbehaviour is rare and involves only a small minority of pupils. This is confirmed by the school's records and the views of staff and parents and carers. Behaviour observed by inspectors around the school, at break and at lunchtime was of a good standard.
- Pupils have excellent relationships with teachers and support staff, who have high expectations of their behaviour and what they can achieve. This helps pupils be respectful and try their best. They particularly appreciate the hard work of their teachers to make learning interesting and fun, and the range of clubs, trips and visits offered.
- Pupils respond very well to the opportunities they are given to take extra responsibility, for example as members of the 'Buddy Patrol', the school council or as team leaders.
- The new behaviour policy is well known and well adhered to, by both staff and pupils. This results in pupils having a strong sense of responsibility in following the school rules and 'Staying on Green'.
- At times, when activities are not well matched to their needs and interests, a few pupils can lose focus on their learning.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- The curriculum maintains a rigorous emphasis on staying safe, for example through assemblies, class discussion time and termly 'e-safety' weeks. This gives pupils a clear understanding of the different types of bullying and the risks they might face in their everyday lives. They have a good understanding of how to use technology, including the internet, safely. When they spoke to inspectors they were clear that they felt safe and had confidence in school staff to deal effectively with any worries they might have.
- High levels of attention are paid to pupils' well-being and pastoral care, and the school calls upon a range of experts to support pupils with particular needs.

## **The quality of teaching** is good

- As a result of good teaching, pupils learn quickly and make rapid progress. Work seen in pupils' books, observations in lessons and feedback from parents and carers confirm that the quality of teaching over time is good.
- At the heart of the good teaching and learning are excellent relationships between teachers, other staff and pupils. The atmosphere of classrooms is very positive. Pupils are enthusiastic in their approach to learning and persevere, determined to make their work the best they can. They learn well from each other.
- Teachers question pupils effectively, using secure subject knowledge to check their understanding. Lessons are well planned. Learning across the school involves activities which often capture pupils' interest.
- Reading skills are well taught because staff have received good training on the best use of the specific sessions and schemes for reading which have been introduced. Teaching of phonics (letters and the sounds they make) is of good quality. As a result, in both 2013 and 2014 the large majority of pupils met the expected standard in the national Year 1 phonics check.
- The teaching of mathematics is effective as teachers have good subject knowledge. They teach pupils the strategies and techniques they need for success systematically and carefully. For example, older pupils in Key Stage 2 confidently and accurately explained their use of different methods during a lesson on solving word problems involving division.

- The teaching of writing is being strengthened by teachers providing more opportunities for pupils to write in different subjects. However, emphasis upon spelling, punctuation and grammar is not always consistent in every class.
- Literacy, numeracy and the use of computers are incorporated well into lessons in different subjects. Pupils engage in much productive speaking and listening. As a result they are well prepared for their entry into secondary school.
- Well-trained teaching assistants make a valuable contribution to pupils' learning. They effectively support those pupils who find learning more difficult than most, including those with special educational needs, those who are disadvantaged and those who speak English as an additional language. This enables them to learn well.
- Marking is regular and some examples of excellent practice are evident. However, marking does not always give pupils a clear enough idea of how to improve their work. When it does do this, pupils do not always act upon the guidance and so do not improve their work as rapidly as they could.
- Expectations of what pupils can achieve are not always high enough, particularly for the most able. This means that pupils do not always learn as much as they should because the work they are set is not challenging enough.

### **The achievement of pupils** is good

- Pupils' overall achievement has improved since the last inspection. It is good in reading, writing and mathematics.
- The attainment of pupils in all subjects at the end of Key Stage 1 has improved steadily for several years, and is now in line with the national average. The proportion of pupils attaining highly at the end of this key stage has also improved and is now at the national average for reading and above for writing and mathematics.
- While attainment at Key Stage 2 declined markedly in 2013, it rose quickly in all subjects in 2014. The proportion of pupils making and exceeding expected progress was above national figures in mathematics and writing and significantly above in reading. The proportion of pupils attaining highly at the end of Key Stage 2 has improved in each subject and is closer to the national average than it has been for several years.
- The school's own testing and progress records show that pupils make consistently good progress overall from their individual starting points between Year 1 and Year 6 in reading, writing and mathematics.
- Pupils make good progress in mathematics because leaders have provided high-quality support through the sharing of best practice.
- The school's focus upon improving reading last year rapidly accelerated pupils' progress, particularly in Year 6. This year good rates of progress are being maintained by a focus upon daily supported reading in both key stages.
- Pupils' progress in writing is good across year groups. When inspectors looked at pupils' books they found evidence of extended pieces of writing being developed effectively in different subjects as well as in English lessons.
- The quality of support provided to disadvantaged pupils by teachers and teaching assistants is strong. It has been highly effective in ensuring not only that any gaps between their performance and that of their classmates have been closed, but also that in 2014 these pupils performed above their peers both within the school and nationally. Disadvantaged pupils were one term ahead of other pupils nationally in reading and mathematics and half a term ahead in writing. Within the school they were two and a half terms ahead of their classmates in reading and mathematics and one and a half terms ahead in writing.
- Disabled pupils and those who have special educational needs make at least good progress across different year groups, some from very low starting points. This is due to carefully targeted interventions, the support of specialist and well-trained teaching assistants, and the dedication of the inclusion manager.
- Regular meetings enable teachers to track the progress of all groups of pupils closely. This includes pupils from minority ethnic backgrounds and those who speak English as an additional language. Inspection evidence and the school's data indicate that pupils in these groups achieve well.
- The school's work with the most able pupils is improving, but these pupils do not achieve as well as they could because they are not sufficiently challenged. School leaders recognise that there is more to be done in this area.

**The early years provision is good**

- The quality of the early years provision is good. Children begin school with skills that are generally slightly below the levels typical for their age. A high proportion, from a variety of minority ethnic groups, speak English as an additional language. Children make a good start in the Nursery class and settle quickly because adults pay close attention to developing their social skills through interesting play opportunities. Close links with parents and carers and feeder nursery schools through visits enable activities to be well planned to their needs.
- Children are safe and well cared for. They quickly learn to share and get along with each other, and become confident learners. Their behaviour is often excellent, due to an early and consistent focus upon school values by staff.
- Adults in charge are well trained. They have a good understanding of how children learn and assess their progress accurately across the different areas of learning.
- Children make good progress in their learning because they are taught well. Teachers and teaching assistants have high expectations. Language, listening and speaking skills are developed effectively and careful focus is placed on encouraging early reading and writing skills, supported by good teaching of phonics. Children show a strong enjoyment in their learning and are curious and creative in their thinking.
- The 'Forest School' – an outdoor area containing trees, a pond and a vegetable bed – provides children with a rich environment which broadens their learning.
- The careful system of monitoring childrens' progress ensures that disabled children and those who have special educational needs, those who speak English as an additional language and those who are disadvantaged are all well supported with help which is tailored specifically to their individual needs. As a result, they make good progress.
- Early years provision is well led and managed. A strong team has been built which is increasingly involving parents and carers in their children's learning, for example through reading with them in class.
- Procedures for keeping children safe are in place and they conduct themselves safely.
- As a result of good teaching, care and support, the majority of children have reached at least average standards by the time they finish Reception. Their spiritual, moral, social and cultural development has progressed well, and they are ready for the next stage of their education.

## 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>	100255
<b>Local authority</b>	Hackney
<b>Inspection number</b>	454926

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	236
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Bethell
<b>Headteacher</b>	Stephen Smith
<b>Date of previous school inspection</b>	10 May 2011
<b>Telephone number</b>	020 898 56176
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