

Baden-Powell School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 100255 |
| Local Authority | Hackney |
| Inspection number | 307340 |
| Inspection dates | 12–13 June 2008 |
| Reporting inspector | John Horwood |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 236 |
| Appropriate authority | The governing body |
| Chair | Mr Peter Passam |
| Headteacher | Mrs Sandra Delapenha-Chin |
| Date of previous school inspection | 15 September 2003 |
| School address | Ferron Road London E5 8DN |
| Telephone number | 020 8985 6176 |
| Fax number | 020 8525 1816 |

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size and popular inner city primary school in the London district of Hackney. The majority of pupils are from African and Caribbean backgrounds. About two thirds of pupils have home languages other than English and about one in four are at an early stage of learning English. The numbers of pupils eligible for free school meals and of those who receive support for their learning difficulties or disabilities are above average. The numbers of pupils who join the school other than at the start of Year 1 or through the Foundation Stage is close to the national average. Those who join the school in the higher year groups are mainly new to the country and have limited knowledge of the English language. The school has achieved Healthy School status and been awarded the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school where pupils make good progress in both their academic and personal skills. A parent commented 'The school goes from strength to strength'. Since the last inspection, there have been many changes in staff at all levels. The priorities of the school are clear; and there is a determined effort to raise standards whilst developing every pupil to their maximum potential. To achieve this, the leadership team has recognised the need to establish a more stable teaching staff in the school. A decision was made to appoint a number of newly qualified teachers and help them develop their teaching skills. Good support has been provided and, although teaching is currently only satisfactory, there are many good points developing as a result of the effective monitoring of teaching that is being carried out. Good systems, including a robust assessment scheme, are in place but not all teachers have yet had sufficient time to acquire the skills to use these fully and so the impact on raising standards is limited. The school has demonstrated a good capacity to improve further.

Pupils' achievement is good. Children enter the Foundation Stage with skills that are generally well below the expected levels for their age and make satisfactory progress. From Year 1 onwards pupils make good progress overall and reach broadly average standards by the end of Year 6. There are no significant differences between the progress made over time by any group of pupils. Those with learning difficulties and/or disabilities and those with English as an additional language all make good progress because of the extra support they receive to address their specific needs.

Pupils make good progress in their learning. Teaching is currently sound and improving. The impact of the support that pupils get, both in lessons and through extra activities such as booster classes, is good and ensures that they learn well. In the good lessons, assessment data is used well to set work appropriate to the needs of each pupil. Where teachers are less experienced, they do not use the available data well enough to plan their lessons, to cater for the wide ability range in the class. Behaviour is good in most lessons but, in a small minority, work is not sufficiently challenging for all pupils and some become restless. The leadership team are giving high priority to ensuring the consistency of the quality of teaching across the school in order to raise standards. However, not enough has yet been done to share existing good practice between teachers. Most pupils know their targets and the marking is generally good in helping pupils understand how to move to the next stage of their learning. Academic guidance overall is good. The current curriculum is sufficiently broad and meets requirements. A good range of well-supported extra-curricular activities enriches it.

Good systems are in place to ensure the safety and care of pupils. Good links with external agencies ensure that vulnerable pupils are supported well. Adults provide good support for pupils' personal development, which is good throughout the school. Relationships are very good at creating an harmonious multi-cultural environment. Pupils develop good personal qualities and feel safe and well cared for. Pupils are happy at school, and they like the good range of clubs, visits and visitors. They say they enjoy school and this is supported by the good attendance figures.

Pupils willingly take on responsibilities within school. Their contribution to the community is outstanding. In addition to supporting the school community through the school council and being involved in recruitment interviews, they are actively involved with the wider community through sports and arts. Pupils have a good understanding of what they have to do to adopt

healthy lifestyles and they make sensible choices about food. Pupils acquire good personal skills these along with their broadly average academic standards prepare them well for their next stage of education.

Effectiveness of the Foundation Stage

Grade: 3

Children settle quickly into the friendly welcoming environment where they are well looked after. Parents feel very welcome when they bring their children to school and they like the way the staff visit each child at home before they start school. Tracking and assessment systems are securely in place. Although the initial assessments of children's abilities identify their immediate needs, they do not correctly identify children's skills relative to national expectations because they do not sufficiently take into account the school's contextual factors. Improvements since the last inspection have resulted in children having access to a good and enriched curriculum. They have their own space to initiate their own learning and have opportunities to explore and further develop their skills in a safe and secure outdoor area. Progress overall in the Foundation Stage is satisfactory, although it is good in personal, social and emotional development. It is limited because children have a limited knowledge of the English language when they join the school. Leadership and management of the Foundation Stage are satisfactory.

What the school should do to improve further

- Ensure that teachers' planning consistently uses the comprehensive assessment data available so that pupils' work is sufficiently challenging and tailored to individual needs.
- Carry out an accurate and reliable assessment of pupils' abilities when they join the school, in particular to recognise the impact of the limited knowledge of the English language that many have.
- Share best practice in teaching.

Achievement and standards

Grade: 2

Attainment on entry is well below expected levels mainly because of the complex needs of the pupils, many of whom have a combination of learning difficulties and limited knowledge of the English language. They make satisfactory progress over time in the Foundation Stage but in many areas of their development are still below average by the time they enter Year 1. They make good progress as they move from Y1 to Y6 and leave Y6 with broadly average standards in all subjects. All groups of pupils make similar progress within the lessons because of the support provided. Many pupils speak English as an additional language or have been identified as finding learning difficult. All these pupils make similar progress to others because they receive good support in lessons.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good overall. The cultural understanding within the school community is very good with all pupils getting on well together. Only very occasionally do racial incidents occur and, whilst these are not of a deliberate nature, pupils say that they are dealt with appropriately. There is clear mutual respect between adults and pupils as well as between pupils. Behaviour in lessons is good ensuring that all pupils can learn in a safe and happy environment. Around the school, movement and play are orderly and

pupils say bullying is rare but dealt with well. Whilst several parents have concerns about the behaviour of a small group of pupils, the school is well aware of this and the action they have taken to resolve it is having an impact, but has yet to be resolved to parents' satisfaction. Pupils' enjoyment at being part of the school community is good and they make an outstanding contribution to the school and the wider community. Although pupils' basic skills are only satisfactory, their good achievement and personal development mean they are well placed for life within the local community.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good because the leadership team is ensuring that, whilst the skills of the relatively inexperienced teachers are developing, pupils receive extra support either in class or through intervention strategies. This ensures that learners make good progress in Key Stage 1 and 2. Teachers are being helped to develop their skills through an effective programme of lesson observations. This is having a positive impact so that the majority of lessons now have good or outstanding features. These features have yet to be shared with all teachers to improve the consistency of teaching across the school. At present, not all teachers use the assessment data sufficiently to plan their lessons to ensure that work is always matched to pupils' needs and is sufficiently challenging.

Curriculum and other activities

Grade: 2

The curriculum, which already fully meets requirements, is being developed to be more relevant to the pupils and enable them to make more progress. In addition to the content that is already ensuring good personal development, much of the work is becoming 'topic based' rather than being taught through discrete subjects. This more creative approach to the curriculum is beginning to have a positive impact on pupils' progress. The school benefits from very good facilities for the arts, especially drama and music. The provision for information and communication technology is improving. Good use is made of specialist teachers, for example in art, to increase the quality of the provision. There is a very good range of well-attended extra-curricular activities which enhance the curriculum.

Care, guidance and support

Grade: 2

There is strong pastoral support ensuring that pupils can develop their academic and personal skills whilst feeling safe and secure. Careful attention is paid to health and safety with risk assessments carried out for all activities. Child Protection procedures are clear. The needs of vulnerable pupils, including those with learning difficulties, are assessed and regularly reviewed to ensure appropriate support is provided. The senior leadership team has developed a comprehensive system to monitor the progress of pupils although there has been insufficient time for it to have become fully used in all classes to plan lessons to ensure all pupils are set appropriate work. Where teachers have developed the skills to use it there is already a marked impact on the progress of that group of pupils. Target setting is established in all classes but the effectiveness of these targets varies with the skill of the teacher at setting them. All aspects

of the use of data are improving. Classes have at least one dedicated teaching assistant and the good relationships ensure that all pupils get good daily support and guidance.

Leadership and management

Grade: 2

The headteacher and her deputy have a united vision of improving the school by establishing a capable and stable teaching staff. They are achieving this by providing good facilities and professional development for teachers in an environment where there is mutual respect. They have developed an extended leadership team to ensure their skills are used effectively. An example of this is the appointment of a business manager to handle the increasing financial activity of the school, allowing academic staff to concentrate on raising standards. Middle managers are developing their monitoring and evaluation role well as they become more experienced. Governors carry out their duties satisfactorily. Self-evaluation of the school is good. The leadership team know which areas they have to improve and have good strategies to achieve improvement.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the Foundation Stage | 3 |
| The capacity to make any necessary improvements | 2 |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| 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

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

The quality of provision

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

¹ 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.

Annex A

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 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 leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 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 | 3 |
| 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

25 June 2008

Dear Pupils

Inspection of Baden-Powell School, London, E5 8DN

Thank you for making us so welcome at your school. We enjoyed being at your school, meeting with you and your teachers as well as talking to you during the day. Yours is a good school which has many strengths including:

- you have a good leadership and management team who are determined to help you do well
- you make good progress at school and attain broadly average standards by the time you leave school
- the school monitors your progress and ensures that you get the help you need
- there is mutual respect and trust between you and the adults
- you behave well and enjoy being part of the school community
- you provide an outstanding contribution to the school and the wider community through such things as sport and drama activities as well as charity fundraising and involvement in environmental projects
- you enjoy the opportunities for extra-curricular activities
- you understand the importance of healthy lifestyles and know how to stay safe
- you are proud of your school and enjoy your learning.

In order to help the school improve and become even better, we have asked the school to:

- make sure that they use their records of your progress to plan lessons so that the work you are given is matched to your needs; so that you have sufficient challenge to enable you to achieve higher standards
- share the best things that teachers do in their lessons with each other to improve the consistency of the quality of teaching
- make sure that when pupils join the school, teachers know exactly how good their skills are.

We wish each one of you every success and happiness in your future education.

Yours sincerely,

John Horwood

Lead Inspector