

# James Dixon Primary School

William Booth Road, Anerley, Bromley, SE20 8BW

**Inspection dates** 13–14 February 2013

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

- Leaders and managers have been diligent in ensuring that standards have improved since the last inspection.
- Progress is good. The proportion of pupils making above average progress in English and mathematics is rising. Attainment is in line with the national average and improving.
- Effective professional development and good management of staff performance have resulted in improvements in the quality of teaching and the work of additional adults.
- Teaching is typically good with some that is outstanding. Consequently, pupils supported through the pupil premium, those learning English as an additional language, and pupils supported through school action, school action plus or with a statement of special educational needs make good progress.
- The provision for and teaching of reading is strong across the school. This enables the least able pupils to catch up quickly and make good and sometimes outstanding progress.
- Pupils enjoy coming to school and feel safe. Pupils say 'I love it here.' They are polite and courteous and get on very well with each other. They apply themselves well to their learning. Attendance has improved and is above average.
- The headteacher and governors are conscientious in their drive to ensure all pupils achieve at the highest level.

### It is not yet an outstanding school because

- Tracking of pupils' progress is not sufficiently refined to show the full extent of progress that all pupils make.
- Progress in writing and mathematics at Key Stage 1 and at the higher levels in Key Stage 2 is not always fast enough.
- Not enough teaching is outstanding. Pupils are not consistently provided with a range of interesting activities that fully extend their abilities and independence. Sometimes, most able pupils are not fully challenged throughout the lesson.

## Information about this inspection

- This inspection was carried out at one day's notice by three additional inspectors.
- Twenty lessons were visited, of which 11 were observed jointly with the headteacher and deputy headteacher. In addition, the inspection team made a number of short visits to lessons, small-group work and observed adults working with individual pupils.
- The inspectors read with pupils, and observed the teaching of reading across the school and the teaching of sounds and letters across Key Stage 1.
- The headteacher joined inspectors to observe how pupils attending the special provision are supported when in class with their peer group.
- The school's website, policies, planning, safeguarding and monitoring and evaluation documents were thoroughly scrutinised. Information relating to pupils' safety, performance management and professional development was also looked at and discussions held with staff and governors.
- Meetings and discussions were held with leaders and managers, including representatives of the governing body, and a local authority representative.
- Views of pupils were taken into account through individual and small-group discussions. The inspector also took account of 38 responses to the online Parent View survey, the school's own surveys, through meetings with parents and individual responses from parents received during the inspection, including one email.
- Inspectors took account of 30 responses to the staff questionnaire.

## Inspection team

Narinder Dohel, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Theresa Mullane

Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average primary school.
- Although some children start school in the Nursery, most pupils join the school in the Reception classes.
- A majority of pupils are from a range of minority ethnic backgrounds. The largest groups are of White British, African, Caribbean and Any Other White heritage.
- An above-average proportion of pupils are learning English as an additional language. Many of these are at the early stage of learning English when they join the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is below that in most schools. The proportion of pupils supported through school action plus or have a statement of special educational needs is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is above the average for most schools.
- A deputy headteacher has been appointed since the time of the last inspection.
- The school has a special provision that provides tailored support for 15 pupils with speech and language needs, autism or behavioural, social and emotional difficulties.
- There is breakfast and after-school provision not led or managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school makes no alternative provision for its pupils.

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

- Raise pupils' achievement to outstanding by:
  - accelerating progress and raising attainment in writing and mathematics in Key Stage 1
  - ensuring that the most able pupils are given consistently challenging work in English and mathematics in Key Stage 2
  - refining the analysis and use of performance data to more accurately show the full extent of progress that pupils are making, particularly in the Early Years Foundation Stage and for pupils supported through school action and school action plus.
- Increase the proportion of outstanding teaching by:
  - making sure that tasks and activities in lessons are varied to more closely match pupils' interests and abilities
  - checking pupils' progress more regularly throughout the lesson so that tasks can be immediately modified to extend and deepen pupils' understanding.

## Inspection judgements

### The achievement of pupils is good

- Most children enter Nursery and Reception with skills below and in some cases well below what is expected for their age. By the end of Year 6 their attainment is in line with national averages in English and mathematics.
- Pupils make good progress in the Early Years Foundation Stage. However, the school's systems for assessing and tracking pupils' progress are not yet robust enough to fully determine whether progress may be better than this.
- Pupils make good progress in reading and steady progress in writing and mathematics as they move through Key Stage 1. Progress in reading is stronger because teachers are effective in using a varied range of resources and strategies that engage pupils' interests and help them to develop their independence. Pupils confidently apply what they know about sounds and blend sounds well to help them with their reading. As a result, attainment has improved to national average in writing and mathematics and above in reading. There is strong evidence to show that this is improving further.
- Progress across Key Stage 2 is good. The proportion of pupils making better than expected progress is rising and in 2012 pupils made above average progress in English though not in mathematics. However, progress in both subjects for pupils currently in the school is significantly increasing.
- Pupils eligible for the pupil premium and those who speak English as an additional language make good progress. This is because they receive excellent support from skilled and committed support staff as well as from teachers.
- Disabled pupils and those who have special educational needs also make good progress overall because teachers and other adults have a good understanding of pupils' specific needs and work well with external specialists. However, the school's tracking of progress does not always show the full extent of progress these pupils make.
- Pupils who are eligible for the pupil premium achieve well. Their average points score is similar to that of their peers nationally in reading, writing and mathematics.
- Good learning and progress was seen in lessons observed during the inspection, as well as in the school's record of information on pupils' learning and in pupils' books. For example, in one mathematics lesson for older pupils, the teacher very skilfully introduced and developed strategies for systematically solving number problems. This enabled pupils to gain a deep understanding of number and calculation in a practical and enjoyable way.
- Parents met during the inspection spoke highly of how well the school meets the needs of their children, especially those parents who have children that attend the special provision.

### The quality of teaching is good

- The quality of teaching across the school has improved since the last inspection. This is because there is a systematic programme for monitoring teaching, providing effective feedback and identifying appropriate professional development.
- Pupils engage well in their learning because teachers ensure a good pace to lessons and use a range of strategies that allow pupils to discuss and develop ideas. Occasionally, the pace is too quick to fully develop ideas or allow the most able to extend their contributions.
- The sensitive work of additional adults ensures that those needing the most support make unique contributions and good progress.
- Pupils' books show that marking is consistent across the school. It shows pupils what they have achieved and how to improve their work. There are good opportunities for pupils to reflect on their learning and respond to teachers' marking. This has contributed significantly to pupils' progress in lessons and over time.
- In the strongest lessons teachers are confident in asking probing questions that make pupils

think and share what they have learned. This type of questioning provides teachers with opportunities that enable them to observe and assess the learning and progress pupils make and modify their teaching within the lesson. For example, in a Year 1 English lesson, the teacher's questioning enabled pupils to combine what they had learned about Chinese New Year in class and from a trip with their exploration of non-fiction texts to create their own information text. She used pupils' contributions well to guide the direction and pace of learning.

- Teaching in the special provision is good because staff are well trained, knowledgeable and sensitive to pupils' social, emotional and learning needs. As a result, these pupils make good progress.
- Support provided by additional adults both inside and outside the classroom is particularly effective in developing pupils' reading and comprehension skills. However, sometimes, pupils are too heavily supported which means they do not get the opportunity to apply their independent problem-solving skills and build their resilience in challenging situations.
- In a few lessons some pupils make slightly slower progress. This is usually because the most able are not provided with sufficient challenge consistently throughout the lesson or learning within the lesson is not checked regularly in order to modify tasks.

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

- Pupils settle into school and make friends very quickly. This is helped by the school's system of 'peer buddies' or pupils who look after one another well. One pupil told inspectors that the school was 'like a second home'.
- Behaviour around the school and in lessons is typically good. Adults invest time in developing thoughtful behaviours and demonstrate them well. Consequently, pupils are polite, helpful and welcoming. They get on well with each other and show respect for one another. They are rightfully proud of their school.
- There are good attitudes to learning and pupils take on responsibility willingly. This might be through being a member of the school council or as peer mediators.
- Pupils feel safe in the school and understand the different types of bullying, such as cyber bullying or persistent name calling, and how to report this. They believe that if any type of unacceptable behaviour occurs, that teachers will deal with it effectively. Pupils are aware of how to keep themselves safe when using computers and on the internet.
- Pupils' attendance has improved since the last inspection and is currently above the national average. The school's own recording of incidents is thorough and shows that behaviour has also significantly improved and the number of exclusions reduced. Parents and carers report a high level of satisfaction with safety, well-being and behaviour of pupils.

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

- The headteacher and governors have set goals and expectations that provide staff with clarity and direction. Systems for improving teaching and standards are well structured and strengthened by the appointment of a deputy headteacher since the last inspection.
- There is a relentless focus on improving and developing the academic and personal achievements of all pupils. Although the school gathers relevant information about pupils' performance, it is not always analysed sufficiently to show the full extent of their achievement.
- Senior and middle leaders know about the performance of groups of pupils across the school and look for impact of any additional support pupils receive. This has resulted in improving outcomes for targeted pupils across the school.
- There is an organised and effective programme of managing staff performance through setting challenging objectives and providing professional development and good support to

achieve them. Staff at different stages of their career were unanimous that they are and have been able to develop their confidence, improve their teaching expertise and develop leadership skills.

- There is a clear and rigorous programme of monitoring teaching and learning. This is set out in the school's development plan, which has identified the appropriate priorities for taking the school further forward. This has resulted in significant improvements in the quality of teaching.
- The record of improvement and the evidence in lessons and pupils' work, along with an understanding of and commitment to improvement from staff and governors, mean that the school has the capacity to improve further.
- Outcomes for pupils are improving because the curriculum develops pupils' social, moral, spiritual and cultural development very well through everything it does. Music in the form of steel drums, classical music and a wide range of art permeate the school and provide a stimulus for exploring feelings and behaviours as well as providing a stimulus for writing. The development of a 'Forest School,' an approach that develops learning through the outdoors, is being developed for pupils of all ages. One class was observed applying their team-building and problem-solving skills to building tree houses and bridges over mud. Teachers report this has had a significant impact on improvements in behaviour, confidence and language skills.
- The school is developing its partnerships with neighbouring schools and a university to provide additional learning opportunities for staff development and school improvement. The school is in receipt of light-touch support from the local authority.
- Promoting equalities and tackling discrimination are part of the core values of the school. This permeates the ethos of the school.
- The school meets all statutory safeguarding requirements.

■ **The governance of the school:**

- The governing body works in close partnership with the headteacher in setting the priorities and direction for the school. Governors visit the school regularly and some governors lead after-school clubs and work with pupils on such projects as gardening. There is a good understanding of the work of the school, of pupils' performance and of the school's finances. The achievement committee ensures that school improvement priorities are targeted and effective. Governors have devised a governor action plan for increasing the engagement of parents and improvements to the Early Years Foundation Stage. They have a good understanding of the strengths and areas for development relating to pupil achievement and quality of teaching. Governors are particularly knowledgeable about the purpose and impact of the pupil premium funding and which pupils benefit from it. They know that this funding has been targeted on raising standards in reading through investment in staffing and resources. As a result, reading is a particular strength and outcomes for pupils have improved. The governing body plays an active role in managing the performance of the headteacher and knows well how the performance of other staff is managed and improved. It employs the services of an external advisor to ensure that objectives are appropriate and challenging. Governors also undertake and seek training opportunities such as on how well the school's performance compares to national standards and other similar schools, induction for new governors and how to keep pupils safe.

## 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>	101631
<b>Local authority</b>	Bromley
<b>Inspection number</b>	404774

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>	397
<b>Appropriate authority</b>	The Governing Body
<b>Chair</b>	Len Blomstrand
<b>Headteacher</b>	Kate Reynolds
<b>Date of previous school inspection</b>	16–17 March 2011
<b>Telephone number</b>	020 8778 6101
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