

# Kidbrooke Park Primary School

## Inspection report

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<b>Unique Reference Number</b>	100136
<b>Local Authority</b>	Greenwich
<b>Inspection number</b>	354802
<b>Inspection dates</b>	6–7 October 2010
<b>Reporting inspector</b>	Kathryn Taylor

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

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<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>	289
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Hann
<b>Headteacher</b>	Janice MacLeod
<b>Date of previous school inspection</b>	29 November 2007
<b>School address</b>	Hargood Road London SE3 8HS
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## Introduction

This inspection was carried out by three additional inspectors. They observed 21 lessons or parts of lessons taught by 13 teachers. They held meetings with pupils, governors and staff, and spoke to parents and carers bringing their children to school. Inspectors looked at a number of documents, including attendance data, pupils' work, local authority reports, curricular documents and safeguarding information. They analysed questionnaires received from 94 parents and carers as well as those completed by staff and pupils.

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

- How well the teaching and interventions are helping to address weaknesses in pupils' attainments, their vocabulary and speaking and listening skills, ability to transfer skills, solve problems and read for meaning.
- How well the school monitors and evaluates pupils' personal development and tackles low attendance.
- The contribution that leaders at different levels make to securing improvements, evaluating the school's work and planning precisely for improvement.
- The impact of improvements to provision in Nursery and Reception.

## Information about the school

This is a larger-than-average-sized school. Although the majority of pupils are White British, a wide range of ethnic backgrounds are represented. A small number of pupils are at the very early stages of learning English. The proportions of pupils with special educational needs and/or disabilities and with statements of special educational needs are well above the national average. Pupils' needs include moderate learning difficulties, behavioural, emotional and social needs, speech, language and communication difficulties, autism, hearing impairment and specific learning difficulties. The proportion of pupils joining the school at various times during the year is higher than average. Children enter the Early Years Foundation Stage in Nursery on a part-time basis in the term following their third birthday. They join Reception in the September of the year in which they have their fifth birthday. The school runs a daily breakfast club. After-school provision on site is run by the local authority. The school has gained a number of awards, including the Healthy School and Activemark.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Kidbrooke Park is a satisfactory school in which pupils are very well cared for and make good gains in their personal development.

Achievement is satisfactory. Children in Nursery and Reception classes make good progress because early years provision is good. In Years 1 to 6, pupils make at least satisfactory progress. Some pupils make good progress. Therefore, attainment at the end of Years 2 and 6 has begun to rise and is now in line with that expected.

The whole-school focus on strengthening the teaching of English, improving pupils' vocabulary and their skills in speaking, reading and writing has helped pupils make better progress in English. Attainment in mathematics is not as high because of weaknesses in pupils' mathematical vocabulary, quick recall of number facts and problem-solving skills.

Teaching and learning are satisfactory and improving securely. Teachers and other staff have high expectations of pupils' work and behaviour. Lessons are interesting and well structured. Staff give good attention to including and meeting the needs of pupils with special educational needs and/or disabilities. Teaching remains only satisfactory because of weaknesses in mathematics lessons and some general inconsistencies, especially in the quality of questioning, marking, use of pupil targets and deployment of teaching assistants.

Pupils' spiritual, moral, social and cultural development is good. Pupils develop confidence and maturity, take responsibility for their own behaviour and are sociable and considerate. They have a strong voice in the school, suggest where improvements might be made and readily take on responsibilities.

Leadership and management and the capacity to improve are satisfactory. Senior leaders have established strong teamwork. They have an accurate view of how well the school is performing. The school's self-evaluation, however, lacks sufficient reference to the impact of the school's actions on pupils' progress and attainment and school development planning lacks precision. Monitoring of teaching and learning in lessons is not regular or incisive enough to bring about improvements more quickly. Middle leaders and subject leaders support and advise their colleagues appropriately. Their role in evaluating teaching, learning and pupil progress is under-developed.

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

- Improve teaching, learning and pupils' progress in mathematics by:
  - extending pupils' knowledge of mathematical vocabulary, recall of number facts and their skills in problem solving

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- providing more opportunities for pupils to talk about their mathematics' learning in lessons
- strengthening teachers' subject knowledge, explanations, ability to make mathematics relevant to real-life experiences and to adapt their lessons to address weaknesses in pupils' attainments.
- Strengthen the overall quality of teaching by:
  - addressing the inconsistencies in marking and the use of pupil targets
  - supporting some teachers to extend their questioning skills
  - ensuring that teaching assistants are well deployed in the whole-class teaching part of the lessons.
- Strengthen the school's leadership and capacity for improvement by:
  - extending subject and middle leader's overview of work in their subjects or phases and their role in monitoring and evaluating lessons, so they can identify precisely what and where improvements are needed
  - ensuring that lesson evaluations take place more regularly and focus on evaluating the learning and progress of different ability groups
  - bringing greater precision to the school's self-evaluation and school improvement planning.

**Outcomes for individuals and groups of pupils****3**

Although children enter the Nursery with a wide range of attainment, overall their skills are well below those expected. Improved early years provision means that children in Nursery and Reception make good progress and their attainment on entry to Year 1 is now close to that expected.

Attainment in Years 1 to 6 has improved steadily since the last inspection, especially in English. Pupils of all abilities, including those who have special educational needs and/or disabilities, make good progress in reading and writing. In a Year 1 lesson, for example, pupils of average and above-average ability were quick to recall sounds previously learned, eager to learn new ones and to attempt to write them. Meanwhile, pupils with special educational needs and/or disabilities worked well with a second adult using words and pictures to extend their vocabulary and knowledge of initial letter sounds. Similarly, pupils of different abilities across Years 5 and 6 produce good-quality writing. In one lesson, when the most able pupils in Year 6 read out their opening paragraphs of a travel brochure, other pupils really benefited by quickly and easily beginning to bring a wider range of vocabulary to their own work and discussions.

Progress in mathematics, although satisfactory overall, is slower than in English. In lessons in Years 5 and 6, pupils' learning is impeded by their insecure knowledge of multiplication tables and limited skills in determining how to approach a mathematical problem.

Pupils enjoy lessons and are very keen to learn. They are confident to express opinions, make suggestions and, to 'have a go' when attempting something new. They are polite, friendly and well behaved. Pupils value each other's contributions and respect differences. Therefore, boys and girls and different ability groups work and play well together and

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racial harmony is a strength. Pupils have a good understanding of healthy lifestyles. They are active at playtimes and participate well in sporting activities. Pupils enjoy healthy school dinners or packed lunches.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Strengths in teaching include behaviour management and good preparation of quality resources and tasks for different ability groups. Lessons usually have a good pace and teachers use information and communication technology well to make lessons visual and engaging. Skilled teaching assistants make a good contribution to pupils' learning, especially during group work. In a few lessons, there were missed opportunities for them to engage fully with pupils during whole-class teaching parts of the lesson. During English lessons, teachers provide clear explanations and demonstrations, regular opportunities for speaking and listening and, and lots of prompts to scaffold pupils' independent learning. These, combined with frequent repetition and reinforcement of skills learned previously, mean pupils learn well. Although satisfactory overall, teaching in mathematics has weaknesses which is why strengthening it is a current school focus. Sometimes, teachers' explanations of new concepts are not clear enough and teachers are slow to adapt lessons in the light of pupils' misconceptions.

Assessment is satisfactory and improving. Most staff often question pupils well to check and extend learning. Lessons build progressively on previous learning and cater well for

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different ability groups. Introductions, especially in English, often include a brief revisit to the previous day's work so as to build on past learning. Pupils in most, if not all, classes know their targets for improvement. Older pupils often assess their own learning and respond to teachers' suggestions. Marking is regular but varies in the amount of feedback it provides to pupils.

The school provides a broad and interesting curriculum, which makes a strong contribution to pupils' personal development and well-being. Lunchtime and after-school activities are well attended. Pupils enjoy a wide range of visits, visitors and themed events that capture their interest and imagination. The curriculum has been adapted to address some of the weaknesses in attainment, for example in English, by ensuring that pupils have regular opportunities for speaking and listening and to read and write as part of their work in other subjects. During the current year, work to strengthen mathematics provision will take place. A good number of interventions help pupils with special educational needs and/or disabilities to catch up.

There is a rigorous approach to ensuring all pupils' safety and well-being, including vulnerable pupils and newcomers to the school. Pupils say that staff are approachable, that 'rules keep us safe' and playtimes are fun and free of conflict. Child-protection procedures and risk assessments are robust. The school's work to reduce absence has been effective so that attendance has improved and is now satisfactory.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Senior leaders have established a shared vision, good teamwork and the staff's commitment to the school, as is reflected in the staff questionnaires. Improvements since the last inspection include those to attainment and addressing a legacy of underachievement, strengthening English provision and pupils' enjoyment of school and learning. The school makes good use of partnerships with external agencies, other primary schools and secondary schools to access services, share expertise and make improvements.

Improved tracking of pupil progress and better use of data help the school to set appropriately challenging targets for pupils and support those at risk of underachieving. Subject and middle leaders' roles are still underdeveloped, which limits the school's capacity to make improvements more quickly. Monitoring of lessons is too infrequent and school development planning and self-evaluation lack precision.

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The governing body supports the school effectively and provides a satisfactory level of challenge. It helps to ensure that statutory requirements are met and that arrangements for safeguarding are rigorous.

The school promotes community cohesion well. Leaders are very well informed about the needs of families and involve them in the life of the school. The school itself is a very harmonious community and pupils benefit from links with the local community, other schools and international links. The school's contribution to promoting equality and tackling discrimination is good in some areas, such as in promoting good relationships and racial harmony and addressing weaknesses in the performance of specific groups. However, because of variations in teaching and progress in different parts of the school, this is currently satisfactory.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Improved early years provision means that children make good progress. Attainment is therefore rising and is now close to that expected by the time children leave Reception.

Staff in Nursery help children to settle quickly into school and work hard to involve parents and carers. As one noted, 'The Nursery team has excellent communications with parents.'

Children in both Nursery and Reception are at ease with staff because they are well cared for. Their views are listened to and staff respond quickly to their needs and interests. Teaching and learning are good. Staff have a good understanding of how young children learn best and plan indoor and outdoor activities that engage both boys and girls. Staff have high expectations of children and place a strong focus on promoting their independence. This was evident when children in Nursery tried hard to put their own shoes on and when they enjoyed experimenting with mixing colours. Similarly, children in



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Reception select their own materials, help themselves to snacks and contribute well at 'Tidy up Time.'

Children make particularly good progress in their communication skills because staff interact very well with them during play to extend their speaking and listening skills. The teaching of letters and sounds is good and staff provide engaging opportunities for children to practise mark-making and letter formation.

Assessments are good and ongoing and include parents' and carers' contributions. When adults work and play alongside children, they make timely assessments of their progress and plan how activities might be developed to incorporate their interests.

Good leadership has helped to improve provision and children's progress and to identify appropriate priorities for further improvement, such as extending outdoor provision and children's creative development.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 overwhelming majority of parents and carers are very happy with the school. Very few expressed any concerns. The main concern expressed was about pupils' behaviour. Inspectors found that behaviour is good. They recognise that a small minority of pupils have specific behavioural difficulty but found that the staff manage these pupils very well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Kidbrooke Park 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 94 completed questionnaires by the end of the on-site inspection. In total, there are 289 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	59	37	39	0	0	0	0
The school keeps my child safe	48	51	45	48	0	0	0	0
My school informs me about my child's progress	37	39	50	53	0	0	3	3
My child is making enough progress at this school	39	41	48	51	1	1	3	3
The teaching is good at this school	41	44	47	50	0	0	4	4
The school helps me to support my child's learning	40	43	47	50	0	0	3	3
The school helps my child to have a healthy lifestyle	40	43	47	50	0	0	1	1
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)	36	38	46	49	0	0	7	7
The school meets my child's particular needs	36	38	49	52	1	1	5	5
The school deals effectively with unacceptable behaviour	36	38	48	51	0	0	2	2
The school takes account of my suggestions and concerns	36	38	53	56	0	0	2	2
The school is led and managed effectively	45	48	46	49	0	0	2	2
Overall, I am happy with my child's experience at this school	48	51	41	44	1	1	3	3

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 all 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



8 October 2010

Dear Pupils

**Inspection of Kidbrooke Park Primary School, London SE3 8HS**

Thank you for making us so welcome when we visited your school. We enjoyed meeting you and watching you at work. We found that yours is a satisfactory school.

These are our main findings.

- The youngest of you have a good start in the Nursery and Reception classes.
- You enjoy school, behave well and work hard in lessons.
- You make satisfactory progress overall and good progress in English. You now do as well as pupils in other schools although your mental mathematics and problem-solving skills are not as good.
- You are very polite and friendly and you take good care of each other.
- You feel safe, and know it's important to eat healthily and take exercise.
- You make a good contribution to the school and the local community.
- Your headteacher and others ensure that you are well looked after and that your school is improving.

To help you do even better, this is what we are asking the school to do.

- Help you to improve your knowledge of multiplication tables, number facts, and mathematical vocabulary and, improve your skills in problem solving.
- Help teachers to improve some of their lessons to ensure you all learn well.
- Check your learning in lessons more regularly to determine how well you are doing and then plan exactly how improvements can be made.

You can all help by working hard, doing your best and learning your number facts. We hope that you will have every success in the future.

Yours sincerely

Kathryn Taylor

Lead inspector

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