

# Royal Park Primary

Riverside Road, Sidcup, Kent, DA14 4PX

## Inspection dates

6–7 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	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.

- Senior leaders have succeeded in improving the school's overall effectiveness since its previous inspection.
- An exciting range of subjects, which promote pupils' basic skills well, has helped raise pupils' achievement to good levels.
- Those pupils with physical disabilities are catered for outstandingly well within the resourced-based provision.
- Children have a secure start to their school life in the Nursery and Reception classes.
- The quality of teaching is typically good through the school and pupils say that teachers make lessons 'fun and interesting'.
- Pupils' spiritual, social, moral and cultural awareness is very strong and as a result, pupils are courteous, caring and behave well around the school and within lessons. They feel safe at school.
- High quality specialist teaching helps enthuse pupils' learning and broaden their achievement in subjects such as music and physical education (PE).
- The drive and vision of the headteacher and governors have succeeded in raising expectations of what pupils can achieve. Governors support the school well, despite recent changes in their membership.

### It is not yet an outstanding school because

- Although improved, not all pupils' achievement is at the highest levels, particularly for those capable of harder work.
- The new outdoor area for the Nursery and Reception children is not as enticing or stimulating as the indoor classrooms.
- Pupils' enthusiasm to use information and communication technology (ICT) is not always put to good use within day-to-day lessons.
- Occasionally, there are not enough opportunities for pupils in Years 1 to 6 to apply their mathematical skills in everyday, real-life activities.

## Information about this inspection

- Inspectors observed teaching in all nine classes. They visited 14 lessons or part lessons. Inspectors observed three lessons with the headteacher and activities related to the teaching of pupils with special educational needs were also observed.
- The inspection team held meetings with the Chair of the Governing Body and two other governors, staff, and two representatives of the local authority. They looked at documents, including the school plans for improvement, safeguarding information, recent local authority reviews, assessment records, attendance information and the school’s checks and information on pupils’ progress.
- Inspectors met with a representative group of pupils, heard pupils read in Year 2 and Year 6, observed playtimes and two assemblies. They looked at the past work of pupils in Years 2 to 6.
- Account was taken of the responses in 15 questionnaires completed by members of staff and 34 responses to the on-line questionnaire (Parent View).

## Inspection team

Kevin Hodge, Lead inspector

Additional Inspector

Sandra Teacher

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school serving its local community. Since the last inspection the number of pupils attending has increased by approximately 22%. There has also been a significant number of staffing and governor changes since the previous inspection.
- The majority of pupils are of White British heritage, although around 15% of pupils are of African or other heritages. An average proportion of pupils speak English as an additional language.
- The proportions of pupils known to be eligible for free school meals, who are looked after or who are from service families are above average. The school receives extra financial support for these pupils through a government fund known as the pupil premium.
- The proportions of pupils who are supported by school action, school action plus or with a statement of special educational needs are above average, but vary in number across year groups.
- The school has a resourced-based provision which caters for up to 12 children with physical disabilities. These pupils are taught both within mainstream classes and classrooms which have specialist resources and teachers.
- Just recently the Nursery and Reception classes have changed their class location within the school to accommodate growing numbers of children.
- None of the remaining pupils are taught in alternative provision (other schools or units).
- The school meets the government floor standards which set the minimum expectations for pupils' attainment and progress.

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

- Improve pupils' achievement and the quality of teaching to the highest levels through the school by:
  - ensuring, when possible, those pupils who are capable of higher achievement start at a more difficult level than others in lessons to stretch their thinking further
  - giving pupils, particularly those in Years 1 to 6, more opportunities to use their accurate number and problem-solving skills in real-life investigative activities
  - ensuring that teachers' explanations or introductions to lessons are shorter so that pupils always get down to work quickly and can complete more work to a higher level
  - improving the quality of the outside area for children in the Nursery and Reception classes to increase their opportunities to engage in a wider range of activities to stimulate their learning further
  - increasing the opportunities for pupils through the school to use their ICT skills more regularly in everyday activities.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement, particularly in English and mathematics, has improved to good levels since the previous inspection. Music, PE and modern foreign languages are also key strengths. By the time they leave the school, pupils' good progress helps reach the levels expected nationally. Pupils' achievement is not yet outstanding as not all reach the highest levels of knowledge or understanding that they could.
- Children join the school with below average levels of skill for their age, but have a secure start in the Nursery and Reception classes in their early reading, writing and number skills. They reach Year 1 with increasingly confident skills. Children enjoyed explaining why they were weighing different parcels to see which were the heaviest or lightest. The outdoor area is not as well equipped as the classrooms, which means children are not always enticed to use it to extend their learning further.
- The good focus on teaching letter sounds continues and Year 1 pupils reached just above the average levels in the national phonics screening check. This reflected the increased time given by the school to teach these key skills. As a result, pupils enjoy reading and, most, although not all, read a good range of books. They reach above average standards by the time they leave the school.
- By the time they leave the school pupils achieve well in their writing. Pupils in Year 5 enjoyed formulating ideas to write their own myths based around their topic based on Ancient Greece. Number skills are taught frequently and pupils' calculation skills are accurate, although occasionally their number knowledge is not applied enough in investigative activities or connected to real-life situations.
- Those pupils with physical disabilities, catered for within the school's specialist resource provision, achieve particularly well because of the skilful support within lessons and specialist help at other times of the week ensure their class-based knowledge and physical needs are catered for so they achieve well.
- Pupils' previous work indicates that any differences between boys and girls are reducing quickly and little difference was noticed in lessons. Occasionally, though, those pupils capable of harder work start at the same point as all pupils, meaning some are not stretched in their thinking or work rate.
- Other pupils who are disabled or who have special educational needs achieve well, as extra adult support, combined with well planned activities, enable them to keep pace with other pupils. Those who benefit from pupil premium funding achieve well, so that any gaps between their average point scores and those of other pupils are narrowing quickly. The small number of pupils learning to speak English as a second language also achieve well as lessons are clearly structured and planning takes into account their specific needs well. Those with Pakistani or African heritages make the same good progress as their fellow pupils.

### The quality of teaching is good

- The typical quality of teaching has improved since the previous inspection. Pupils say that teachers 'make learning fun'. Activities are well planned to help those with special educational needs, particularly for those with physical disabilities, to achieve well. Teachers are skilful in developing high levels of pupils' spiritual, moral, social and cultural development and excellent displays in classrooms and corridors reflect the good learning that takes place in the classroom.
- Children in the Nursery and Reception classes benefit from activities which make the most of their interests, as there is a good combination between the activities children choose for themselves and those which are directed by the teacher. Resources for the outside area are relatively old, or too few, so children do not have the range of activities to really stretch their learning.

- Teachers make good use of the audio-visual whiteboards effectively where possible to capture pupils' interest. Teachers' explanations are clear, but occasionally overly long, and some pupils said they would like to get down to working more quickly. Although pupils are confident users of ICT, there are insufficient opportunities planned for them to develop these skills during day-to-day lessons.
- Pupils say they like their targets, which help them to know how well they are progressing, and regular assessments on pupils are thorough in identifying those who may need extra help or support in their learning. Pupils also say they like the way teachers mark their work using different colours to indicate good work or areas to develop.
- Support for those pupils who have physical needs, catered for within the special resourced provision is excellent as they are helped sensitively and very skilfully by adults, both in lessons and when moving from class to class or attending assembly.
- The few pupils at the early stages of learning English benefit from a clear structure to lessons, good use of visual teaching aids and skilful help from extra adults in class. High quality specialist teaching, particularly in music and PE, helps extend and widen pupils' in-depth knowledge of other subjects.

### **The behaviour and safety of pupils** are good

- Pupils' good behaviour noted in the previous inspection continues to be strength of the school. Pupils are kind and courteous to visitors and to each other. This is particularly noticeable in their care and understanding of those who find learning much more difficult. The school's focus on developing an 'I care' ethos and high importance in developing their social and moral awareness, means there are harmonious relationships within the school.
- Pupils say they feel safe in school and are well aware of who to turn to if there are problems. They say that behaviour is usually good and there are only occasional dips in the playground or within class. Pupils are aware of different forms of bullying, particularly those related to cyber bullying and its prevention.
- Pupils have a number of responsibilities, such as class monitors or in befriending other pupils, although sometimes say they would like more, such as taking minutes at the school council meetings for example. Parents and staff who responded to the Ofsted questionnaire confirmed their view that pupils' behaviour and improved attendance are a positive aspect of the school.
- The school council enjoys its role in influencing different aspects of school life, such as asking for extra equipment. Pupils are particularly appreciative of specialist teaching, such as PE, music and Spanish teaching, and say they like 'having loads of friends'.

### **The leadership and management** are good

- The drive and ambition of the headteacher, supported by senior leaders and the governing body, has succeeded in raising the school's levels of effectiveness. They have concentrating on raising pupils' achievement, improving the quality of teaching, promoting a high quality environment in most areas of the school, and in providing a wide range of learning opportunities within and beyond school to stimulate pupils' learning.
- The headteacher, in partnership with governors, has guided staff effectively, and they say they feel valued and part of the team. Recent changes to responsibilities are now beginning to take greater effect in promoting further improvement. For example, developing pupils' writing, so that pupils write for extended periods on a weekly basis, has helped to raise pupils' confidence and ability to write at length.
- Some recent internal reorganisation to relocate the Nursery and Reception classes has largely been managed effectively, although senior leaders recognise that the outside activity area is not yet fully up to the standard needed to enable children to achieve to the highest levels.

- Staff and governors ensure that pupils who have physical needs or find learning difficult, take full part in day-to-day activities and receive high quality support to enhance their learning.
  - Pupils who are particularly keen to talk about their class work, specialist teaching and well-planned homework activities. Regular visits beyond the school enliven learning, such as the recent choir visit to the O2 arena. The curriculum makes a particularly strong contribution in supporting pupils' high levels of spiritual, moral, social and cultural development and in raising levels of achievement.
  - Teaching is monitored regularly by senior leaders and supports individual staff to reflect upon their work and contributions. Lesson observations, however, have sometimes focused too heavily on what teachers do, rather than how pupils are learning.
  - Links with parents have improved, aided by open evenings, use of facilities such as the swimming pool, termly updates on pupils' progress and attractive, informative weekly newsletters.
  - The local authority has provided good support, but has recently reduced this as it has recognised the school's recent and sustained improvements.
  - **The governance of the school:**
    - Governors benefit from a wide range of training, including induction training for new governors. This has enabled them to have a clear understanding of their responsibilities, for example they are aware of how performance management routines link to teachers' levels of promotion, salary progression and the quality of teaching. Extra funding for pupils entitled to the pupil premium is also monitored effectively, with clear information regarding levels of funding and how it ensures pupils' good achievement. Governors know how the performance of the school compares to others both locally and nationally, aided by regular training run by the local authority. Records of governors' meetings clearly show how changes in responsibility for staff, the appointment of additional staff and improved resources are evaluated. The Chair of the Governing Body, supported by a growing number of governors, visits the school regularly to gauge the progress of initiatives or needed improvements. Governors are very conscientious in ensuring that equal opportunities exist for all pupils and that discrimination of any sort is not tolerated. They ensure that their statutory duties, such as site security and staff vetting checks, do more than simply meet requirements.
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## 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

<b>Unique reference number</b>	101455
<b>Local authority</b>	London Borough of Bexley
<b>Inspection number</b>	400475

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>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Robins
<b>Headteacher</b>	Joanne Taylor
<b>Date of previous school inspection</b>	26–27 January 2010
<b>Telephone number</b>	020 83007646
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