



# Fawcett Primary School

## Inspection Report

**Unique Reference Number** 110766  
**LEA** CAMBRIDGESHIRE LEA  
**Inspection number** 278507  
**Inspection dates** 4 July 2006 to 5 July 2006  
**Reporting inspector** Mrs. Marianick Ellender-Gele HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Alpha Terrace
<b>School category</b>	Community		CB2 2HS
<b>Age range of pupils</b>	3 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01223840258
<b>Number on roll</b>	163	<b>Fax number</b>	01223840258
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms.Jacqui McCary
<b>Date of previous inspection</b>	4 October 1999	<b>Headteacher</b>	Mrs. Judith Osler

<b>Age group</b> 3 to 11	<b>Inspection dates</b> 4 July 2006 - 5 July 2006	<b>Inspection number</b> 278507
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors of Schools and one Additional Inspector.

## **Description of the school**

This small primary school draws its pupils from the village of Trumpington. Mobility is higher than average because some pupils are children of academics working or studying in Cambridge for a limited number of years. Most of these children are from minority ethnic groups and are learning English as an additional language. The number of pupils with learning difficulties and/or disabilities is above average. The school has strong links with a local special school and some children with severe disabilities attend Fawcett school on a part-time or full-time basis. There is a nursery on site for 25 children. The school has received national recognition in information and communication technology (ICT) and basic skills.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## **Overall effectiveness of the school**

### **Grade: 2**

Fawcett school is a good school giving good value for money. It judges its own effectiveness accurately, with good understanding of its strengths and where it might do better. The strong leadership of the headteacher and the excellent team work ensure that pupils achieve well and reach above average standards. The commitment from pupils and staff is very high. The school's caring, family ethos makes it a very safe and welcoming place to be. Pupils develop into mature and confident young people whose behaviour is outstanding. The quality of teaching is good with some outstanding features. Lessons are stimulating and, consequently, pupils are inquisitive and eager to learn. Pupils' progress is checked very carefully and effective additional support is given to those who need it. The curriculum is accessible to all pupils and the range of extra activities is very good. Children in nursery and reception achieve particularly well in their social and communication skills. Standards further up the school are consistently above average and, to make the rate of progress even better, the school has rightly identified the need to strengthen assessment across the full range of subjects. Pupils and parents are rightly very pleased with the school. Leadership and management are good at all levels. Subject leaders now need to improve the rigour of their self-evaluation in order to inform future priorities and maintain high standards. Since the previous inspection the school has improved much of its provision, especially its standards in ICT and in writing which are now high. The school has good capacity to improve further.

### **What the school should do to improve further**

- Embed the use of assessment more effectively across all areas of the curriculum. - Develop rigorous evaluation across all aspects of the school's work, particularly among subject leaders, to inform priorities and maintain high standards.

## **Achievement and standards**

### **Grade: 2**

Given pupils' above average attainment on entry, pupils make good progress and achieve well. Pupils reach high standards by Year 6. Girls and boys and pupils from different backgrounds make equally good progress. Pupils with learning difficulties and/or disabilities make excellent progress because of the very effective support in lessons, the good links with the local special school and staff's diligence in securing help from outside agencies. Children in the Foundation Stage have a first-rate start to their schooling and exceed levels expected of five year olds by the time they move to Year 1. Pupils continue to make good progress through Years 1 and 2 and the work of current pupils show above average standards in Year 2. Results in 2005 dipped slightly due to mobility in this particular cohort. Recent provisional test results for 2006 indicate that pupils did well this year. Standards reached by Year 6 have risen considerably since 2002 and are above average. Current pupils make good progress from years 3 to 6. In 2005, pupils achieved exceptionally high results in science. In

English results were only average because some pupils underachieved in their writing. Consequently the school missed its targets. Since then, the school has rightly focussed its efforts on improving writing standards with success. Provisional test results for 2006 show significant improvement with targets exceeded in mathematics and English.

## **Personal development and well-being**

### **Grade: 1**

Pupils love coming to school and this accounts for the above average rates of attendance. Their behaviour and attitudes to learning are excellent. They are alert in lessons, work constructively together, sharing resources without unnecessary argument, tackling tasks confidently and voicing their opinions without fear of ridicule or teasing. Pupils are aware of right and wrong, understand the need for rules and how they can help to make the school a better place. Pupils are confident that their views are taken seriously and they feel valued. They respond positively to the expectations made of them, showing initiative, good self-control and respect for each other. They appreciate the help and support they receive from staff and feel safe and secure in school. Older pupils enjoy the responsibility of looking after younger ones and express great pride in the school's policy of including a significant number of pupils with learning difficulties and/or disabilities. The many and varied links with schools abroad contribute significantly to pupils' awareness of other cultures and lifestyles which are different from their own. Through the school's involvement in healthy eating initiatives, provision of an extensive range of extra-curricular sporting activities and use of its own swimming pool, pupils understand the principles underpinning healthy lifestyles and the need to take regular exercise. The emphasis placed on basic literacy and numeracy skills and success in developing pupils' social skills provides a firm foundation for pupils' future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good, with some outstanding features. Effective teaching, combined with the pupils' excellent attitudes towards their work, explain the good progress that is made. Teachers have high expectations of what pupils can achieve. The agreed strategies to consolidate writing skills have been applied well with positive impact on this year's Year 6 results. Teaching assistants provide very good support to the teaching team. Teachers use effective strategies to encourage and reward good behaviour and pupils respond very well to this. A feature of the excellent teaching is the teachers' excellent management of all abilities in their class, which is reflected in the interesting work that they provide for all pupils. For example, in a drama lesson the teacher used precise instructions and expert planning to challenge pupils and this enthused them. In a lesson on medieval English the rigorous planning, the excellent management of all abilities in this mixed-age class and the precise balance between support and independence encouraged pupils to work things out for themselves. By

the end of this challenging literary and historical lesson pupils demonstrated very good progress in discussing and presenting their work. There are clear and well understood procedures for assessing pupils' work although more embedding is required across the full range of subjects to ensure that pupils are involved fully in the review of their work. Parents are kept very well informed about their child's progress. The homework books are excellent because they are checked very effectively by teachers, they are used extremely well to consolidate learning and they provide many opportunities for teachers, pupils and parents to communicate ideas or concerns. Pupils who have learning difficulties and/or disabilities are taught very effectively. Their individual education plans identify clearly where help is needed. Consequently they do extremely well.

## **Curriculum and other activities**

### **Grade: 1**

The curriculum is outstanding. Pupils make very positive comments about their experience at school. They find topics fun and are very appreciative of the learning opportunities offered outside lessons, for example on residential experiences in Year 6 and on the many educational visits. These comments describe very clearly the broad and stimulating curriculum. Pupils' creativity is further enhanced by linking subjects through special topics, such as the creation of music instruments in a design and technology project, the very good provision in sports, the access to the 'learning bus' and the introduction of a range of foreign languages as part of a language awareness course. The skills gained in one subject, particularly in ICT, are used very well by pupils to extend their learning in other subjects. The personal, social and health development programme provides excellent opportunities for raising awareness of broader issues such as personal safety, relationships and the dangers of drugs and smoking. The good range of educational visits, extra-curricular activities and the international flavour of some projects, such as the links with Uganda, broaden pupils' horizons and contribute to them becoming responsible mature young people.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support are excellent. Close liaison with parents and careful watch of pupils, including the monitoring of attendance, ensure that any problems are detected quickly. Good use of expertise outside school ensures that pupils with specific difficulties get the help needed to make rapid progress. Exclusions are very rare and only used as a last resort. Any instances of bullying, racism or harassment are recorded and dealt with swiftly and effectively. Child protection procedures are understood and staff work to agreed policies. Appropriate actions are taken to minimise hazards and risks. A notable feature is that pupils are actively encouraged to look after each other and to report on any health and safety hazards spotted in school. Accommodation is safe, attractive and spacious, enabling all to move around freely. All children are treated equally well. Adults praise pupils and take appropriate steps to build their self-esteem. A particular strength is the support given to children just arrived from abroad. Pupils

are trusted to take some responsibility for their own learning. In English and mathematics, regular tracking and reviewing of progress towards their targets helps pupils to understand what they have done well and what they need to do to improve further. This remains to be embedded across the full range of subjects.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher provides strong leadership. She has developed a clear vision of where the school should be going and put in place methods to bring this about. High expectations and well-judged innovation, such as the provision of quality childcare, the breakfast club and other initiatives as part of the extended school project, have resulted in a professional and caring culture that gets the best out of staff, parents and pupils. Teachers are encouraged to take responsibility and react with enthusiasm and commitment. Their performance is monitored well and they benefit from interaction with other schools and access to well-targeted training. Subject leaders continuously seek to raise standards by planning effectively, resourcing topics well and working purposefully with colleagues. They now need to focus even more on outcomes achieved across all aspects of the school's work to strengthen whole school self-evaluation. The school ensures that all pupils are given the chance to take advantage of the education offered. Funds are employed to make the best educational use, guided by relevant priorities in the school development plan. Governors, led by a highly committed and knowledgeable chair, are perceptive and undertake their duties effectively.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making us feel so welcome when we visited your school. We very much enjoyed coming into your lessons and looking at your work. We especially enjoyed talking to many of you, and seeing you participate so well in your lessons and the many lunch-time activities. You are working very hard and show great interest in your work. You learn well and make good progress. It is obvious that you enjoy school and look forward to coming each day. We thought that you were extremely well behaved, very polite and very helpful to each other and visitors. We saw that you enjoy the interesting work your teachers give you, and the support that they provide in lessons to help you to do well. All the adults in school look after you very well and help you to feel safe and keep healthy. You really appreciate all the extra opportunities the school gives you, especially visits and clubs. We have seen the good way in which your headteacher, staff and school governors run the school. We enjoyed looking at the colourful displays around the school and we learned a lot from them about what you do in school and on visits. Your headteacher and teachers already know what they need to do in order to make your school even better. They know that they need to make sure that you understand your progress and targets in all subjects and that all subject leaders need to use this information to maintain the good standards and improve them further. Good luck to you all in the future.