

Kidbrooke Park Primary School

Hargood Road, London, SE3 8HS

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 in all key stages. Standards have risen over the last three years and are now above average.
- All groups of pupils, including those from minority ethnic groups and those with special educational needs, achieve well.
- Skills in reading, including letters and the sounds they make, are well taught.
- Pupils learn well because of their teachers' high expectations. Lessons engage pupils' interest.
- Parents are very pleased with what the school is doing for their children.
- All classrooms are exciting places to learn with impressive displays.
- Pupils are proud of their school and welcoming to visitors. They behave well and have a strong sense of right and wrong.
- Pupils settle in quickly when they start school.
- Leaders and managers have improved teaching by regularly checking and making sure that it is at least good.
- Staff are passionate about giving the pupils the best opportunities that they can.

It is not yet an outstanding school because

- There is not enough outstanding teaching. Occasionally, teachers dominate lessons and pupils are not fully motivated throughout the lesson.
- Although the assistant headteachers have started to check the quality of learning, they are not involved enough in raising standards further.

Information about this inspection

- Inspectors observed 33 lessons or part lessons, taught by 14 teachers. Five lessons were observed jointly with the headteacher or deputy headteacher.
- Meetings were held with groups of pupils, representatives from the governing body, a representative from the local authority, and staff.
- Inspectors looked at a range of evidence, including the school's documents on self-evaluation and safeguarding. They observed the school's work, looked at pupils' books and the tracking system used to monitor their progress.
- Inspectors considered 43 responses to the staff questionnaire, five responses to the on-line Parent View questionnaire, and information from a recent parent survey carried out by the school.

Inspection team

Miranda Perry, Lead inspector

Additional Inspector

Maura Doherty

Additional Inspector

Michael Buist

Additional Inspector

Full report

Information about this school

- Kidbrooke Park is an above-average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care and those known to be eligible for free school meals, is above average.
- The proportions of pupils from minority ethnic groups and those whose first language is not English are above average.
- The proportion of disabled pupils and those who have special educational needs who are supported through school action is above average. The proportion supported through school action plus or who have a statement of special educational needs is above average.
- The school meets the current floor standards, which set the government's minimum expectations for attainment and progress.
- The school works in partnership with a neighbouring primary school. An executive headteacher is responsible for both schools.
- The school has three assistant headteachers who are new in role.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by ensuring that:
 - lessons are not too teacher led
 - pupils are motivated to learn throughout lessons.
- Improve leadership and management by developing the roles of the new assistant headteachers so they are fully involved in raising the quality of teaching and learning.

Inspection judgements

The achievement of pupils is good

- Children enter Nursery with knowledge, skills and abilities which are well below those typically found, and in the Early Years Foundation Stage, they make good progress.
- The Nursery focuses successfully on developing children's basic skills. At break time, children learn to sit calmly and chat politely with each other, while they share their snacks.
- As a result of consistent improvement over time, attainment at the end of Key Stage 1 is now average. Pupils in Key Stage 1 therefore make good progress.
- Pupils at Key Stage 1 achieve well in reading because pupils love the school's technology-based reading programme. One pupil said, 'It was when I was working on the computer that I finally understood all my tricky words.'
- Attainment at the end of Key Stage 2 has improved year on year and is above average. Progress from Key Stage 1 to 2 is good.
- Issues with achievement in mathematics highlighted in the previous inspection have been resolved. Pupils make good progress in mathematics because teachers constantly check their progress in books, plan lessons that build on what the pupils already know and address any gaps in understanding.
- The progress of disabled pupils and those with special educational needs is good. The school uses ways of teaching that overcome the pupils' barriers to making progress. In Year 1, pupils with special educational needs improved their understanding of accurate punctuation because they were allowed to shout out 'oh no' when the teacher deliberately made a mistake.
- Pupils known to be eligible for support through the pupil premium, make good progress in their reading, as a result of extra catch up sessions. Funding is spent on additional adult support.
- Those from minority ethnic groups make at least good progress in all year groups.
- The school is very successful at promoting equality of opportunity. Pupils from minority ethnic groups who are new to the country thrive because they settle very quickly, and the school understands their needs. One parent said, 'My child learnt new things from the minute she started here.'

The quality of teaching is good

- In the Early Years Foundation Stage, children are excited about learning letters and sounds. They are given incentives to improve their spelling. When they were writing letters to Santa, the children were clear that he would not tolerate them spelling the word 'would' wrong.
- Pupils are inspired by the way every lesson starts with a learning question. One Year 6 pupil said, 'Now my teacher has reminded us of the question about fractions, I've got my confidence back, because I can answer it.'
- Pupils learn well because teachers choose subjects from different cultures, which really interest them. In a Year 2 lesson pupils wrote good reports, because they were fascinated by the subject of the Jewish festival Hanukah.
- Pupils enjoy lessons when teachers plan activities that interest them. In a Key Stage 1 mathematics lesson, pupils could not wait to complete their bar chart on which crisp flavour was everyone's favourite. A pupil said to an inspector excitedly, 'I think my bar chart is going to tell me that prawn cocktail is the best, but I really don't know.'
- Disabled pupils and those with special educational needs are well taught. Teachers and other adults in the class understand that these pupils learn in different ways and support them well. In a Year 3 lesson about accurate weighing, pupils with special educational needs worked well as a team to guess the right weights of objects, and record them on a flip chart.
- The inviting reading corners in every class contribute to pupils' love of reading. One Key Stage 2 pupil explained that he curled up in his class reading corner whenever he could, so he could

relax and get on with his book.

- Teachers have strong subject knowledge, particularly in mathematics, English and science. They help pupils learn by consistently modelling how they themselves would work out problems.
- Pupils benefit from good quality written feedback. Pupils can attend an 'early bird' session before school starts, where they go over their teacher's marking, discuss what it tells them about their learning, and write a reply to their teacher.
- There are examples of outstanding teaching in the school, but they are isolated. Outstanding practices are not adopted by the majority of teachers.
- On occasions, pupils are required to listen for too long as a whole class to the teacher talking, when they could be getting on with the activity. Sometimes, pupils lose motivation during lessons and their progress slows as a result.

The behaviour and safety of pupils are good

- Pupils behave well in lessons and organise themselves for learning. They are always willing to work in pairs or groups, and help each other if one of them gets stuck.
- Pupils understand the school's system of rewards for good behaviour, and believe it is very important to behave well as a class.
- Pupils are proud that they have the skills to encourage their friends to behave well. One Key Stage 1 pupil said she could always go to a teacher, but pupils were very good at sorting out any issues in the playground themselves.
- Every pupil and staff member sign an anti-bullying contract, and their signatures are displayed in the foyer. Pupils take this contract very seriously. When a Year 4 pupil was asked what happened if someone broke the contract, he said, 'Why would they break it? We've signed up to it, we have to stick to it.'
- Pupils and staff have good relationships. Pupils admire and respect each other. Years 4 and 5 pupils aspire to be Year 6 pupils because they understand that their last year at the school is very important.
- Discrimination is tackled because pupils celebrate all new arrivals to the school. One Year 3 pupil explained that the school had taught her how to be welcoming. 'Everybody is welcome here.'
- Pupils' attendance has been below average for a number of years, but it is now improving very quickly, and is average. The school has worked hard with parents to help them understand how high performance is linked to good attendance.
- Pupils who find it difficult to behave well are supported successfully. Staff have a good understanding of how to motivate individuals to do the right thing. As a result, disruption to learning is rare.

The leadership and management are good

- The close relationship between Kidbrooke Park, its partner school and the local authority, has brought about significant improvements in teaching and achievement since the last inspection.
- The local authority brokered the partnership and the arrangements for a shared executive headteacher between the two schools. Demanding targets have been set and shared by leaders and managers of both schools and expectations of staff and pupils at Kidbrooke Park have therefore risen significantly.
- The headteacher manages teachers' performance so that decisions on pay increases are made in relation to pupil progress.
- The quality of teaching has improved since the last inspection because staff are keen to improve their practice. Training opportunities are provided to help them do this.
- Achievement and progress have improved because all staff are absolutely committed to leaders'

and managers' vision for the school's future. All of the staff questionnaires returned were entirely positive about the school, and in particular the school's management.

- The three new assistant headteachers have begun a thorough monitoring programme which includes checking of books and observing lessons. However, they are not yet fully involved in improving pupils' progress further so that achievement is outstanding.
- Pupils are fascinated by the different religions and cultures they learn about at Kidbrooke Park. The first things pupils wanted to show an inspector on a tour of the school was the religious education room. One Year 4 pupil explained that it celebrated Sikhism, Hinduism, Judaism, everything the inspector would be able to think of. The room was colourful, exciting, and rich with display. 'It's a treasure room, isn't it?' the Year 4 pupil said.
- Pupils enjoy the breadth of activities on offer, and the fact that they are given the opportunity to practise their reading, writing and mathematics skills across subjects.
- **The governance of the school:**
 - The governing body is ambitious for the school. The governors are proud of the fact that pupil progress compares favourably to that of similar local schools. When the governing body, with the local authority, set up the partnership between the two schools, it was clear and focused about what was needed to bring about improvement. The governing body takes its training needs and professional development very seriously. The governors have benefited from sharing expertise with the governing body of the partner school. Governors have worked successfully with the headteacher to ensure that she and all the staff are set demanding targets. The governing body allocates the pupil premium so that pupils at risk of underachieving have the same learning experience as their peers, for example acquiring reading skills quickly and attending all school trips. The headteacher is required to report back on the impact of the pupil premium regularly at governing body meetings. The governing body prioritises pupils' learning through effective budget management.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes 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 outcomes 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

Unique reference number	100136
Local authority	Greenwich
Inspection number	404713

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	371
Appropriate authority	The governing body
Chair	Reverend Tim Linkens
Headteacher	Holly Broughton
Date of previous school inspection	6–7 October 2010
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