



# Fawbert and Barnard's Primary School

Inspection Report

**Unique Reference Number** 115098  
**Local Authority** ESSEX  
**Inspection number** 290128  
**Inspection dates** 20–21 November 2006  
**Reporting inspector** Florence Olajide

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

<b>Type of school</b>	Primary	<b>School address</b>	London Road
<b>School category</b>	Voluntary controlled		Old Harlow
<b>Age range of pupils</b>	4–11		Essex CM17 0DA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01279 429427
<b>Number on roll (school)</b>	208	<b>Fax number</b>	01279 438216
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs Sandra Newens
		<b>Headteacher</b>	Mrs Pav Saunders
<b>Date of previous school inspection</b>	21 May 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 20–21 November 2006	<b>Inspection number</b> 290128
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This is a voluntary controlled undenominational school. It is slightly smaller than average and part of a consortium of schools within Harlow. Most of the pupils have a White British heritage and only a small proportion have a first language other than English. About one-tenth of the pupils are entitled to free school meals and the proportion with learning difficulties or disabilities is below average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. It promotes a welcoming and nurturing environment in which pupils are encouraged to achieve highly. All members of the school community work together to create a positive atmosphere.

Much of the teaching is good. This enables pupils to make good progress and achieve high standards by the end of Key Stage 2. In recent years, a high turnover of staff has had a negative impact on standards in Key Stage 1. Staffing is now more stable and the strong emphasis on professional development has led to an improvement in the quality of teaching, and higher standards. Nonetheless, some pupils of higher ability could do better.

The school provides a varied and interesting curriculum, which pupils enjoy. A particular strength of the curriculum is that it promotes highly mature and responsible attitudes among pupils and enables them to make a positive contribution to the school and wider community. Consequently, pupils' personal development is good.

The quality of provision and standards in the Foundation Stage are satisfactory. Pupils in this phase have access to a pleasant learning environment and an appropriate curriculum, which has been improved recently. However, some weaknesses remain in the quality of planning.

The school provides pupils with good pastoral care and academic guidance. Parents appreciate the way the school supports and guides pupils, helping them to make a smooth transition into and through the school.

Leadership and management are good. There are rigorous procedures for monitoring and evaluating the quality of teaching and learning, and for checking pupils' progress. This information is used effectively to identify appropriate priorities for improvement, which are sharply focused on raising standards. Although the recent turnover of staff has meant that senior leaders have had to manage a significantly higher workload, newer and less experienced members of staff are beginning to take on responsibility for subjects. The school has made good progress in addressing issues raised in the previous inspection. It provides good value for money and has good capacity to improve even further.

### What the school should do to improve further

- Raise the attainment of more able pupils and ensure that learning tasks are appropriately matched to their needs and abilities.
- Improve the quality of provision in Foundation Stage and ensure that outdoor activities extend and enhance learning.
- Develop the leadership skills of subject leaders who are new to their responsibilities.

## Achievement and standards

### Grade: 2

Achievement and standards are good. Pupils enter the Reception year with below average attainment. They generally make satisfactory progress and by the end of the Foundation Stage achieve standards that are slightly below national expectations. The school has taken effective action to reverse the more recent trend of underachievement in Key Stage 1 and the 2006 provisional national test results indicate that attainment is now average. Attainment at the end of Key Stage 2 is above average. Pupils, including those with learning difficulties and disabilities, and those who speak a first language other than English make good progress. Pupils' attainment in writing has improved since the last inspection and is now above average in Key Stage 1. The school is aware that some of the more able pupils do not achieve as well as might be expected, particularly in writing at Key Stage 2 and it has begun to take appropriate action to address this. The school sets and meets challenging targets and many pupils exceed their personal targets.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. They enjoy coming to school because of what one parent describes as 'a friendly and happy environment'. They are very welcoming, polite and confident. They have positive attitudes to learning and behave well in lessons. Pupils' spiritual, moral, social and cultural development is good. Assemblies make a good contribution to their spirituality and morality, providing opportunities for prayer and singing, which the pupils respond to with great gusto. Pupils are introduced to a wide range of cultures through themed activities and music. They develop a strong sense of responsibility, within the school, for instance as prefects or members of the school council. They make a positive contribution to the wider community through fund raising activities for charities.

Attendance is average, and the school, working closely with the educational welfare officer, makes every effort to discourage avoidable absence. Pupils feel secure in the school and follow safety protocols carefully, particularly in the playground. They have a good awareness of the need to stay healthy both through eating and regular exercise. Pupils' basic skills are good and this prepares them well for the next stage in their learning.

## Quality of provision

### Teaching and learning

#### Grade: 2

The quality of teaching and learning is good overall although some teaching is only satisfactory. Since the last inspection, teachers have developed clearer expectations of what pupils need to learn and they share these with them. They use practical

activities to demonstrate concepts in an interesting manner and they use information and communication technology (ICT) very well to motivate pupils. They assess pupils regularly and monitor how well they are doing. Teachers have positive relationships with pupils and they manage the lively behaviour of a small minority of pupils well. Pupils show interest in their lessons and respond positively to good teaching. Where teaching is only satisfactory, this is often because independent activities are either not suitably matched to the needs of pupils, particularly those who are more able, or they do not sufficiently extend pupils' understanding of concepts. Consequently, this slows their progress. In addition, teachers do not always use questioning effectively to stretch the more able pupils. Teaching assistants provide pupils with good support by explaining concepts, asking appropriate questions and reinforcing good behaviour.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good and the school has achieved the Basic Skills Quality Mark and the Active Mark for sporting activities. The school makes good use of national guidance in teaching English and mathematics and develops pupils' skills in ICT well. It provides French and swimming lessons to all pupils in Years 3 to 6, most of whom are able to swim 25 metres by the end of Key Stage 2. There is a comprehensive programme of personal, social, health and citizenship education and themed weeks enable pupils to explore various subjects in greater depth. In the Foundation Stage, planning in the six areas of learning is thorough. However, the school has not paid sufficient attention to planning for the effective use of the outdoor areas to extend and enhance pupils' learning.

The curriculum is enriched by strong links with the local community, including local businesses, schools and the church. The school works with other agencies such as the police and an after-school-care provider to increase learning opportunities for pupils. Pupils enjoy the many after school clubs, including sport, music and gardening. They undertake visits including a residential one, and these, together with talks from interesting visitors to the school, broaden their horizons further.

## **Care, guidance and support**

### **Grade: 2**

The school cares for and supports pupils well. It carries out the necessary checks on adults working with pupils, as well as thorough risk assessments on any school activities. It keeps detailed records of incidents occurring in school. Pupils say that they feel safe in school, and know there is someone they can turn to if they are in difficulty. Pupils' academic progress is monitored carefully. They are set achievable targets and know what steps they need to take to meet them. The school has introduced a new marking system and most teachers give pupils useful feedback on what and how to improve. Pupils new to the school receive a very good introduction through a 'buddy' system, where they are paired with older pupils. Pupils in Year 6 are prepared well for the transition to secondary school. There is good support for pupils with learning difficulties

and disabilities, and those who speak a first language other than English, both within the school and through outside agencies.

## **Leadership and management**

### **Grade: 2**

The headteacher, senior leadership team and governors provide the school with good leadership and management. Leaders have a very clear knowledge of the school's strengths and weaknesses, which is firmly rooted in a thorough understanding of its performance data. There are robust systems for tracking pupils' progress and the school effectively targets resources at eliminating any underachievement. Rigorous monitoring of the quality of teaching and learning, combined with a strong emphasis on professional development, has led to improvements in the quality of teaching. Governors have a strong awareness of the quality of the school's work and play an active role in ensuring its effectiveness. Staffing issues have created financial challenges, which the school has managed successfully. However, as a result of the staffing changes, many subject leaders are new to their role and are only just beginning to develop effective leadership practice.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

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

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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

22 November 2006

Dear Pupils,

Fawbert and Barnard's Primary School, London Road, Old Harlow, Essex, CM17 0DA

Thank you for the very warm welcome you gave us when we visited your school. We really enjoyed talking to you and listening to your views. Your school is good and we were impressed with the way all the adults and pupils work together to make it a happy place. We were also pleased that you behave well and work hard.

We particularly liked the following things about your school:

- The teaching is good and helps you to do well in your work.
- The adults regularly check how well you are doing and they give you useful ideas on how to improve your work.
- You make a good contribution to making the school a happy place by taking your responsibilities seriously, and by supporting and helping each other.
- You enjoy your work and the many interesting clubs and activities on offer.

To make your school even better we have asked your teachers to:

- Make sure that your work is just right for you, so that all of you, particularly those of you who are able to work a little bit harder, achieve even better.
- Help the younger pupils in the Reception class to use the outdoor areas better when learning.

Your headteacher, the staff and other adults take good care of you. They work hard to make your school a good place to be and we know that your parents support them in this. We hope that you and your parents will continue to encourage them, for example by making sure your attendance is good.

We wish you all the best for the future.

Florence Olajide

Lead inspector (on behalf of the inspectors)