

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



3 November 2015

Mr Marios Solomonides
Freshwaters Primary Academy
Freshwaters
School Lane
Harlow
CM20 3QA

Dear Mr Solomonides

No formal designation monitoring inspection of Freshwaters Primary Academy

Following my visit to your academy on 9 October 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave me and the time you took to discuss behaviour in your school.

The inspection was a monitoring inspection carried out in accordance with the no formal designation procedures and conducted under section 8 of the Education Act 2005. The inspection was carried out because Her Majesty's Chief Inspector was concerned about behaviour and safety at the academy.

Evidence

I considered evidence including:

- observations of pupils' behaviour and their attitudes to learning in lessons
- observations of pupils' behaviour throughout the day, including discussion with pupils
- documentary evidence, including a scrutiny of safeguarding policies and the single central register
- discussions with school leaders and staff.

Having evaluated all the evidence, I am of the opinion that at this time:

Leaders and managers have taken effective action to maintain the high standards of behaviour and attitudes identified at the school's previous inspection.

Context

Freshwaters Primary Academy is an above-average-sized primary school with 321 pupils currently on roll. Year 6 is taught in two classes while some other year groups are in mixed classes. The proportion of pupils who speak English as an additional language is above average. The percentage of disadvantaged pupils who are supported through additional government funding (pupil premium) is above average. The proportion of disabled pupils and those who have special educational needs or have a statement of special educational needs is above average. The school has high mobility. Staffing has changed this year and seven of the teaching staff are newly qualified. The school has been supported in the recruitment of staff through the Burnt Mill Academy Trust.

Personal development, behaviour and welfare

In the previous inspection, behaviour and safety were judged as good and they still are.

You and your governors ensure that the ethos and culture within the school promote good behaviour and place safety and welfare of pupils as a high priority. The statutory policies to promote positive behaviour and anti-bullying are available for parents. Policies such as child protection are in place and in line with the Academy Trust expectations. Safeguarding arrangements for recruitment and vetting of staff meet requirements and you and other leaders do not hesitate to refer any concerns to relevant external organisations. You keep information regarding safeguarding in meticulous order and provide quality training for staff so they can be skilled and confident when completing records. Nonetheless, there is still room for improvement. Although the policy is in place, it is generic and additional information about the rigorous procedures for your own school are not added.

Pupils arrive at school and enter school via their classes. Pupils are content leaving their parents to start their learning. No time is wasted and pupils begin their learning promptly and calmly. Parents spoken to on the playground are happy, and know who to talk to if they have any concerns regarding behaviour in the school. Pupils are polite to each other and to adults and visitors. Around the school and in the playground the 'golden rules' remind pupils of the high standards that you set them in terms of conduct at school.

When they are moving around the school, pupils do so quietly and sensibly, whether or not there is a high level of supervision. On the rare occasion a pupil chooses not to follow the golden rules, a gentle reminder is all that is required to rectify the situation. However, a few younger pupils do not respond to the requests from adults to tidy up or to sit to eat their fruit snack and this leads to confusion when adults do not reinforce the expectations of the school.

Out on the playground, during the rolling playtimes, pupils are involved in productive and purposeful play. They play games together, chat happily, or play hide-and-seek in the extensive grounds. They are aware that the climbing frame is not to be used, for safety reasons. Teachers and other adults interact well with pupils so those who

are less confident have a familiar adult to talk to. Even though pupils go back into class at different times, they do so safely and well. The older pupils in particular respond instantly to the sign that their break is over, and are good role models for the younger pupils.

Pupils enter assembly respectfully and begin to join in the singing as soon as they arrive. This ensures that they all take part from the moment they sit down so no time is wasted. Pupils are quiet and thoughtful as they listen to the reason a pupil has been chosen as 'star pupil' for the week. Some pupils who may find sitting and listening a challenge are appropriately supported so that they can be successful during the assembly. Your work on raising attendance and punctuality has been successful by giving the early bird, Peggy, to the class with the best punctuality each week, and also Einstein the monkey, for the class with the best weekly attendance. The pupils are proud to receive this reward and are supportive of each other through their applause. As a result, your attendance has risen and is now in line with national averages and punctuality is better.

The school's work to keep pupils safe is effective. Pupils are certain that bullying is extremely rare and that staff would consider racist comments seriously. They are sure that incidents would be swiftly dealt with. Your records show this to be true. Even the youngest pupil knows how to keep safe when using the internet and how to help others keep safe too. The pupils come across as inclusive young people. They know the golden rules well and understand that these school rules help to keep them safe and secure. They are proud of their friendships; the older pupils are proud to be role models to the rest of the school and take their responsibilities seriously as junior leaders. Strong relationships with adults ensure that pupils can share their feelings and concerns. They know that help will be given if needed from the staff.

Although attendance has improved, the number of fixed-term exclusions is still high. You have some new systems in place and have already designed a sensory room and a nurture room where more vulnerable pupils can go to have space and calm before returning to learning in classes. The reduction of fixed-term exclusions remains a priority for your leadership team, to fully demonstrate the impact of these newly implemented systems.

You ensure that the staff receive quality training and regular information on keeping pupils safe in school. Annual training is given on child protection procedures, and you place a high priority on maintaining good behaviour. Staff receive the outcomes of your regular leadership meetings where promoting positive pupil welfare and behaviour is a regular item for discussion. Staff can articulate the positive changes and are more vigilant and skilled as a consequence.

Priorities for further improvement

- ensure routines and rules for younger pupils are consistently applied so they can make the right behaviour choices
- sharpen your safeguarding policy by adding in the procedures and processes for your own school, rather than for the whole trust
- monitor and evaluate the impact of the new sensory and nurture room in reducing fixed-term exclusions.

I am copying this letter to the Director of Children's Services for Essex, the Secretary of State for Education, and the Chair of the Governing Body. This letter will be published on the Ofsted website.

Yours sincerely

Kim Hall

Her Majesty's Inspector