

Sir Francis Drake Primary School

Inspection report

Unique Reference Number	100712
Local Authority	Lewisham
Inspection number	335587
Inspection dates	27–28 April 2010
Reporting inspector	JACQUELINE MARSHALL

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Kate Canniffe
Headteacher	Christine Barnes
Date of previous school inspection	20 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 10 lessons, observing eight teachers, and held meetings with groups of pupils, staff, school leaders and governors. Although they did not meet with parents and carers, they evaluated 44 parent and carer questionnaires in addition to 108 questionnaires from pupils. They looked at documents including school policies, pupils' progress data, attendance figures and school development planning, as well as pupils' work.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of the school's strategies for improving the learning and progress of all pupils, particularly for higher achieving pupils, especially in English, and for boys
- the extent to which staff use assessment to support and challenge pupils' learning and raise attainment
- the quality of the school's work in promoting community cohesion, particularly in fostering links with other institutions, nationally and internationally.

Information about the school

Sir Francis Drake is an average-sized primary school. The majority of pupils are from Black British families. The proportion of pupils with special educational needs and/or disabilities is higher than average. The range of barriers to learning includes moderate and severe learning difficulties, speech, language and communication issues and behavioural, emotional and social needs. Over half the pupils speak English as an additional language, with the majority of these at the early stages of learning English. The school currently has an acting deputy headteacher and two other senior leaders and the assistant headteacher are on maternity leave.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. It has several outstanding features. Since the last inspection, it has worked hard to maintain the tremendously high level of care, guidance and support it provides whilst ensuring that all pupils achieve well in their learning and develop extremely well as individuals. Pupils benefit from exceptionally good relationships with all staff and display enormous enthusiasm for learning. Their behaviour is exemplary both in lessons and at play, where they show considerable support for one another regardless of age, gender or ethnicity. Because of the school's very strong focus on its pastoral care, pupils contribute extremely well to school and wider community. This is demonstrated well through their considerable involvement in how the school is run, participating enthusiastically in regular whole-school debates as well as class and school councils. They are rightly proud of the improvements that have happened because of their ideas, such as developing the quiet area in the playground and being instrumental in changing the school lunch providers. Not only do pupils feel they have a voice, but parents and carers do too as a result of the outstanding partnership the school has fostered with them. This has led to very successful events such as the 'Out of Africa' day which contribute greatly to the pupils' considerable enjoyment in school.

Pupils achieve well because teaching is good and at times better; they progress well in lessons that are lively and interesting. In this caring school, all staff know pupils' abilities well because teachers regularly check how well pupils are doing and are effective in sharing this information with them and their parents and carers. Pupils with special educational needs and/or disabilities make exceptional progress. This is because of the highly effective checks regularly made on their progress and the considerable skill with which the school adapts and targets the well-focused support it gives them as a result. Across the school, day-to-day assessment is effective and teachers' marking is good overall. However, opportunities are sometimes missed to link the comments made in teachers' marking closely enough to pupils' individual targets, so that pupils know just what they need to do next to improve their work. Whilst attainment is broadly average, the headteacher and key leaders, effectively supported by governors and staff, are leading the school's successful push to use assessment more rigorously in order to improve achievement further. The systems have been effectively introduced and are beginning to be used across the school to tighten planning further and ensure lessons match pupils' abilities and their next steps in their learning. These improvements, together with leaders' accurate self-evaluation and actions to maintain the high levels of pastoral care seen at the time of the last inspection, show that the school's capacity for further improvements is good.

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What does the school need to do to improve further?

- Raise attainment in all subjects by:
 - refining the use of recently introduced assessment systems
 - building on the best practice already seen in some classes to ensure that targets and lessons always challenge and engage pupils to achieve their best.
- Accelerate pupils' progress by developing teachers' use of marking so pupils understand exactly what to do to improve their work and know the next steps in their learning.

Outcomes for individuals and groups of pupils

1

Across the school, pupils achieve extremely well in their personal and social development. Outstanding attendance reflects the pupils' enormous enthusiasm for school and learning. Their keenness to attend school and their ability to work really well as a team are key factors in pupils' particularly strong development of workplace skills. Their understanding of how to stay safe and lead a healthy lifestyle is excellent. This is demonstrated well through their high take-up of physical activity, whether cycling to school, participating in the many available clubs and sporting activities, or making the most of the opportunities to exercise at playtimes. Pupils of all ages talk confidently about the benefits this can bring and are quick to praise the healthy choices they can make for their school lunches, encouraging the inspectors to try them for themselves. Pupils have exceptional moral and social skills and their spiritual and cultural awareness is excellent. They are extremely considerate of each other, valuing and celebrating each other's differences. This helps to make the school a very safe and welcoming place. Pupils achieve well academically. They are clear about their learning and, in the best lessons observed, talked with confidence about their learning and shared their ideas willingly with one another. During a literacy session, pupils in Year 5 were able to discuss with their partners and the class the key features in a piece of writing and how these had been used for good effect. Pupils of all ages talk eagerly about what they have been learning and know they have learning targets. The trend in attainment in the Year 6 national tests over the last three years has been broadly average. Over time, pupils make good progress from starting points that are below the typically expected levels as they enter the school in the Early Years Foundation Stage. In some classes and for some groups of pupils, progress is accelerated. As part of a whole-school focus on improving the quality of assessment, the school is ensuring that different groups, such as boys in literacy, are targeted to enable them to make the same progress as other groups of pupils. Progress for pupils at the early stages of learning English matches the good progress seen across the school.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is good in all stages of the school, with examples of outstanding practice. The key features of this are: the extremely good relationships adults have with children; the effective use of the many additional adults both in class and in leading small groups; and the consistently good use of 'talk partners' to allow pupils to try out and share ideas. Together, they contribute to helping pupils develop their very positive attitudes to learning. In a Year 6 lesson, pupils enthusiastically drew on their previous learning to create and refine metaphors and similes from a Japanese picture. They worked extremely well together in pairs to create and improve their work and evaluated each other's work thoughtfully. Similarly, in a Year 3 English lesson, pupils were transfixed as the teacher 'became' the eagle from a book they were reading. Through highly effective role play, the teacher was able to challenge all pupils, asking them questions in character to draw out their understanding of the text and different characters' emotions successfully. Assessment is thorough and is used increasingly effectively to chart pupils' progress and to plan the next steps in their learning. During lessons, adults discuss regularly with pupils just how they can improve their work. In pupils' books where marking is best, pupils understand the next small steps needed to improve their learning and achieve their targets and, as a result, progress is accelerated.

The curriculum is successful in building pupils' basic skills in English, mathematics and information and communication technology. Teachers plan effectively to ensure the

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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curriculum is adapted well, so that lessons target groups of pupils of different abilities, providing appropriate tasks, including for those at the early stages of learning English, whilst stretching the most able. Creative links between subjects are increasingly being made to help to stimulate pupils' interest and are providing further opportunities to challenge and stretch their learning. Along with the rich and varied range of visits and visitors who share their expertise with pupils, these creative links support pupils' very positive attitudes effectively. The programme of out-of-school activities for pupils is strong. Clubs promote pupils' positive relationships very effectively and encourage healthy lifestyles, examples being the 'African gardening in a sack' and the project to encourage vegetable seeds and plants to be grown at home and in the community. Pupils' welfare and personal, social and health needs are catered for extremely well because the school works exceptionally closely with parents and carers, as well as with outside agencies where needed.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, supported well by governors, staff and key leaders, provides a clear vision for how the school can move forward. There is a positive spirit and a real team atmosphere of 'can do' amongst the staff. They have risen well to the challenge of taking on additional responsibilities whilst there are leadership vacancies and ensuring that outcomes for pupils are not compromised in any way. As part of the school's development planning, leaders at all levels are involved in analysing the school's results and checking teaching to see where it is most effective and where improvements are needed, though some are relatively new to their posts. As a result, the leadership team have a clear understanding of the school's overall strengths and weaknesses. Governors, too, are instrumental in checking how well the school is doing and have played a key role in supporting the headteacher while many senior leaders are absent. The work of the school's leaders and staff extends beyond the school. As part of the London Challenge, the school has shared its expertise very effectively with other schools in challenging situations and helped to improve their effectiveness.

At the time of the inspection, leaders at all levels and indeed all staff play their part in ensuring that safeguarding procedures are extremely effective, as well as supporting the school's sharp focus on pastoral care. The school's promotion of equality and diversity is excellent; staff ensure that there is no discrimination between groups, so that all have

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the opportunities to flourish individually and achieve well. They have been particularly effective in promoting community cohesion at school and local levels and are currently developing and strengthening links with other schools in the United Kingdom and further afield. Consequently this aspect of their work is good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with levels of skills and understanding that are below those typically expected for their age, particularly in their communication, language and literacy and personal, social and emotional skills. They grow quickly in confidence, becoming keen explorers and learners by the time they enter Year 1. Children are making good progress, especially in those areas where their skills are weaker, but still enter Year 1 with below average attainment. The curriculum is adapted effectively to engage learners. Much has been done in the limited space available to develop the outdoor learning environment, in order to provide rich and stimulating surroundings. Although the area was cramped, those children using it learnt well as they were encouraged to take on the roles of dragons, princesses and knights in their cardboard 'castle'. Staff are planning to develop this area further to provide greater opportunities for the children to build on their knowledge and understanding of the world in particular. Teaching is good and the children learn well from the quality interventions they receive as they play. A group of children talked animatedly about numbers as they shared jam tarts between the king and queen and recorded their answers as a result of an adult's effective questioning. Staff work very well with parents and carers to ensure there are really good levels of communication and the children get

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off to a good start. The class teacher works well with senior leaders to ensure the whole Early Years Foundation Stage team use assessment effectively to promote learning and are able to demonstrate the good gains that children make in all areas of learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The vast majority of parents' and carers' questionnaires were positive and most of the written comments expressed considerable satisfaction with the school. They commended the caring attitude of the school, its support for pupils, how much their children enjoy school and their satisfaction with the help they received for their children's learning. Typical comments included: 'I feel listened to and supported', 'My child has always enjoyed going to school' and 'It is a very friendly school'.

A very small minority of parents and carers reported concerns over the progress their child was making. Inspection evidence showed that, while pupils do progress at different rates, progress for pupils overall was good and additional support was given quickly to any pupils when needed. A very few parents and carers recorded concerns about other issues, including parents' evenings, pupils' safety and how well the school is led. The inspection found no evidence to support these concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sir Francis Drake Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 44 completed questionnaires by the end of the on-site inspection. In total, there are 204 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	66	14	32	0	0	1	2
The school keeps my child safe	31	70	12	27	1	2	0	0
The school informs me about my child's progress	29	66	15	34	0	0	0	0
My child is making enough progress at this school	27	61	14	32	2	5	0	0
The teaching is good at this school	25	57	18	41	0	0	0	0
The school helps me to support my child's learning	25	57	19	43	0	0	0	0
The school helps my child to have a healthy lifestyle	20	45	22	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	34	24	55	1	2	0	0
The school meets my child's particular needs	18	41	21	48	1	2	0	0
The school deals effectively with unacceptable behaviour	22	50	20	45	0	0	0	0
The school takes account of my suggestions and concerns	17	39	25	57	0	0	0	0
The school is led and managed effectively	25	57	17	39	1	2	0	0
Overall, I am happy with my child's experience at this school	30	68	12	27	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 April 2010

Dear Pupils

Inspection of Sir Francis Drake Primary School, London SE8 5AE

Thank you for talking to us and showing us your work when we visited your school. We were pleased to hear how tremendously you enjoy coming to school and that your teachers plan lots of interesting things for you to do and get involved in. You get on extremely well with one another and your behaviour around school is first-rate. You have an excellent understanding of how to be safe and lead a healthy lifestyle. We agree that there are lots of interesting clubs and activities to get involved in and can see why you take so seriously the chance to have your say in how to improve your school. We understand why you think the adults do lots to help make you feel really safe and cared for.

Your school is good. The curriculum planned for you meets your needs. Teachers help you to make good progress in your work and some of you do even better. The leaders in your school run it well. They know just what needs to be done to make your school better. In order to help you make even faster progress, we have asked the adults at your school to do two things:

- make better use of assessment so that you are always challenged to do your best
- make sure you know just what to do next to improve your work through marking and targets.

You can help by always following the advice teachers give you on how to improve your work. Thank you for helping us with our work.

Yours sincerely

Jacqueline Marshall

Lead inspector (on behalf of the inspection team)

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