

Haberdashers' Aske's Hatcham Temple Grove Free School

Pepys Road, London, SE14 5SF

Inspection dates 23–24 June 2015

| Overall effectiveness | Previous inspection: | Not previously inspected |
|--------------------------------|----------------------|-----------------------------|
| | This inspection: | Outstanding 1 |
| Leadership and management | Outstanding | 1 |
| Behaviour and safety of pupils | Outstanding | 1 |
| Quality of teaching | Outstanding | 1 |
| Achievement of pupils | Outstanding | 1 |
| Early years provision | Outstanding | 1 |

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's outstanding leadership has enabled the school to develop an excellent identity within the local community. Parents greatly appreciate the superb start to schooling that the school provides.
- The highly effective systems and structures that the school has quickly established are a direct result of the leadership and support provided by the parent school Haberdashers' Aske's Hatcham College. There is excellent support for pupils with special educational needs as well as very strong procedures for the professional development of staff. In addition, shared administrative procedures are highly effective and efficient.
- Pupils enter the school with starting points which are in line with those typically found. Validated outcomes and school data show that, during Reception and Year 1, pupils make excellent progress. Pupils at the school achieve much higher outcomes than those found nationally in Reception and in Year 1.
- These outstanding outcomes are the result of very effective monitoring and assessment of pupils' progress, together with excellent teaching to meet specific and continuing needs.
- Much of the teaching is typically outstanding and never less than consistently good. Pupils enjoy their learning because teachers plan activities which are imaginative and challenging. Learning support assistants provide excellent support.
- Pupils' behaviour is impeccable. In lessons pupils are engrossed in their learning activities. They are extremely sensible when moving around the site where the school is currently based. The school is a very safe environment.
- The curriculum is outstanding. Very effective planning has developed rich programmes of work with a focus on core skills enhanced by engaging activities. As a result, pupils' spiritual, moral, social and cultural development is outstanding. Pupils are developing an excellent understanding of life in modern Britain. Provision for pupils to learn German is excellent.
- Governors are knowledgeable about the work of the school, with an excellent focus on pupils' achievement in core subjects. They use the comprehensive data on pupils' achievement to challenge school leaders very effectively.
- Children in the Reception get off to an excellent start. This is due to the very strong teaching and highly effective communication with parents.
- Although the school's website contains all the required information, it is difficult to access and use. The website is currently being reviewed.

Information about this inspection

- The inspector observed teaching and learning in eight lessons, of which six were joint observations with the headteacher.
- Meetings were held with pupils, the Chair of the Governing Body and a parent governor, the headteacher and teachers. There were also meetings with the Executive Principal and senior leaders from Hatcham College. The inspector also heard pupils in Year 1 read. Informal discussions were held with parents at the beginning of the school day.
- The inspector observed the school's work, and looked at a range of information, including data on pupils' achievement, planning and monitoring documentation used by teachers to check on how well the school is performing, minutes of meetings of the governing body, records of behaviour and attendance, and documents relating to safeguarding. Pupils' books were also scrutinised.
- An analysis was made of the 71 responses to the Ofsted Parent View online survey. The 68 responses to the recent parental survey undertaken by the school were also considered. Nine responses to the questionnaire distributed to staff during the inspection were also analysed.

Inspection team

Robert Pyner, Lead inspector

Her Majesty's Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- The school opened as a free school in September 2013. Currently it has Reception and Year 1 classes and is growing year on year until it has the full primary age range. There are two classes in each year group. Provision in the Early Years Foundation Stage is full-time.
- The school is currently housed in temporary accommodation on the upper school site of Hatcham College. There are strong links with the college, which is an all-through primary and secondary school based on three sites. A new building for the free school is under construction on the same school site as the current accommodation and this is expected to be completed in time for occupation in September 2015.
- Records show that the proportion of pupils from minority ethnic groups is lower than the national average. Similarly, the proportion of pupils who have a first language other than English is also lower than average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium, which provides additional funding for looked after children and pupils known to be eligible for free school meals, is less than a third of the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average, as is the proportion of pupils with greater learning needs supported through school action plus or with a statement of special educational needs.
- The school does not use alternative provision for pupils.
- The current headteacher is to retire at the end of the summer term and a new headteacher has been appointed and will take up the post in September.
- The school is part of the Haberdashers' Aske's Federation of secondary and primary schools. The headteacher is line managed by the Executive Principal of Hatcham College. The school uses a number of the college's services including human resources, finance and administrative functions. In addition, there are formal links between the school and the college regarding support for pupils with special educational needs, safeguarding and training for staff.

What does the school need to do to improve further?

- Update the school's website to ensure that information about the free school is easily accessible to parents and others and clearly separated from the other schools in the Haberdashers' Aske's Federation.

Inspection judgements

The leadership and management are outstanding

- The headteacher has shown outstanding determination to establish the systems and procedures for the school over a short period. In this she has been supported by the leadership team of the parent school Haberdashers' Aske's Hatcham College where she was previously a senior leader. Teaching staff have also moved from the college over the last two years. In addition, the school uses some of the administrative and management systems of the college, together with specific links relating to training for staff in safeguarding, support for newly qualified teachers and varied professional development programmes. This shared use of some support functions has enabled the headteacher to maintain a very strong focus on establishing and maintaining high standards of teaching and close monitoring of pupils' progress.
- Parents have played a full part in the continuing development of the school through widespread consultation. The school acts on the suggestions from the regular surveys of parents and feedback following events such as parent teacher consultation meetings. The responses to surveys and the Ofsted Parent View reviewed during the inspection, together with informal discussions with parents, show that the work of the school is highly regarded. Parents are particularly pleased with the attention to detail and individualised approaches adopted for pupils with, for example, medical needs. Parents are also very happy with the progress that their children are making and that they are very safe at the school.
- The headteacher rightly focuses on the quality of teaching and outcomes for pupils. As the school has grown she has appointed highly effective practitioners, some of whom are newly qualified, and skilfully guided their induction and development. In this she has been supported by the resources available at Hatcham College in terms of training and monitoring programmes for teachers. Across the school there are strong teams of teachers and learning support assistants.
- The headteacher manages a comprehensive system for tracking pupils' progress and reviews are conducted with individual teachers regularly. All pupils and groups are monitored carefully. This ensures that any underachievement is identified swiftly and intervention provided. As a result, pupils' achievement is outstanding. This regular review of progress also enables scrutiny of teachers' performance which identifies training needs and supports the performance management procedure.
- Each year group has a more experienced teacher who coordinates planning and overall provision. These teachers are committed and well informed, providing very effective support to colleagues. Parents appreciate the ease of communication with all staff at the school.
- The pupil premium grant is used very effectively to target the needs of disadvantaged pupils. Provision is tailored to meet identified learning needs and ensure equal access to activities. The progress made by disadvantaged pupils is closely monitored and intervention implemented where there is any underachievement. Ensuring equal opportunity for all, fostering good relations and tackling discrimination are a highly successful feature of the school's ethos.
- The school has made effective use of the primary physical education and sport grant. Pupils have the opportunity to take in a range of sporting activities during the school day and in after-school clubs, including multi-sports and capoeira. Activities such as these encourage pupils to develop a healthy lifestyle. These sports, together with other activities offered after school such as French, food decoration, gardening, drawing and chess, mean over 90% of pupils attend clubs after school over the school year.
- The curriculum is excellent. The headteacher has planned the curriculum so that it covers the range of age groups in the primary school in order that, as the school grows, a cohesive and comprehensive programme is developed. The activities developed are imaginative and interesting, challenging pupils' understanding and skills. There is a strong focus on reading, writing and mathematics and the application of skills in a range of subjects. The curriculum promotes learning about all major faiths and beliefs. Provision for learning German is outstanding. Taken overall, the curriculum promotes outstanding progress in all subjects and pupils' spiritual, moral, social and cultural development. As a result, pupils are developing an excellent understanding of life in modern Britain.
- The school uses Hatcham College staff for certain aspects of review and monitoring; for example, the lead practitioner undertakes regular teaching observations of the newly qualified teachers. In addition, the headteacher has used the services of the local authority to moderate assessments in the Early Years Foundation Stage as well, as providing specific training for newly qualified teachers. The moderation activities have provided useful validation for the school's own assessments.
- Safeguarding procedures are robust and a key focus for the school. Excellent systems are in place using the administrative support from the college.
- The school's website meets the statutory requirements and includes useful information for parents, such as the regular newsletters. However, the school's site is amongst those of the other schools in the

federation and it is difficult to access it and then obtain the specific information relating to the school. Senior leaders in the federation are aware of this and a review of school websites is underway.

■ The governance of the school:

- The school shares a governing body and Executive Principal with Haberdashers' Aske's Hatcham College. Great care is taken to ensure that governors' scrutiny is balanced and reflects the needs of both institutions. The minutes of governors' meetings show that this objective is very successfully met. As a result, governors have an excellent understanding of pupils' achievement. The governing body has ensured that there is specific governor representation from the free school and this is planned to increase as the school grows in size.
- The Chair of the Governing Body is very experienced and has played an important part in the development of the free school and discussions relating to the new school building.
- Arrangements for the monitoring of the performance of teachers are rigorous. Governors are aware of the quality of teaching, and decisions about pay progression for teachers are aligned to the progress of pupils.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. All adults have the highest expectations for behaviour and work; pupils respond to this very well. Relationships are excellent and pupils willingly help each other in lessons. Pupils are fully engaged in lessons and enjoy the activities planned for them. They understand that they come to school to work and learn and that poor behaviour wastes time.
- The school is located on a temporary site in a secondary school and the pupils have adapted to this very well. Pupils are aware of the need to move sensibly around the school and to keep to the areas set aside for them. They play sensibly in the small playground area, aware of its limitations. Pupils say that they looking forward to moving to the new school building and using its facilities.
- There have been no exclusions or recorded cases of racist incidents or bullying. Systems are in place to records incidents if they occur. Staff are well aware of the particular needs of individual pupils and work effectively to ensure that particular needs are met. The school provided good examples where individual support has improved the behaviour, and therefore learning, of pupils as part of individual programmes of support.
- Attendance is very high and well above the national average. The headteacher ensures that parents are aware that attendance is a very important responsibility for them.
- The views of pupils, parents and staff confirm the inspector's view that impeccable behaviour is an excellent feature of the school.

Safety

- The school's work to keep pupils safe and secure is outstanding. The headteacher and staff give the highest priority to providing a safe environment in which pupils can learn. Pupils learn how to stay safe when using the internet in lessons and that when working online how important it is not to give personal information to people that are unknown.
- Staff are acutely aware of the need to ensure that pupils are safe within their current temporary accommodation. Supervision of pupils in the outdoor areas is very well managed.
- All staff have undertaken training in safeguarding, with the appropriate requirements in place. The school uses the services and personnel from the college for training and review of safeguarding processes.
- The school's own survey responses and the Ofsted online survey show that parents are very confident that their children are safe at school.

The quality of teaching is outstanding

- The headteacher monitors the quality of teaching regularly and keeps comprehensive records to support further improvement. Regular pupil progress meetings enable teachers to review the achievement of individual pupils and make adjustments to the teaching programmes for reading, writing and mathematics. Records show that much of the teaching is outstanding, with none that is less than good. Inspection evidence confirms this profile.
- A real strength of the teaching is the quality of the planning for different ability groups, particularly in

writing and mathematics. Pupils have an excellent range of activities which meets their needs extremely well, and teaching teams are very well aware of the need to challenge more-able pupils at every opportunity. The learning by individuals and groups is greatly enhanced by the work of the learning support assistants who reinforce and extend learning. The teachers and learning support assistants work together as highly effective teams.

- The work in pupils' books shows a broad curriculum, high quality work and an appropriate focus on reading, writing and mathematics. Pupils' work is well presented and regularly marked. For the older pupils, there is individual guidance for pupils on how to improve their work with further tasks and challenges. Pupils are given time to respond to these and so reinforce their learning very effectively.
- Teachers use excellent questioning to support learning. In a Year 1 class, pupils were working on identifying nouns, verbs and adjectives. Through perceptive and thoughtful questioning and modelling examples by the teacher, pupils were able to identify the words and then use their understanding to develop their own sentences using nouns, verbs and adjectives. They were able to explain what they were doing, using the appropriate technical language.
- An excellent feature of the teaching is the provision for German. This is the chosen modern foreign language for Hatcham College and, as a feeder school for the college, the school has plans to teach the language from Year 1 onwards. The teachers have excellent knowledge of the language and use it to introduce and reinforce German through a range of engaging and lively activities. The pupils respond very well to this approach and their understanding of German is excellent.

The achievement of pupils

is outstanding

- Pupils join the Reception classes displaying knowledge, skills and understanding broadly typical for their age. Excellent teaching, planning and assessment, leading to focused activities, ensure that children make rapid and sustained progress by the end of Reception. In 2014, almost all Reception children achieved the national benchmark of a good level of development, with a significant proportion exceeding this. Monitoring during the current year shows a similar profile. The outcomes have been moderated by the local authority and represent outstanding progress for the youngest children in the school.
- This outstanding achievement continues into Year 1. The outcomes for the phonic (the sounds that letters make) screening check for this year show that the proportion achieving the expected standard was exceptionally high, at over 90%, and well above the national average for 2014. Inspection evidence supports this outcome.
- School data on the progress by Year 1 pupils in reading, writing and mathematics also show attainment in these subjects is well above national expectations. The comprehensive tracking of groups shows the performance of disadvantaged pupils is in line with others in the school. More-able pupils have highly effective planned activities which stretch them well and their outcomes reflect this. Moderation and review by the local authority confirm these outcomes are accurate.
- The progress made by disabled pupils and those with special educational needs is excellent and in line with other pupils in the school. The progress made by this group is monitored extremely closely to ensure their learning and other needs are met.

The early years provision

is outstanding

- Excellent leadership by the headteacher and high quality teaching make sure that children get off to an outstanding start in the Reception classes. The teachers and learning support assistants work as a very strong team. The preparation for children for Year 1 is excellent by the time that they leave Reception.
- While classrooms are spacious, outside the provision for learning has presented some challenges. The Reception staff have worked very well to use the space available to provide a range of independent and adult-directed activities to enhance learning. These include some large climbing apparatus.
- The school has a structured programme for the induction of children which includes home visits and workshops for parents, for example on learning to read. Parents value the easy communication with staff in the Reception classes in order to ease transition to school and reinforce learning at home. An example of this is the 'wow' cards given to parents to record the achievements of their child, outside of the school. This helps to provide a full view of each child and develop a shared perspective.
- Classrooms are safe and attractive learning environments with lots of children's work displayed and activities in place which stimulate curiosity and imagination. Resources are of good quality and pupils can access them independently to support learning. The children are happy, engaged and cooperative. They

are confident to speak about their work and interests. They enjoy working together and show high standards of safety, behaviour and respect, modelled very well by adults.

- Teachers plan imaginative activities, reflecting all the areas of learning. A particular strength is the provision of a well-structured approach to the teaching of phonics (the sounds that letters make). An example of this was when pupils were engaging in work to understand the use of the letter combinations 'ay' and 'ai' in words. Each of these letter combinations were placed on the floor and one child was asked to indicate which combination is used in a particular spelling, for example 'train'. Children sitting in a circle around this activity gave advice to the child selecting the correct letter combination and then used letters on cards to complete spelling of the chosen word. The children thoroughly enjoyed this activity and it reinforced learning on how to differentiate between two letter combinations which, although they sound the same, are found in different places in words.
- Children's progress is monitored very closely by teachers and learning support assistants, and recorded in high quality learning journals.
- Although relatively inexperienced, under the guidance of the headteacher, one of the teachers provides effective support and guidance to staff in the Reception staff team.

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

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| Unique reference number | 139672 |
| Local authority | Lewisham |
| Inspection number | 450282 |

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

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| Type of school | Primary |
| School category | Academy free school |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 119 |
| Appropriate authority | The governing body |
| Chair | Bruce Powell |
| Headteacher | Ms Bobby Woodruff |
| Date of previous school inspection | Not previously inspected |
| Telephone number | 020 7652 9510 |
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