

# Handsworth Primary School

Handsworth Avenue, Highams Park, London, E4 9PJ

**Inspection dates** 3–4 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well throughout the school. Achievement in reading is outstanding across the whole school.
- Pupils achieve well because teaching is good overall. Teaching in Key Stage 2 is outstanding.
- Pupils' behaviour is good. Pupils behave well both in and out of lessons. This is as a result of the importance the school places on fostering good relationships.
- Almost all parents confirm they would recommend the school to others. They agree their children are happy at school.
- Safety is outstanding. Pupils have an excellent understanding of how to stay safe. They say they feel safe at the school, a view that is supported by the vast majority of parents.
- Leaders and managers, including governors, carry out regular and careful checks on how well pupils are doing. Senior leaders observe lessons to check on the quality of teaching and learning. They give good, constructive advice to help teachers improve.

### It is not yet an outstanding school because:

- Occasionally, when the work teachers plan is too hard or too easy, pupils lose their concentration and their progress in learning slows.
- Middle leaders' understanding about achievement information is underdeveloped. This limits their impact on the school's overall effectiveness.

## Information about this inspection

- Inspectors observed in all classes. They visited 24 lessons which included parts of lessons, 11 of which were joint observations with either the headteacher or deputy headteacher. They made a number of short visits to school clubs and assemblies.
- They held discussions with leaders and managers, staff and pupils and members of the governing body. A meeting took place with a representative from the local authority.
- Inspectors met informally with parents and carers at the beginning of the school day. They took account of the 143 responses to the online questionnaire, Parent View, as well as one individual communication.
- The inspection team scrutinised a number of the school's documents, including current information about pupils' progress, checks on its own effectiveness and the development plan. They also looked at records of how additional funding is spent and its impact on pupils' learning, records relating to behaviour and attendance, and at safeguarding documents.
- Inspectors looked at pupils' work and listened to pupils read.
- The inspectors analysed 42 questionnaire responses from staff.

## Inspection team

Gay Whent, Lead inspector	Additional Inspector
Stephanie Rogers	Additional Inspector
Cliff Mainey	Additional Inspector

## Full report

### Information about this school

- Handsworth Primary School is larger than the average-sized primary school.
- The headteacher and deputy headteacher were appointed since the last inspection.
- The proportion of disabled pupils and those who have special educational needs supported at school action is in line with the national average. The proportion supported at school action plus or with a statement of special educational needs is just above the national average. These pupils have a variety of barriers to learning, including behavioural, emotional and social difficulties and speech, language and communication difficulties. A small number of pupils with visual impairments attend the school.
- The proportion of pupils from minority ethnic groups is above average. At the time of the inspection, 24 groups are represented in the school.
- The proportion of pupils supported by the pupil premium is below that found in most schools. This is additional government funding provided to give extra support to those pupils known to be eligible for free school meals and to children who are looked after.
- The headteacher is a local leader of education and has supported two local schools.
- The school has gained a number of national awards, including one recognising governance.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise achievement and improve the quality of teaching to outstanding by making sure that :
  - all teachers plan work more consistently with appropriate levels of challenge, so that pupils' attention and interest are maintained throughout their learning.
  - middle leaders develop their skills in checking the progress of pupils, identifying those who need extra help and guidance, and are fully accountable for their progress.

## Inspection judgements

### The achievement of pupils

is good

- Achievement in the Early Years Foundation Stage is good. Most children start school with the skills and abilities expected for their age. They make good progress because of consistently good teaching in Nursery and Reception. They enjoy purposeful activities that support their learning well. This helps to prepare children well for the beginning of Key Stage 1.
- Attainment in reading, writing and mathematics by the end of Key Stage 1 is above average. Current information on pupils' progress for this key stage, together with evidence in pupils' books, shows that progress has been good overall throughout this school year.
- Pupils achieve particularly well in reading. They are enthusiastic and read widely. Younger pupils make rapid gains because they practise reading very regularly and build up fluency in their reading. Older pupils talk enthusiastically about the books they read and their favourite authors. They enjoy reading fiction as much as non-fiction.
- Rates of pupils' progress in writing and mathematics have not been as rapid over recent years. This is one reason why achievement is good and not outstanding. The school's current information on pupils' achievement this year, together with work in pupils' books, shows improving rates of progress in both writing and mathematics.
- Challenging tasks for the most able pupils in Year 6 this year are helping them to reach the highest levels in their work. Occasionally, in other year groups, work is not set at the right level of difficulty for pupils' abilities, including the most able. When this happens, progress is not as brisk.
- The school works hard at encouraging good working relationships so that pupils of all backgrounds make good progress. This is evident in lessons and around the school where pupils work and play together harmoniously.
- Pupils eligible for additional funding made very good progress in their writing compared to other pupils by the end of Year 6 in 2013. The school successfully reduced the gap in attainment between eligible pupils and the others. By accurately identifying their needs in reading and mathematics, staff helped them to catch up with the others. Teachers use effective approaches to boost their learning. The school's information on pupils' achievement shows that those who are eligible for additional funding are currently making good progress. Most disabled pupils and those who have special educational needs, including those with visual impairment, achieve well. Teachers set them work at the right level of difficulty and provide effective additional support and guidance.

### The quality of teaching

is good

- Overall, the quality of teaching is good. Teaching in Key Stage 2 is outstanding. Pupils achieve well when teachers engage their interests, build on their previous learning and give them time to practise and apply what they have learnt. On a few occasions, teaching is not matched as precisely to pupils' abilities or teachers do not maintain pupils' interest in their learning well enough. Consequently, their progress is slower. This is why teaching is not outstanding.
- Pupils in Year 3 were observed enthusiastically investigating hot and cold places around the world. They set up the resources they needed quickly and no time was lost in searching for Brazil in an atlas. They used what they knew already to work out that the climate there 'may be very hot, because it is near to the Equator'.
- Teachers are improving the quality of their written feedback when marking pupils' work. This helps pupils to understand how they might improve. Teachers increasingly encourage pupils to respond to their comments and suggestions by giving them time to do this. This has been a key factor in raising achievement in writing.
- Teachers and their teaching assistants work together in effective teams. Many teaching assistants have extremely good working relationships with pupils. They quietly ensure that disabled pupils and those with special educational needs are helped to participate fully in lessons. They explain what they need to do and ask questions to help their understanding. As a result, pupils achieve well.
- The impact of questioning on learning has been a focus for the school. Adults check pupils' understanding by giving pupils time to think about their responses and encouraging them to explain their views. Teachers are quick to ask pupils to explain their answers in order to support or extend pupils' learning further.

## The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils behave well and are enthusiastic, friendly and lively learners. They say they enjoy their learning. Almost all parents and carers agree that their child is happy at school.
- Parents, staff and governors agree that behaviour is typically good. Behaviour is not yet outstanding, because when pupils are not given enough challenge their concentration waivers and their learning slows. Pupils agree that occasionally teachers have to stop lessons because pupils call out or their attention wanders.
- Working relationships between pupils and between pupils and adults are a real strength of the school. This is seen in assemblies, for example, where behaviour is impeccable.
- The school's work to keep pupils safe and secure is outstanding. Pupils who spoke to inspectors said that they feel very safe in school. They readily explained exactly what to do in the event of an emergency such as a fire.
- The vast majority of parents and carers spoken to and who responded to the online questionnaire agree that their children feel safe. One adult waiting for children at the end of the school day emphasised that Handsworth 'is a lovely, caring, nurturing school'.
- Older pupils know exactly what bullying is and can explain it well as 'hurting people inside'. They know that falling out is not bullying. They are aware of the different forms bullying can take, including name calling and cyber bullying. Pupils are well briefed on how to stay safe on the internet, both at home and at school. Older pupils say that they were taught this from an early age. They are confident that adults will sort things out if they have any problems.
- Attendance is above average. The school has a no-nonsense approach to both absence and punctuality, which is followed rigorously and is extremely effective.

## The leadership and management are good

- The headteacher and senior leaders are well respected role models. All staff agree that the school is well led and managed. Leaders and managers are clear in their aims to keep pupils safe and help them to learn well. There are regular, careful checks on how well pupils are doing and senior leaders manage the development of teaching effectively. Leaders and managers are clear in their aims to keep pupils safe and help them to learn well.
- The school's check on its own effectiveness is thorough. Priorities for improvement are accurate and rightly interwoven into improving results for pupils through high-quality teaching and learning.
- The school provides an interesting and varied range of in-school and after-school activities, including chess and Latin. Pupils' spiritual, moral, social and emotional development is good. Pupils of all ages are encouraged to explore the answers to a wide range of thought-provoking questions. These range from, 'Would you rather be a child or a grown up?' to, 'Is the world a better place without TV?' These help pupils to develop into reflective, thoughtful and caring young people.
- Teachers' targets for improving pupils' progress reflect the current school priorities. An effective programme of training is provided to improve teachers' skills, knowledge and understanding.
- The school has a wealth of information to check pupils' progress. This is used by senior leaders effectively to identify groups who may not be doing well enough. Middle leaders do not use information about the progress pupils make to secure lasting improvements within their areas of responsibility.
- The school is using the new primary school sport funding so that more pupils participate in a much wider range of sporting activities. Pupils' skills in sport are increasing as a result of the school's focus on building on success. The school's action plan is focused on raising standards by improving teachers' skills and confidence in teaching a variety of sports.
- All leaders, including middle leaders, ensure that all pupils have equal opportunities to succeed and that there is no discrimination. Pupils are well prepared for the next stage in their education.
- Parents are full of praise for the school, including for the support they receive from the office staff who are 'always so helpful and polite'.
- Safeguarding arrangements meet requirements and pupils are kept very safe.
- The local authority recognises strengths in leadership so provides light touch support for this good school.
- **The governance of the school:**
  - Governors bring an outstanding range of expertise to the school. They provide good challenge and strong support to leaders. Their challenge has ensured that effective learning takes place, both inside and outside lessons. They have a good understanding of the school's information regarding

performance and how the school compares to schools nationally. Evidence of their clear support and challenge is shown in minutes of their meetings, and also through the national award the governing body has received. Governors are knowledgeable about the quality of teaching and are aware of how any underperformance is being tackled. They check the performance of teachers and ensure that it is used to reward good teaching. All governors have identified links with the school development plan and are closely involved in checking its effectiveness.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering results that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering results that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	103059
<b>Local authority</b>	Waltham Forest
<b>Inspection number</b>	431312

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	475
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mary Wilson
<b>Headteacher</b>	Jill Augustin
<b>Date of previous school inspection</b>	26 February 2009
<b>Telephone number</b>	020 8527 5991
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