

# Clare House Primary School

## Inspection report

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<b>Unique reference number</b>	101638
<b>Local authority</b>	Bromley
<b>Inspection number</b>	376605
<b>Inspection dates</b>	10–11 May 2012
<b>Lead inspector</b>	Angela Konarzewski

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Tibbalds
<b>Headteacher</b>	Fiona Mills
<b>Date of previous school inspection</b>	20 October 2008
<b>School address</b>	Oakwood Avenue Beckenham BR3 6PJ
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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	10–11 May 2012
<b>Inspection number</b>	376605



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## Introduction

Inspection team

Angela Konarzewski

Additional Inspector

David Sleightholme

Additional Inspector

This inspection was carried out with two days' notice. Inspectors visited 16 lessons or parts of lessons led by eight of the school's teachers. Meetings were held with members of the governing body, a Local Authority representative, staff and pupils. Informal discussions were held with parents and carers. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at development plans, records of pupils' progress and workbooks, arrangements for safeguarding, as well as other documentation. They scrutinised 103 questionnaires returned by parents and carers, as well as those returned by pupils and staff.

## Information about the school

The school is of below average size. The proportions of pupils eligible for free school meals, disabled pupils and those who have special educational needs, including those supported by school action plus or with a statement of special educational needs, are below national averages. The proportion of pupils from ethnic minorities, many of whom who have English as an additional language, is above average. There is an onsite breakfast club and after-school club managed by a private provider. The school meets the current floor standards, the minimum expected by the government.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It has gone from strength to strength since its last inspection, when it was judged to be satisfactory and the current headteacher had only recently been appointed. It is not outstanding because there are some inconsistencies in teaching in Key Stage 2. Some pupils, especially the more able, do not progress as rapidly in some classes as in Key Stage 1 and Year 6.
- The achievement of all pupils is good overall. Pupils' attainment is consistently high in both English and mathematics at the end of Key Stages 1 and 2. Pupils' work in other subjects such as science, music, art and information and communication technology is also above expected levels.
- Teaching is mostly good and sometimes outstanding. Teachers generally plan activities that are well matched to pupils' learning needs, so all groups are achieving well over time. However, teaching in some Key Stage 2 classes is inconsistent and pupils do not make the progress they should, especially in writing. Pupils' work in these classes is not consistently well marked and so they do not receive sufficient guidance on what they need to do to improve.
- Pupils' behaviour and attitudes to learning are good overall. While almost all parents and carers agree their children feel safe and behave well, a few agree with pupils that behaviour both in lessons and around the school is sometimes not as good as it should be.
- The headteacher's determination to work in partnership with parents to provide the best possible education for all pupils has been a key factor in the school's drive for improvement. Along with effective systems to manage performance, this has led to improvements in the quality of teaching, though some weaknesses remain.

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

- Increase the proportion of outstanding teaching and eliminate satisfactory teaching in Key Stage 2 by January 2013 by ensuring that in all classes:
  - tasks are very closely matched to pupils' different abilities and needs, especially those of the more able
  - all work is marked and that feedback, particularly in writing, consistently indicates to pupils what they need to do to improve their work, with opportunities for pupils to apply feedback
  - learning in all lessons progresses at a brisk pace.
- Strengthen elements of leadership and management by January 2013 by:
  - ensuring that all key leaders support the ambitious vision of the headteacher and governing body in securing the highest levels of achievement for all pupils across the school
  - focusing relentlessly on improving teaching and learning especially in Key Stage 2 so that all teaching is at least consistently good, with much that is outstanding.

## Main report

### Achievement of pupils

Children in the Early Years Foundation Stage and pupils in Key Stages 1 and 2 including those for whom English is an additional language make good progress. Disabled pupils and those who have special educational needs receive well-targeted additional support so they are able to achieve as well as other pupils, relative to their starting points.

Children enter the Reception class with skills and abilities that are broadly in line with those expected for their age. They settle very quickly and flourish in this stimulating environment, where learning is enjoyable both indoors and in the well-resourced outside play area. They make especially good progress in reading and writing, in linking sounds and letters for speaking and in their personal and social development. By the end of the year, many are beginning to write simple sentences, as seen in their rewriting of 'The Little Red Hen' in their own books as 'authors'. Children develop their curiosity and independence effectively through activities such as observing and handling live snails. In this investigation, they developed their understanding of the care of living things well, as they watched the snails moving and explored age-appropriate information books about them. Their personal and social development was further promoted as they were encouraged to empathise with the snails' need to be set free after their snail races. Achievement in Reception is good overall so that nearly all children reach above national levels by the time they enter Year 1.

By the end of Year 2, pupils' attainment is well above average in reading, writing and mathematics. Most pupils reach the minimum expected level for their age, and an

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above average number reach the higher Level 3 in reading and mathematics. A few more able pupils do not do as well in writing as in reading. In Key Stage 2, pupils concentrate very well in lessons across a range of subjects, even when teaching is less challenging, and so they continue to make good progress. Their progress accelerates in Year 6 because of excellent teaching and so attainment in reading, writing and mathematics is well above average by the end of Year 6, with a significantly above average number of pupils reaching the higher Level 5. Pupils read with confidence and fluency and enjoy a wide range of books, but a small minority of more able pupils do not write as well as they read. There is no significant difference in the progress and achievement of pupils from ethnic minority groups compared to others in the same year groups.

Most parents and carers are highly supportive of their children's homework and make a very effective contribution to the standards attained, most notably in reading, and are pleased with the progress their children make.

**Quality of teaching**

Much of the teaching is good, and some is outstanding, so that learning progresses well overall. Almost all parents and carers who responded to the questionnaire think their children are well taught, and inspectors agree. Teaching is good in the Early Years Foundation Stage, particularly in communication, language and literacy where pupils make good gains in their learning, and in their personal and social development. Across Key Stage 1, reading continues to be very well taught so that, by the end of Year 2, almost all pupils are reading at or above expected levels. There is also some excellent practice in teaching mathematical concepts and vocabulary. For example, in Year 1, more able pupils enjoyed learning about place value in numbers in the thousands, whilst in Year 2, pupils were able to describe the properties of 3D shapes, including more complex shapes such as a square-based pyramid, using accurate mathematical vocabulary. Children also progress well in other subjects; for example, in an outstanding art lesson, pupils were drawing flower arrangements carefully which they then painted in vibrant colours in the style of well-known artists. One boy explained, 'I'm trying to make it perfect by adding lots of detail', echoing the teacher's high expectations.

The quality of teaching in Key Stage 2 is more variable. Children in Year 3 enjoyed performing a successful assembly for parents in which they confidently shared what they had learnt about the Romans in history, adventure stories in literacy, and French in their modern foreign language classes. In a Year 6 lesson where teaching was outstanding, skilful questioning and exciting tasks challenged pupils to make exceptional gains in their understanding of varying styles of persuasive text to suit different audiences. Pupils responded very well to the high expectations conveyed, writing and presenting witty speeches to persuade parents or children to buy school lunches, with one group declaring, 'The era of the packed lunch is extinct!' Further examples of high quality writing were found in the Year 6 pupils' workbooks, for example: 'Among the shadows there were eyes as cold as marble staring at him from every direction. Then, as suddenly as they had appeared, they receded into the

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darkness.'

In the lessons observed in Years 4 and 5, where teaching was satisfactory, all pupils were given the same task to complete. Disabled pupils and those with special educational needs were effectively supported by teaching assistants, but more able pupils were not consistently appropriately challenged and so they sometimes wasted time on tasks that were too easy for them. Where pupils carried out their work on mini whiteboards, using marker pens, their errors were erased so opportunities to address misconceptions were missed. In workbooks, pupils' work is sometimes not marked, and feedback over time in these classes, particularly in writing, does not consistently give pupils relevant guidance on what they need to do to improve, and so their progress slows.

### **Behaviour and safety of pupils**

Behaviour and safety are good. Evidence shows that is typically the case. Pupils are friendly and considerate towards others and they are polite and courteous towards visitors. In the Early Years Foundation Stage, children's behaviour is exemplary because rules, routines and expectations are securely established. Children develop their confidence and independence in a calm environment in which they feel valued, and where enjoyable activities are designed to promote learning in interesting contexts.

All pupils who responded to the questionnaire confirmed that they feel safe in school, and most agreed that behaviour both in lessons and around the school over time is good. The clear majority of parents and carers believe that their children are kept safe in school, but a few raised concerns about behaviour and a few disagreed that bullying is dealt with effectively. Pupils say that they have received excellent guidance on e-safety and know how to deal with cyber-bullying. However, there is some low-level name-calling and pupils complained that arguments are not always properly resolved by lunch-time supervisors. Inspectors found that behaviour around the school is usually good and often excellent, for example in assemblies and in the good or better lessons observed, where attitudes to learning were exemplary. However, when the pace of learning in lessons slows, particularly where teaching is satisfactory, inspectors noted that some pupils become restless and inattentive. Attendance has been consistently high over the past three years, demonstrating how much the pupils enjoy coming to school.

### **Leadership and management**

Most, but not all, key staff appear fully committed to the drive and ambition demonstrated by the headteacher and governing body, who consistently communicate high expectations. The school provides a very safe environment in which pupils can learn and develop well and successfully promotes high attainment and high attendance. As a result of clear procedures for monitoring, improving and supporting staff, the quality of teaching is improving and is now good overall, though some inconsistencies remain. The restructuring and deployment of support staff has

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been effective so that achievement for all pupils, including disabled pupils and those who have special educational needs, has improved. Year 6 pupils affirm, 'The new headteacher has made our school a better place.'

The curriculum is good because it provides well-organised, imaginative and effective opportunities for learning for all groups of pupils. There are good links between subjects which add meaning and relevance to pupils' learning. An interesting range of clubs, visits and visitors enriches the curriculum effectively, providing positive, memorable experiences recorded in each class's Year Books of Memories. These include photographic and written records of special occasions, for example the Year 2 Christmas Nativity play and the Year 6 visit to the British Museum. These experiences contribute well to pupils' achievement and to their spiritual, moral, social and cultural development.

Leaders prioritise equality of opportunity and the tackling of discrimination. Members of the governing body are very knowledgeable about the school and understand its strengths and weakness well, so are able to challenge and support appropriately. The school's arrangements for safeguarding pupils meet statutory requirements and give no cause for concern. The school has successful strategies for engaging with parents and carers, to the very obvious benefit of pupils. One parent, echoing the views of most, wrote, 'Clare House has a friendly atmosphere that welcomes parents, children and their siblings and provides a safe learning and fun environment that seeks to get the best out of children, parents and teachers alike. My son wants to try his hardest every day and enjoys coming to school.'



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

14 May 2012

Dear Pupils,



### **Inspection of Clare House Primary School, Beckenham BR3 6PJ**

Thank you for making us feel so welcome in your school when we inspected it recently. We enjoyed reading your questionnaires, talking to you and seeing you at work in your classrooms and playing outside. Clare House is a good school. These are the main strengths.

- You are making good progress because teaching is mainly good or better.
- Standards in reading, writing and mathematics are high by the end of Year 2 and Year 6.
- You enjoy coming to school and have positive attitudes to learning.
- Your behaviour is usually good, and we have told your headteacher about some of your comments about when behaviour is not so good.
- Your attendance is much higher than in most schools.
- You feel safe at school because teachers and other adults take good care of you.
- The school is well led and managed by your headteacher and governing body.

We have given your school a few points for improvement. We have asked some of your teachers to ensure that tasks are very closely matched to your needs, particularly for those who find learning easy, and that lessons move on at a quick pace. We have also requested that all teachers mark your work regularly and tell you what you need to do to improve, especially in writing.

You can help your teachers by continuing to attend school regularly and by doing your best. You can also remind your teachers if your work has not been marked, and ask them to explain what you need to do to improve your work when you are unsure.

Yours sincerely

Angela Konarzewski  
Lead inspector

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