

Scotts Park Primary School

Orchard Road, Bromley, Kent, BR1 2PR

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Leaders, managers and the governing body have not worked together well enough to secure a strong partnership with parents and carers.
- In their responses to the Parent View questionnaire and communications with inspectors, over one third of parents and carers believe the school does not respond well to the concerns they raise. They are concerned about how well the school is led and managed, the homework set for their children and the information they receive about their progress.
- Leaders do not ensure that when staff are absent or released for their preparation, planning and management time the good quality of teaching is sustained and this hinders pupils' progress.
- A small amount of teaching requires improvement. On these occasions work is not sufficiently demanding for the more able, time is not used to best effect and pupils lose interest.
- The gap between the few pupils who benefit from additional funding and who took national tests last year and their classmates is wide.
- Activities in the outside area for reception children do not offer increasing levels of challenge as the children get older.
- Work in mathematics is not used often enough in a range of subjects for pupils in all classes to be clear about its links to daily life.
- Pupils' work is marked regularly, but teachers do not always check that pupils have acted on their guidance to avoid repeating the same mistakes.

The school has the following strengths:

- Most teaching in English and mathematics is good. In Years 5 and 6 it is outstanding.
- National test results in reading, writing and mathematics are high in Years 2 and 6. Pupils are prepared very well for the next stage in their education.
- Staff, especially in Reception and Key Stage 1, have responded well to training in new initiatives to improve pupils' writing. Pupils write confidently and with imagination.
- Teaching assistants support pupils' learning well, especially those who are disabled or who have special educational needs.
- Pupils behave well, attend regularly and feel safe. They often work well together in pairs or in small teams.
- The provision for pupils' cultural development, especially in the arts, enables them to produce work of exceptional quality.

Information about this inspection

- Inspectors observed 28 parts of lessons, often accompanied by the headteacher.
- Samples of pupils' previous work in English and mathematics were reviewed.
- Some pupils in Years 1 and 2 read to an inspector. Older pupils discussed their views of the school. Their behaviour was observed in lessons and at various times around the school.
- Meetings were held with the headteacher and staff with responsibility for disabled pupils and those with special educational needs, the Early Years Foundation Stage, art, English and mathematics. Inspectors also met with representatives of the governing body and the local authority.
- The responses of 100 parents and carers who completed Parent View, those spoken to by an inspector before school, two letters written to the inspection team, and a telephone message were taken into account.
- Documents reviewed included the school's improvement plan, the summary of the school's checks on how well it is doing, governing body minutes, arrangements for managing staff performance, safeguarding, and records of pupils' progress, behaviour and attendance.

Inspection team

Kath Beck, Lead inspector	Additional Inspector
Clementina Aina	Additional Inspector
Peter Thrussell	Additional Inspector

Full report

Information about this school

- This school is larger than most primary schools. It is heavily oversubscribed.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, are met.
- The proportion of pupils supported by pupil premium is below the national average. This is the additional funding for pupils known to be eligible for free school meals, looked after children and those with a parent or carer in the armed forces. Currently the school has very few looked after children and none with parents or carers in the armed forces.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- Pupil numbers are increasing. In 2012 the school admitted 30 more children in Reception because the number of children aged four in the locality has risen. The school is due to admit another 30 children in Reception in September 2013.
- The school utilises a sports company and staff from an agency to cover when teachers are released for required planning, preparation and assessment time, and long-term absence.
- Scotties Club, a privately run club that offers care before and after school, operates in a small hall. It is inspected separately and the report is on the Ofsted website. The club is moving to new premises away from the school site in September.
- A new Chair of the Governing Body took up his role in February this year. There are four vacancies on the governing body and the period of office for others is coming to an end shortly.
- The last full inspection was in May 2006, with a one day reduced tariff inspection in June 2009.

What does the school need to do to improve further?

- Raise the quality and consistency of teaching so more is outstanding by ensuring that all staff, including those covering for absence:
 - provide demanding work, especially for the more able, in all classes
 - make the most of the time available, taking lessons at a good pace so that pupils do not have to listen for too long and lose their concentration
 - check that pupils act on teachers' guidance to improve their work and avoid making similar mistakes in the future.
- Raise pupils' achievements further by ensuring:
 - activities provided for children in the outside area of the Reception classes include increasing levels of challenge building on children's knowledge and skills gained over the year
 - mathematics is included in other subjects and more links are made to its application to everyday life
 - that the gap in attainment between pupils with free school meals and other pupils in the school is closing.
- Improve leadership and management by:
 - making rigorous checks to ensure that all pupils continue to receive high-quality teaching when staff are released from class or are on long-term leave of absence
 - strengthening the partnership with parents and carers by reviewing the arrangements for homework, the manner in which concerns are dealt with and sharing information about children's progress
 - commissioning an external review of governance in order to assess how this aspect of

leadership and governance may be improved.

Inspection judgements

The achievement of pupils is good

- Pupils' attainment in English and mathematics in Years 2 and 6 has improved markedly since the previous inspection. Most pupils in these year groups reach the levels expected, or higher than expected for their age. In Year 6 almost a quarter of pupils are on course this year to reach Level 6 in mathematics and one tenth in writing, which is exceptional achievement for their age.
- The reasons for this marked rise in attainment include:
 - improvements to the quality of teaching
 - additional sessions for the most able at lunchtime and after school
 - guidance from a local secondary school about the Level 6 programmes of work and the criteria pupils need to meet to reach this level of attainment
 - pupils' extremely positive attitudes to learning in Years 5 and 6.
- From their varied starting points, pupils make good progress in English and mathematics. Their progress slows on occasion when teaching requires improvement. Progress also slows across a range of subjects because teachers do not plan sufficiently well for continuity in pupils' work with those taking their classes during release time.
- Children in Reception make good progress. They are confident to read and write simple, imaginative stories without the help of an adult, and to count in sequence up to 20. That said, literacy and numeracy skills are not always integrated into some of the activities children do outside to offer greater challenge in their learning as they get older.
- In Key Stage 1 pupils have good knowledge of the sounds that letters make. They use these well when reading and writing.
- In mathematics, most pupils know a variety of methods to calculate accurately and apply their good recall of multiplication tables and number bonds. The most able in Year 6 have a high level of knowledge that they can apply to the challenging tasks they receive. Pupils' work in other year groups shows they often practise new techniques rather than apply them to investigations and other subjects.
- Senior staff continually seek out and introduce new ways of teaching English and mathematics so that all pupils have the chance to succeed. Disabled pupils and those with special educational needs receive additional adult help in lessons, in one-to-one sessions and small groups. In 2012 those supported at school action and school action plus did much better than their peers, and all pupils nationally, in reading.
- Very few pupils who took the national tests in 2012 were eligible for pupil premium. Some of those who were eligible also had complex special educational needs, particularly in writing. Consequently the gap between these pupils and their classmates is much wider than usually found. In English they are almost two years behind and 16 months behind in mathematics. That said, they performed better than pupils in similar circumstances nationally in mathematics.

The quality of teaching is good

- Parents, carers, teachers and governors are right to believe that teaching is mostly good or outstanding. It is not yet outstanding overall because there are inconsistencies in a minority of lessons with regard to the level of challenge for the more able pupils, and the slow pace of learning.
- Notable features of the outstanding teaching include:
 - short, sharp, tightly focused activities at the beginning of lessons that ensure pupils gain a clear understanding of what they are learning about and how they are to achieve it
 - high-quality questioning and conversations with pupils that help them to think through their ideas and correct misconceptions
 - excellent subject knowledge that is shared confidently with pupils

- challenge for pupils of all abilities
- the provision of a good range of resources so that pupils can work on their own.
- Lessons taught by full-time staff are planned well to build on pupils' previous knowledge, skills and understanding.
- Teaching assistants offer good levels of support, especially to disabled pupils and those with special educational needs. They work closely with teachers and know precisely what the pupils they support are to learn and achieve.
- Teachers mark pupils' work frequently and explain what they need to do to improve. They do not always check that pupils have followed their guidance to avoid making similar mistakes.
- While homework contributes well to pupils' progress in reading, writing and mathematics, one quarter of the parents and carers responding to the questionnaire believe that homework is not appropriate for the age of their children. Having been made aware of this the school has rightly decided to consult further about the homework provided.

The behaviour and safety of pupils are good

- In the very best lessons, pupils' attitudes to learning and their behaviour are exemplary. They work very well together in teams or small groups talking through their ideas and helping each other to learn. On the occasions when lessons require improvement and pupils are not engaged in activities quickly enough, they lose interest, slowing their rate of learning.
- The majority of parents, carers and staff responding to the questionnaires are right to say that behaviour is good, and that pupils feel safe. Pupils are courteous, polite and respectful to adults and to one another. There is a harmonious and happy atmosphere in which pupils can learn.
- Pupils know about different kinds of bullying. They say that it has occurred on rare occasions with name calling, but as soon as it is mentioned to their teachers it is dealt with. The school council has drawn up its own policy for dealing with bullying that urges pupils to tell an adult as soon as they become unhappy. No pupil has been stopped from attending because of bullying or poor behaviour in recent years.
- Attendance is above average and lessons start promptly because pupils enjoy coming to school. Older pupils who are playground buddies, members of the pupils' leadership team or school council make important contributions to the school community.

The leadership and management require improvement

- Recent changes to the school and difficulties within the governing body have led to a reduction in parents' and carers' confidence in the leadership and management of the school.
- One third of parents and carers responding to Parent View do not consider their concerns are dealt with well. Those spoken to expressed mixed views. Some said they were very pleased with the school, and staff responded to and resolved their worries quickly. Others mentioned their concerns had not been dealt with well. Worries about the closure of the breakfast and after-school club, challenge for the more able in some lessons, and continuity in the quality of teaching when staff are absent had not been resolved fully to their satisfaction.
- Action taken by senior leaders through training and checks on the quality of teaching has brought about good and outstanding teaching in most classes taught by permanent staff. Checks on teaching by agency and other providers have not been robust enough to ensure that pupils continue to enjoy the same high-quality teaching when their teacher is engaged in other duties.
- Senior leaders have been very successful in raising pupils' attainment in Years 2 and 6 over the past three years. Subject and key stage leaders have a clear understanding of the strengths and areas for development in their subject. The introduction of new ways to teach English more effectively has proved very successful, especially in Reception and Key Stage 1. By making checks on lessons and looking at pupils' work the school has rightly identified that more links need to be made between mathematics and its purpose in daily life and across a range of

subjects.

- New procedures for managing the performance of teachers ensure that they implement agreed changes to their teaching methods. However, these procedures are not yet linked sufficiently to their expected impact on pupils' progress to hold all staff fully to account.
- The local authority has had little involvement because it considers the school 'light touch'. It has, however, given effective support in overcoming difficulties in governance.
- The range of taught subjects is broad and balanced and promotes pupils' enjoyment of learning. It enables them to develop and use high-quality literacy skills across a range of subjects. Senior leaders ensure that there is no discrimination and that all pupils have access to the wide range of activities. High-quality imaginative artwork in a wide range of media, sports activities, woodland walks, dance, drama, and the study of other cultures and religions promote pupils' spiritual, moral, social and cultural development well.
- **The governance of the school:**
 - In the past, few governors have undergone sufficient training to ensure that they are fully aware of their roles and responsibilities. As found in the previous inspection in 2009 there have been significant changes to the personnel recently. The number of vacancies means there is a great deal for other governors to do. A new and experienced Chair of the Governing Body is quickly restoring efficient procedures and protocols for the governance of the school.
 - Governors are too reliant on information provided by the headteacher for the quality of teaching. Those skilled in the analysis of information on pupils' achievement are aware of the school's performance compared with that of other schools nationally. There has been insufficient discussion between the governors and headteacher about the impact of the rising number of children in Reception on the organisation of the school and the before and after-school club, and how this can be conveyed effectively to parents and carers.
 - While governors know about the allocation of pupil premium money, they are not aware of the impact this is having on the progress of the pupils concerned. Arrangements for setting targets for the headteacher are appropriate, but governors have not been involved in the new procedures for the salary reviews of all other staff linked to their performance. Finances are checked carefully, and plans have been drawn up to deal with the likely changes to the money available over the next three years. They ensure safeguarding requirements are met.

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	101636
Local authority	Bromley
Inspection number	423034

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	430
Appropriate authority	The governing body
Chair	Ray Humby
Headteacher	Amanda Buck
Date of previous school inspection	2–3 May 2006
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