

Inspection of Sir Francis Drake Primary School

Scawen Road, London SE8 5AE

Inspection dates: 12 and 13 January 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Pupils are kept safe and look forward to attending school each day. Pupils and families are greeted warmly each morning by the headteacher and other leaders. Staff, pupils, and parents and carers spoke positively about leaders' work, including the adaptations made to school routines during the COVID-19 restrictions.

Pupils are polite and behave well. Pupils said that bullying rarely happens and when it does, they know that they can talk to staff. Any incidents are dealt with effectively. Pupils aim to reflect the school's values of respect, resilience, honesty and ambition. They show kindness to those around them and try to support each other in their learning. Pupils know that staff will listen to them if they have any issues.

Leaders have high expectations. They make sure that all pupils achieve well in a wide range of subjects. Pupils are enthusiastic about their learning. Staff create opportunities to help pupils enjoy school, such as the 'Charlie and the Chocolate Factory' day, during which pupils sought out the golden tickets.

Pupils are taught to be responsible and learn about the importance of fundamental British values. Pupils like taking part in discussions and debates. Teachers encourage pupils to reflect sensitively on different moral issues. Pupils' personal development is promoted well throughout the curriculum.

What does the school do well and what does it need to do better?

Leaders ensure that all pupils, including pupils with special educational needs and/or disabilities (SEND), study a broad and balanced curriculum. Leaders have taken effective steps to improve the curriculum and make sure that all pupils learn well. In every subject, leaders have identified the key knowledge that pupils should learn and the order in which it should be taught.

In most subjects, leaders' goals for the curriculum are being put into practice well. Teaching ensures that pupils revisit what they have learned before developing their knowledge and skills further. For example, in physical education (PE), teachers carefully help older pupils to build on knowledge and skills that they have been taught in previous years. In a few subjects, such as history and geography, leaders' plans are not fully established. This means that pupils are not deepening their understanding of the main concepts as well as they do in other subjects, for instance English and mathematics.

Reading is a high priority. Leaders have ensured that there is a consistent and systematic approach to teaching early reading. Children begin learning the sounds that letters make as soon as they join the Reception class. Reading books are well matched to the letter sounds that they know.

Leaders quickly identify pupils who need extra help with their reading. These pupils benefit from well-targeted support and, as a result, develop the knowledge needed

to read confidently and fluently. Pupils in all year groups have daily reading lessons. Teachers give pupils high-quality texts to read. Through the curriculum, pupils deepen their understanding of what they are reading and broaden their vocabulary. Pupils are enthusiastic about reading and like discussing their favourite authors and books. Pupils can choose additional books that they find interesting, such as encyclopaedias and non-fiction texts, to take home. They are also excited about the school's new library space that is due to be ready later this month.

Pupils with SEND are identified and supported effectively. Staff are well trained and know how to plan and cater for pupils' needs, both in and out of the classroom.

Lessons are calm. Pupils and staff understand the systems in place to support good behaviour. Low-level disruption is rare, and teachers address it swiftly. Pupils are polite during breaks and mealtimes. They are eager to talk with visitors about their learning and the reasons that they enjoy coming to school. Children in Reception are curious about the world around them and are guided to explore, problem-solve and develop their communication skills.

Staff and leaders work effectively to support pupils' personal development. Pupils learn about wider society. For example, they find out about how democracy works through the school's student council. Sports councillors support their peers during competitions and personal sports challenges. Pupils are proud of how well the school's sports teams have done in cross-borough competitions. Pupils take part in team-building activities during the autumn residential trip. They also have many opportunities to visit museums and galleries to broaden their education.

The governing body has a strong understanding of where school leaders need to focus their attention and where there is strength. They ask the right questions of leaders and visit the school regularly to check on the work that leaders are doing. Staff value the opportunity to develop professionally, such as receiving training to teach the new curriculum.

Leaders are continually mindful of staff workload. Staff are pleased to see how the changes to the curriculum are making a positive difference to pupils' learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff know what they must do to keep pupils safe. Leaders have ensured that staff are well trained. Throughout the year, staff have regular updates to strengthen their understanding of safeguarding issues. Leaders have effective systems to monitor concerns, and check that the actions they take are keeping pupils safe. Staff know about potential risks and are vigilant in spotting when pupils may need additional help.

Pupils understand how to keep themselves safe, including online. Leaders make sure that pupils have a range of ways to raise any concerns that they may have. For

instance, worry boxes in each classroom enable pupils to let staff know if they are feeling anxious or unhappy. Staff act quickly to address any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, such as history and geography, leaders are not as far forward with the implementation of their planned curriculum. This means that, although pupils are learning well overall, their knowledge is not as deep as it is in other subjects. Leaders should ensure that their new curriculum plans are embedded. This will help to make sure that pupils build up and deepen their understanding equally well in all areas of the curriculum.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	100712
Local authority	Lewisham
Inspection number	10211665
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	242
Appropriate authority	The governing body
Chair of governing body	Krys McInnis
Headteacher	Karen Cartwright
Website	www.sfdprimary.co.uk
Dates of previous inspection	13 and 14 March 2018, under section 5 of the Education Act 2005

Information about this school

- The headteacher was appointed in September 2020.
- Leaders do not currently use any alternative provision for pupils.
- The school runs a breakfast and after-school club.
- The school has recently reduced the planned admission numbers for the Reception Year from 60 to 30 children.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher and members of staff. Inspectors also met with members of the local authority and the governing body.

- Inspectors carried out deep dives in these subjects: reading, mathematics, history and PE. For each of these subjects, they held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work.
- Inspectors spoke with parents and considered the 28 responses to Ofsted's Parent View survey, including the free-text responses. Inspectors also considered correspondence from parents received during the inspection.
- Inspectors observed behaviour in lessons and at lunchtime. They spoke to a range of staff about their views of behaviour, their workload and well-being. Inspectors also spoke with pupils to consider their views.
- Inspectors spoke with pupils and staff about the leaders' work to keep pupils safe. Inspectors also considered safeguarding records and documentation and the school's single central record of staff suitability checks.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Robin Boshier

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022