

Sir Francis Drake Primary School

Scawen Road, London SE8 5AE

Inspection dates

13–14 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders and governors have an overly positive view of the school's performance. They have been too slow in taking decisive action to bring about sustained improvements.
- Improvement plans focus too much on actions that are taking place and not sufficiently on the impact these actions are having on improving pupils' outcomes.
- Leaders and governors do not effectively evaluate the impact of pupil premium funding on disadvantaged pupils' outcomes.
- Leaders are not fully evaluating the impact of the support put in place for pupils who have special educational needs and/or disabilities. Consequently, the progress of these pupils is too variable.
- Since the previous inspection, too many pupils have not made consistently good progress in English and mathematics. Consequently, they have not reached the standards of which they are capable by the end of key stage 2.
- Some teachers' expectations of what pupils can achieve are not high enough, particularly for the most able, including the most able disadvantaged pupils. As a result, not enough pupils are working at the higher standards by the end of key stage 1 and key stage 2.
- Leaders do not routinely monitor pupils' progress and attainment in subjects other than English and mathematics. As a result, pupils' outcomes in these subjects are variable.
- Pupils do not receive regular opportunities to apply their mathematical knowledge in reasoning and solving problems.

The school has the following strengths

- Children in the early years get off to a good start. Children settle well and make good progress because teaching is effective.
- The teaching of phonics is effective in ensuring that pupils reach the expected standards by the end of key stage 1.
- Individual pupils, including more vulnerable pupils, receive good personal and social support.
- The school's curriculum provides pupils with a range of activities to broaden their experiences.

Full report

What does the school need to do to improve further?

- Improve the consistency and quality of teaching, learning and assessment in order to improve outcomes by:
 - raising teachers' expectations of what key groups of pupils can achieve from their different starting points, including those who are disadvantaged
 - improving the accuracy of teachers' assessment of pupils' work and use this knowledge to accelerate pupils' progress across a range of subjects
 - providing pupils with more opportunities to solve mathematical problems and develop their reasoning skills
 - closely matching work to meet the needs of pupils who have special educational needs (SEN) and/or disabilities
 - providing opportunities within lessons to challenge the most able, including the most able disadvantaged pupils.

- Improve the effectiveness of leadership and management, including governance, by:
 - rigorously and accurately evaluating all aspects of the school's performance, so that leaders and governors have a deep understanding of strengths and areas for improvement
 - sharpening school improvement plans to include measurable milestones, which will enable all leaders to determine whether actions taken are helping to improve pupils' outcomes
 - improving the school's assessment and tracking systems to effectively monitor the outcomes for different groups of pupils in a wide range of subjects so that more pupils make consistently good progress
 - rigorously analysing the impact on pupils' outcomes of the pupil premium grant and funding for pupils who have SEN and/or disabilities
 - governors stringently holding leaders to account for the impact of school improvement initiatives, so they can measure how well previous weaknesses are rectified and plan for next steps
 - ensuring that governors have the necessary training and support so that they carry out their roles and responsibilities effectively.

An external review of the school's use of the pupil premium should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Until recently, school leaders have not taken effective action to address inconsistencies in teaching, learning and assessment across the school. Leaders have been too slow to recognise and address the main weaknesses in the school and have an overly optimistic view of the school's performance. Although leaders work hard to provide for pupils' care and well-being, they have not acted quickly enough to respond to concerns about other aspects of the school's work. For example, leaders have not taken decisive actions to address fully the weaknesses in the provision for the most able pupils that were highlighted in the previous inspection.
- Improvement plans are not focused sharply enough on ensuring that more pupils are making strong progress and are working at or beyond standards expected for their age in English and mathematics. Leaders and governors are measuring the success of the improvement plans against the actions that are being taken, rather than how these actions are improving pupils' outcomes. As a result, pupils' outcomes in English and mathematics are inconsistent.
- Over the last two years, the pupil premium funding has not been used effectively to consistently raise the achievement of disadvantaged pupils. Improvements to teaching this year mean that more pupils are now making better progress than previously. However, raising the attainment of this group of pupils remains a main priority.
- Leaders and governors are not sufficiently evaluating the effectiveness of the additional funding received for pupils who have SEN and/or disabilities. In some lessons, these pupils do not receive the necessary support to help them achieve as well as they could. As a result, pupils who have SEN and/or disabilities make inconsistent progress in English and mathematics.
- The school's system for tracking pupils' outcomes focuses mainly on the progress that individual pupils are making in reading, writing and mathematics. Leaders do not regularly check the attainment of key groups of pupils, including disadvantaged pupils. Consequently, leaders are unable to effectively evaluate whether pupils are making sufficient progress to be working at standards expected for their age.
- Leaders, including middle leaders, agree that they are not routinely monitoring pupils' progress and attainment in subjects other than in English and mathematics. Leaders recognise this as a priority.
- The role of middle leaders is developing in the school. They make checks on the quality of teaching in their different subjects and areas of responsibilities. Some middle leaders are providing staff with relevant training and coaching to help them to improve, with positive effects on pupils' progress.
- Parents and carers who were spoken to during the inspection, typically, were positive about the school.
- Pupils benefit from a wide curriculum with opportunities to develop their artistic and sporting skills. The curriculum is enriched by trips out to museums and galleries as well as by having visitors to the school. The curriculum contributes well to the pupils'

spiritual, moral, social and cultural development.

- Pupils learn about other faiths and cultures and visit places of worship. Through assemblies and personal, social, health and economic education, British values are well integrated across the curriculum. Consequently, pupils demonstrate a sound understanding of the values required for life in modern Britain.
- The physical education (PE) and sport funding is used well. It provides opportunities for pupils to experience different sporting activities in PE lessons and in extra-curricular clubs. Pupils told inspectors how much they enjoyed playing different sports and found PE lessons fun. Pupils recognise the value of physical activity as a part of being healthy.

Governance of the school

- Since the previous inspection, governance has not been fully effective in evaluating the impact of the strategies used to raise pupils' achievement, including that of disadvantaged pupils and pupils who have SEN and/or disabilities. As a result, governors' challenge to school leaders has not been sharp enough to ensure that pupils achieve as well as they could.
- Governors have not had any recent training in the analysis of national assessment information to help them hold leaders to account. As a result, governors rely too heavily on information and analysis provided by the headteacher. They do not reach their own view of the school's performance to inform the strategic direction of the school.
- Governors are clear about their safeguarding responsibilities. They check that the statutory requirements for employing staff are completed and undertake safeguarding training to maintain their knowledge.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that staff receive the necessary safeguarding and 'Prevent' duty training. They are quick to notice any changes in pupils' behaviour that suggest that they may be at risk of harm, for example from the risks associated with extremism and radicalisation.
- Members of staff spoken to were clear about the school's safeguarding procedures, including the potential signs that may alert them to concerns about pupils' welfare.
- Pupils have a good understanding of how to keep themselves safe when using the internet and social media.
- All parents and staff who gave their views agree that pupils are safe in school.

Quality of teaching, learning and assessment

Requires improvement

- Teaching is not consistently good enough to ensure that key groups of pupils are making strong progress from their different starting points in a wide range of subjects.

- Teachers do not routinely set tasks that demand more of pupils and deepen their learning. This is especially so for the most able, including the most able disadvantaged pupils. As a result, too few of these pupils reach the higher standards in English and mathematics at the end of key stages 1 and 2.
- There is variation in how well teachers match work to the range of ability in the class. This means that, for some pupils, the work is too hard or too easy. Consequently, outcomes for different groups of pupils, including pupils who have SEN and/or disabilities, are variable across subjects and year groups.
- The quality of support for pupils from other adults, such as teaching assistants, is also inconsistent. Some pupils benefit from effective support, reflected in adults' clear explanations, specific questioning and the good use of practical resources. However, some adults are unclear about what is being taught or expected. This further contributes to the inconsistent progress that pupils make across subjects.
- In mathematics, while more is being done to improve pupils' calculation skills, teachers give insufficient emphasis to pupils' application of mathematical skills to solve problems and to explain their answers. This results in pupils not gaining a deeper understanding of mathematical concepts.
- Pupils are encouraged to read frequently. Leaders have recently bought high-quality texts for pupils to enjoy. New approaches to the teaching of reading are beginning to improve pupils' progress in some year groups. However, there is room for a more consistent approach to developing pupils' comprehension skills and ensuring a greater enjoyment of reading widely across the curriculum. For example, not all teaching assistants have received training to promote comprehension skills.
- Where some of the stronger teaching exists, teachers use questioning to good effect to probe pupils' understanding and deepen their knowledge. In these classes, pupils are making more consistent progress in English and mathematics.
- The teaching of phonics is effective. Many pupils in key stage 1 learn and apply their early reading skills well to sound out unfamiliar words.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school's values underpin the curriculum and the strong relationships between members of the school community. Pupils respect one another's differences and support each other well. Racist incidents are extremely rare.
- Leaders and staff provide effectively for those pupils who arrive at the school requiring additional support for their social and emotional well-being. As a result, pupils are well cared for.
- Pupils say that bullying is rare and this is confirmed by school records. If an incident occurs, pupils have confidence that adults will deal with it effectively.
- Pupils told inspectors that they know whom to speak to if they are worried or upset. Pupils said that behaviour in lessons is good and that there are few interruptions to

their learning.

- The breakfast club provides pupils with a range of activities to engage in. Pupils choose what to eat and drink from a healthy selection of food. As a result, pupils' awareness of healthy eating is raised. Positive relationships exist between adults and pupils. Consequently, pupils are happy and make a positive start to the day.
- Pupils spoke about the lessons that they have had to help keep them safe. They spoke about road safety and about how they keep safe online. Pupils have a clear understanding about e-safety.

Behaviour

- The behaviour of pupils is good.
- Pupils' behaviour in lessons is typically good. Only when teaching is less engaging and effective does pupils' concentration wane and they become distracted. Even then, this does not lead to behaviour that causes disruption.
- Pupils have been in the new playground since the start of term and are getting used to their environment. Typically, the conduct of pupils' behaviour on the playground is good. Pupils happily play games together and get along well. However, pupils need reminders about which areas of the playground are appropriate to play different types of games in.
- The school environment is clean and tidy. Pupils benefit from a recently built school with state-of-the-art facilities. The staff and pupils make good use of the learning environment. Pupils' work is celebrated well throughout the school and this boosts their confidence as learners.
- Leaders take effective action to ensure that pupils attend school regularly. As a result, attendance continues to remain above the national average.

Outcomes for pupils

Requires improvement

- In 2017, Year 6 pupils' attainment at the end of key stage 2 was below average in reading, writing and mathematics combined at both the expected and the higher standard. Their progress was broadly average in reading and writing but below average in mathematics. The attainment and progress of disadvantaged pupils were similar to those of other pupils.
- At the end of key stage 1, in 2017, the proportions of pupils who attained the expected standards in reading, writing and mathematics were above national averages. However, too few pupils achieved the greater depth standards in reading, writing and mathematics when compared with national figures.
- Currently, the most able pupils, including the most able disadvantaged pupils, are not sufficiently challenged in lessons to make consistently good progress. Consequently, too few pupils are working at the higher standards in reading, writing or mathematics in key stages 1 and 2.
- The work in pupils' books shows that they learn a wide range of subjects. However, sometimes pupils do not gain the specific knowledge, understanding and skills that are

expected for their age in these subjects. This is because pupils' outcomes in subjects other than English and mathematics are not carefully monitored by leaders.

- Since September 2017, leaders have put in place more interventions to support pupils who have SEN and/or disabilities. Early indicators show that this is making a positive difference to these pupils. For example, some pupils are now receiving regular speech and language support from other professionals and are achieving their specific speech and language targets. However, leaders are less clear about the impact this is having on improving these pupils' outcomes across the curriculum.
- Inspection evidence confirms that, since the start of this academic year, leaders have been addressing the issues of decline in pupils' outcomes at the end of key stage 2 in English and mathematics. Leaders have refocused the way in which mathematics, reading and writing are taught. The school's own tracking of current pupils' outcomes shows that more pupils are now making improving progress in English and mathematics than previously. However, the proportions of pupils currently working at or beyond age-related expectations is inconsistent across the school.
- In 2017, the proportion of pupils who achieved the expected standards in the phonics screening check was broadly in line with the national average. Disadvantaged pupils' attainment was above that of all pupils nationally. This is the result of effective phonics teaching.

Early years provision

Good

- Children enter Reception with starting points that are below those typical for their age. In 2017, the proportion of children, including disadvantaged children, who achieved a good level of development was above the national average. This is because of the consistently good teaching in the early years.
- Teaching is effective because teachers use their assessments well to plan imaginative learning opportunities that support children's learning and development.
- Partnerships with parents are strong. There are opportunities for parents to work with teachers to support their children's learning. For example, parents attend phonics workshops to help support their children with reading.
- Children's behaviour is good. They play and learn happily with each other and share resources willingly. Children show resilience and sustained concentration in their activities.
- Disadvantaged children make good progress from their different starting points. This is because appropriate support is given to them to meet their learning needs, such as to develop their speech and language. Therefore, the pupil premium funding is well spent.
- Safeguarding is effective and statutory responsibilities are met.

School details

Unique reference number	100712
Local authority	Lewisham
Inspection number	10045443

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

Type of school	Primary
School category	Community
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Trevor Jacquet
Headteacher	Christine Barnes
Telephone number	020 8692 4321
Website	www.sfdprimary.co.uk
Email address	headteacher@francisdrake.lewisham.sch.uk
Date of previous inspection	15–16 October 2013

Information about this school

- This is an average-sized primary school.
- The proportion of pupils who receive SEN support is above the national average.
- The proportion of pupils who have an SEN statement or an education, health and care plan is above the national average.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- The proportion of pupils from minority ethnic groups is above the national average. So, too, is the proportion of pupils who speak English as an additional language. The large majority of these pupils speak English fluently.
- The school runs a breakfast club.
- The school moved into a new building in the summer term of 2017. However, the

school playground was only completed in December 2017.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- The inspectors gathered a range of evidence to judge the quality of teaching, learning and assessment over time.
- Inspectors looked at pupils' books and observed teaching in lessons, including undertaking joint observations with senior leaders.
- Inspectors talked to parents as they brought their children to school.
- Inspectors considered the 10 responses to Ofsted's online questionnaire for parents, Parent View. Inspectors also considered the results from the recent parent survey undertaken by the school.
- Inspectors considered six free-text messages and one letter that were brought to their attention.
- Inspectors talked to pupils informally throughout the inspection, in lessons, in the dining hall and on the playground.
- Inspectors listened to pupils read.
- Inspectors examined a range of documentation, including the school's self-evaluation and school development plan.
- Inspectors examined documents relating to standards, attendance, governance, behaviour and safeguarding.
- The lead inspector met the chair and three other members of the governing body.
- The lead inspector had a discussion by phone with a representative of the local authority.

Inspection team

Jenell Chetty, lead inspector	Ofsted Inspector
Ann Pratt	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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