

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T 0300 123 4234
www.gov.uk/ofsted



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Miss Michelle Bennett
Headteacher
Fenstanton Primary School
Abbots Park
Tulse Hill
London
SW2 3PW

Dear Miss Bennett

Short inspection of Fenstanton Primary School

Following my visit to the school on 12 December 2017 with Bola Soneye-Thomas, Ofsted Inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in March 2013.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. Governors and leaders within the federation work effectively to improve pupils' outcomes. Good-quality teaching is enhanced by regular training and professional development opportunities at all levels. You acknowledge that at the time of the last inspection systems were developing and now they have been successfully embedded. This is evident. Leaders have responded well to the action points from the last inspection, with, for example, pupils now using mathematical vocabulary effectively.

In 2017, pupils' progress in writing and mathematics was above national averages at the end of key stage 2. Progress in reading was in line with national averages. Leaders and governors have ensured that outcomes for pupils have continued to improve since the last inspection. This positive progress is also evident in pupils' books. Although, overall, pupils make good progress, the most able are not consistently challenged to enable them to achieve their best, particularly in reading and mathematics.

You and other leaders have high expectations of the behaviour of pupils in school. Inspectors explored the consistency of behaviour management, due to a concern raised. The majority of pupils behave well in class and when moving around the school. The few number of low-level inappropriate behaviour incidents, observed by inspectors, are swiftly handled consistently well by staff. Leaders work effectively with the pupil referral unit, as they see inclusion as every child's right. Reintegration

to school, after exclusion, is highly effective.

Safeguarding is effective.

Leaders have ensured that safeguarding arrangements are fit for purpose. Leadership of safeguarding is effective. The safeguarding leader believes that reporting and sharing information is pivotal to keeping pupils safe. This is evident in the detailed reports provided for multi-agency meetings and the effective partnership with external agencies. Records are detailed and hold an appropriate amount of information. Swift and effective intervention for pupils is provided at the earliest opportunity through work with the local authority. Referrals to social care are handled in a timely manner. Leaders are persistent in pursuing cases where pupils may be vulnerable and/or at risk of harm.

Leaders work highly effectively with parents to support the needs of pupils and their families. The large majority of parents say that their children are safe in school. Pupils have a good understanding of how to use the internet safely. Pupils speak of how National Society for the Prevention of Cruelty to Children officers have talked to them about how to stay safe. They are confident that they can speak to any adult in school if they have a concern.

Training is effective at all levels. Staff are aware of how to respond to concerns, and know how to recognise the signs and symptoms of abuse. Reports of concern to the designated lead are detailed and appropriate. Staff and governors have received appropriate training, including on the 'Prevent' duty and female genital mutilation. In addition, staff training has taken place in response to local issues and the impact these may have on pupils. Minor administrative shortcomings identified with the single central record of staff checks were swiftly rectified during the inspection.

Inspection findings

- At the start of the inspection, we agreed four areas of focus. The first of these was to look at how leaders are improving progress for pupils in reading. In 2017, progress in reading was not as strong as in writing and mathematics. The proportion of pupils achieving the higher standard at the end of key stage 2 was below that found nationally. Leaders responded swiftly to these outcomes and following focused work, have identified reading as a strength of the school.
- Leaders have significantly changed the approach to the teaching of reading and have provided effective training for all staff. The impact of this training is evident in the use of effective questioning by teachers and additional adults. This contributes to developing pupils' skills in reading well by encouraging them to think about their learning.
- Pupils who read with inspectors talked confidently about the new daily approach to improving their reading skills. Pupils demonstrate strong language skills and are able to decode words. There is, however, a lack of fluency to their reading.
- Good progress is evident in most pupils' comprehension books. Written answers are of increasing complexity. Texts are sufficiently challenging for the majority of

pupils, who are able to tease out key language and grammatical features. This challenge is not, however, enough for the most able to make the progress of which they are capable.

- Our second focus was to explore how leaders ensure that the most able pupils make strong progress in mathematics. This is because mathematical vocabulary was an area for improvement at the last inspection and progress for the most able pupils is below national expectations. Leaders identify mathematics as a strength of the school.
- Pupils use appropriate vocabulary to talk about their learning. They also approach tasks in different ways. This includes using physical activities to reinforce key skills. For example, in mathematics, physically turning a right angle before identifying it on a shape. Pupils across school enjoy a wide variety of activities in mathematics.
- Teachers use assessment to identify gaps in pupils' learning and provide additional intervention as necessary. Teachers' questioning in mathematics is effectively targeted at pupils to develop their learning. Pupils respond well to this and explain their reasoning clearly. In most cases, additional adults provide effective support for pupils.
- Overall, pupils' performance in mathematics is strong. High expectations of presentation is evident and the level of work is appropriate for the majority of pupils. There are, however, times when teachers do not plan sufficiently challenging activities to help the most able pupils achieve their best.
- The next focus was to investigate how effectively leaders are improving attendance. Attendance has been below national averages for some time, particularly for the most vulnerable pupils, and boys.
- Leaders and governors, quite rightly, recognise that this is an area in need of further improvement. The school has a secure policy in place to tackle poor attendance. Leaders make contact with parents at the earliest opportunity, making expectations clear while offering guidance. Together with the federation, leaders are implementing a system proven to have impact in other schools.
- Leaders have secured the involvement of the education welfare officer to support families. Furthermore, the inclusion leader meets each week with parents to help them to understand the importance of attending well. This has had a positive impact in reducing the number of pupils who are persistently absent from school.
- You and other leaders say that the inclusion of all pupils is the greatest strength of the school. This became our final focus area. Leaders acknowledge that pupils have barriers which could prevent them successfully accessing their learning, but overcoming them is a priority. Pupils are resilient and will approach tasks in different ways. This is evident in the work produced by pupils.
- Inclusion is well led, with secure systems and plans in place to track progress. The federation provides effective expertise and guidance in this area. This includes highly effective training for staff at all levels. Leaders work effectively with external agencies to make sure that the needs of all pupils are met. In addition, the school works in partnership with the pupil referral unit to provide effective reintegration to mainstream education. This prepares pupils well for the

next stage of their education.

- Pupils who have special educational needs (SEN) and/or disabilities make good progress. The majority of additional adult support is effective and visual resources are used well. In addition, leaders work collaboratively with parents of pupils with the most complex needs. Leaders have identified that engagement with parents at an earlier stage would further improve provision for those who have SEN and/or disabilities. New strategies have been introduced to ensure that this happens. For example, specialist stalls offering support are available at parents' evening.
- Pupils who have SEN and/or disabilities achieve well in school and are well prepared for the next stage in their education.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the new approach to the teaching of reading is embedded consistently across the school, with challenge provided for the most able to work at greater depth
- the most able pupils make good progress in mathematics, through providing challenge consistently in lessons across the school.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Lambeth. This letter will be published on the Ofsted website.

Yours sincerely

Donna Chambers
Her Majesty's Inspector

Information about the inspection

The inspection began with a discussion about your self-evaluation of the school and what you and the executive headteacher considered to be the current strengths. We also discussed new initiatives and agreed the areas we would look at. Inspectors met with one governor, the school improvement adviser and the designated safeguarding leader. Inspectors considered school documentation, including the self-evaluation, minutes of meetings of the governing body, behaviour records, incident logs and safeguarding records. Inspectors visited classrooms with you and the executive headteacher, speaking with pupils and looking at their work. The views of 14 parents who responded to Ofsted's online questionnaire, Parent View, were considered. In addition, inspectors considered the 35 responses to the staff survey. A sample of books were looked at in order to look at the standards of pupils' work.