

Inspection of Fossdene Primary School

Victoria Way, Charlton, London SE7 7NQ

Inspection dates: 5 and 6 July 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 **Good**

What is it like to attend this school?

Pupils and their families very much feel part of a community. Pupils feel safe and are happy. They enjoy coming to school each day and are proud to be Fossdene pupils. Pupils learn well. Teachers support pupils to build on what they already know and prepare them for what they will learn next. All staff have high expectations and are ambitious for every pupil.

Pupils know and understand the school values, such as resilience, teamwork and aspiration. They try their best to use the values in daily school life. Their successes are celebrated in weekly assemblies. Pupils learn about ways people can be different. The school's diverse community is reflected in carefully selected resources.

Pupils are motivated to learn. Their behaviour is calm and respectful. Bullying is not tolerated by leaders and staff, with concerns resolved at the earliest possible stage. Pupils trust adults to help them if they are worried about anything. Any incidents of low-level disruption are dealt with swiftly, so they do not get in the way of learning.

Pupils in all year groups regularly go on school trips and they attend a range of clubs. They particularly enjoy their visits to London landmarks such as the Houses of Parliament, Hyde Park and the Museum of London.

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

Pupils study a wide range of subjects that reflect the ambition of the national curriculum. Leaders have given careful thought to the design of the curriculum and what they want pupils to learn and know.

Starting in early years, learning to read is given the utmost priority. Staff are highly skilled at delivering the early reading curriculum, including the phonics programme. Pupils learn to read quickly. Those that need extra help are well supported. In all year groups, these pupils are given well-targeted daily support to get back on track with their reading. In mathematics too, leaders and staff focus sharply on making sure that no pupils fall behind. Pupils regularly recap what they have previously learned, and teachers check that pupils' understanding is secure. If a pupil needs more support, teachers provide extra catch-up sessions to address misconceptions or gaps in knowledge.

Adults read to pupils on a daily basis, and they have a genuine love of reading and listening to stories. Pupils like the daily opportunities they have to read for pleasure. The well-stocked 'reading sheds' are popular places to visit at breaktimes. Pupils talked enthusiastically about the books they were reading and their favourite authors.

Across other subjects, leaders have planned the sequence of learning from the Nursery class through to Year 6. The sequence is logical, meaning that pupils'

knowledge and skills build over time. For example, in history and mathematics, leaders have identified the knowledge that is essential to pupils' understanding of new learning. Pupils' progression through the curriculum is checked carefully. In a few subjects, however, leaders are still making refinements to their curriculum thinking. This is because they have not made explicit which knowledge and vocabulary pupils need to remember long term in order to be successful in their future learning.

Subject-specific terminology is taught and revisited, and pupils practise using it regularly. Over time, pupils develop detailed knowledge. They spoke confidently about what they had learned using subject vocabulary correctly. However, this approach is less developed in a few subjects, for instance science and design and technology.

Expectations of pupils with special educational needs and/or disabilities (SEND) are high. The recently opened 'inclusion hub' provides dedicated space for pupils with SEND to receive specialist support. Leaders, working together with external agencies, have systems in place to identify pupils' needs as early as possible. On most occasions, staff make adaptations to teaching that are successful in meeting the individual needs of pupils with SEND.

The curriculum in the early years prepares children well for Year 1. Staff provide children with well-chosen resources and activities. These match the curriculum goals and are designed to promote children's curiosity and understanding of the world around them. Occasionally, staff do not make the most of opportunities to encourage children to try new and different things. This means that sometimes children do not experience all areas of learning in their play.

Pupils have many wider opportunities beyond the academic curriculum. These include weekly debates on topical issues, becoming members of the school council or becoming junior traffic ambassadors. Pupils are taught about how to keep healthy and safe, including, for example, about going online safely. They also enjoy learning about values and beliefs that are different to their own.

Pupils' attitude to learning is positive and their behaviour in lessons is purposeful.

Leaders and governors work together and are committed to continuing to make the school better. Staff enjoy working here and feel well supported by leaders.

Safeguarding

The arrangements for safeguarding are effective.

All staff and governors have regular training and updates. Leaders are aware of local concerns and risks. They teach pupils about these risks, both in lessons and through arranging visitors to the school.

Leaders expect staff to have the approach that 'no concern is too small to report'. Leaders respond effectively to any concerns raised. They know families well and act quickly to get support that is needed.

Pupils feel safe. They know how to keep safe online and how to respond to cyber-bullying. Pupils are taught about different ways they can look after their mental, emotional and physical health.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders' curriculum thinking is not as well defined as it is in others. This is because leaders have not identified which knowledge and vocabulary needs to be prioritised so that pupils, including those with SEND, are ready to learn what comes next in the curriculum. In these subjects, leaders should make clear the essential building blocks of knowledge that all pupils need to know and remember long term in order to achieve the curriculum's ambitious end points.
- Children in the early years have access to a rich and well-sequenced curriculum in each area of learning. However, at times, children lack the guidance and encouragement to try new and different things. Leaders should ensure that staff encourage children to experience all that the early years curriculum has to offer.

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	100125
Local authority	Greenwich
Inspection number	10226968
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	368
Appropriate authority	The governing body
Chair of governing body	Nick Edwards
Headteacher	Maria Hill (Executive Headteacher)
Website	http://www.fossdene.greenwich.sch.uk
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- Since the previous inspection there has been a change in leadership. The governing body entered into a soft federation with Cherry Orchard Primary School. An executive headteacher oversees both schools, with a head of school appointed at Fossdene Primary School.
- Leaders make use of one registered alternative provider.

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 this into account in the evaluation of the school.
- Inspectors held meetings with the executive headteacher, head of school, senior leaders and subject leaders. They met with two members of the governing body in person and two virtually, including the chair of governors. They also met with two representatives from the local authority.

- Inspectors did deep dives in the following subjects: early reading, history, science and mathematics. Inspectors met with subject leaders, visited lessons, looked at pupils' work and listened to pupils read. Meetings with pupils and teachers were held to gather their views. Other subjects, such as languages and design and technology, were also considered as part of this inspection.
- During the inspection, inspectors scrutinised a wide range of documents, including those related to safeguarding, attendance, pupils' personal development and behaviour. The views of parents and staff were also considered, including through Ofsted's surveys.
- Inspectors considered the effectiveness of safeguarding through discussions with leaders, teachers and support staff. They looked at records relating to safeguarding, including pre-employment checks.

Inspection team

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