

# Poverest Primary School

Tillingbourne Green, Orpington, BR5 2JD

**Inspection dates** 2–3 October 2014

| <b>Overall effectiveness</b>   | Previous inspection: | Requires improvement | 3        |
|--------------------------------|----------------------|----------------------|----------|
|                                | This inspection:     | <b>Good</b>          | <b>2</b> |
| Leadership and management      |                      | Good                 | 2        |
| Behaviour and safety of pupils |                      | Good                 | 2        |
| Quality of teaching            |                      | Good                 | 2        |
| Achievement of pupils          |                      | Good                 | 2        |
| Early years provision          |                      | Outstanding          | 1        |

## Summary of key findings for parents and pupils

### This is a good school.

- The headteacher provides outstanding leadership. She has skilfully led the school through a period of rapid improvement in the last year.
- The quality of teaching has risen significantly since the school's last inspection and is now good.
- The headteacher is well supported by other senior leaders and an able governing body, who share a clear focus on raising standards for all pupils.
- Pupils achieve well and standards are rising. Pupils make good progress from their well-below-average starting points. By the time pupils leave the school their attainment in reading is above average and average in writing and mathematics.
- Pupils' progress in reading is excellent in Key Stage 2. Pupils are encouraged to read widely and they have access to stimulating texts which they often read with enthusiasm and skill.
- Pupils supported by the pupil premium achieve well. The school ensures that any gaps between their attainment and that of other pupils in the school are quickly closed.
- Pupils in the specialist provision for Autistic Spectrum Disorder are very well supported and make good progress from their starting points.
- The promotion of pupils' spiritual, moral and cultural development is strong. The rich curriculum gives pupils good opportunities for developing their academic, practical and sporting skills. Learning opportunities in music are excellent.
- Pupils are kept safe and say they feel very safe. They are polite and well behaved in lessons, around the school and at playtimes. Pupils settle quickly to their work and enjoy learning. Their behaviour and attendance have improved over this last year.
- Parents and carers are very pleased with the changes made and with their children's progress.
- The school's early years provision is outstanding. The exciting learning opportunities encourage children to love learning and to make an excellent start, including in reading.

### It is not yet an outstanding school because

- The progress of some pupils in Key Stage 1 is hindered by a lack of confidence in phonics (the sounds that letters make). Not enough is done to ensure that all groups of pupils apply their learning in phonics when writing.
- In a few lessons, work is too easy for the most able, particularly related to raising the highest levels of pupils' progress in writing and mathematics.

## Information about this inspection

- Inspectors observed 16 lessons, all of which were observed jointly with the headteacher.
- Inspectors looked at work in pupils' books and listened to a number of pupils read in Key Stages 1 and 2.
- Inspectors met with groups of pupils to gain their views of the school. They spoke informally to pupils at break and lunchtime. They also attended 'Sing Up', a singing session for Key Stage 1 and Key Stage 2 pupils.
- Inspectors looked at a range of documentation, including assessments of pupils' progress, the school's checks and records relating to safeguarding, child protection, behaviour and attendance, records of how teaching is managed and the school improvement plan.
- Meetings were held with the headteacher, other senior staff, two governors and a representative from the local authority.
- Inspectors took account of the 24 responses to the online questionnaire (Parent View) and 35 responses to the staff questionnaire. They also spoke to several parents and considered a number of letters received from parents.

## Inspection team

Eileen Chadwick, Lead inspector

Additional inspector

Maureen Coleman

Additional inspector

## Full report

### Information about this school

- The school is similar in size to most primary schools. The numbers entering Reception have increased this year and there are now two classes. There is one class in each year group for pupils in Years 1 to 6.
- The school has a designated resource base known as the Autistic Spectrum Disorder (ASD) provision. There are currently 18 pupils enrolled in this facility for pupils from Year 1 to Year 6.
- The majority of pupils are White British. The proportion of pupils speaking English as an additional language is above the national average, at about 11%.
- The proportion of pupils supported through the pupil premium is well above the national average. This is additional government funding for pupils who are known to be eligible for free school meals and those who are looked after.
- The proportion of disabled pupils and those with special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is well above average.
- The school has experienced a complete change of senior leadership in the last year. The headteacher took up post in September 2013, while the deputy and assistant headteachers started in January 2014. A new Chair of Governors was appointed in September 2013.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school provides a daily breakfast club for its pupils. They may also attend an after-school club but as this is privately managed it is subject to a separate inspection. Its report can be found on the Ofsted website.

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

- Improve pupils' achievement by:
  - raising the proportions reaching higher levels in writing and mathematics
  - ensuring more-able pupils are consistently challenged in their learning.
- Ensure teaching is never less than consistently good by:
  - in Key Stage 1, ensuring pupils are given enough opportunities to pronounce new sounds before reading words
  - ensuring lower-attaining pupils are consistently shown how to apply phonics when writing words.

## Inspection judgements

### The leadership and management are good

- The headteacher provides exceptionally strong and effective leadership. She has a clear vision and unswerving determination to ensure the school continues on its road to high achievement for all pupils.
- She has quickly focused on improving teaching across the whole school in order to rapidly raise achievement and standards in all year groups. This has resulted in rapid improvement in the quality of teaching and in pupils' progress in literacy and numeracy.
- The new leadership structure is well thought through and the headteacher is well supported by other senior leaders. Training and clear guidance from the headteacher have strengthened the leadership of other staff who have particular responsibilities. Senior and middle leadership is shared well, although some subject leaders are still receiving training to enable them to evaluate pupils' learning in lessons across the whole school.
- The specialist provision for ASD is well led and managed. Pupils are successfully enabled to join mainstream classes as soon as they can benefit from this.
- There are robust systems for checking the school's work. For example, a programme of pupil progress meetings is held half termly and this involves teachers and senior leaders evaluating the impact of teaching on groups and individual pupils.
- Senior leaders, staff and governors have high expectations for every pupil and are fully committed to equality of opportunity. They are fully aware that there is more to be done in writing and mathematics to ensure pupils' progress is as strong as it is in reading. There are very good systems to foster good relationships and tackle any possible discrimination.
- Staff performance is well managed. Senior leaders rigorously check teachers' performance and provide suitable further training so they can meet their individual targets for improvement. There is now a very tight link between good classroom performance and salary increases.
- The curriculum has been overhauled and meets pupils' needs well. It inspires pupils to learn, fully meets the new national curriculum requirements and ensures pupils are able to develop their academic, practical and sporting skills. Musical opportunities have improved rapidly during the last year and pupils in every year group now learn to play a musical instrument, which includes the provision of violins for every pupil in Years 3 and 4 and clarinets for Year 5.
- The use of additional sports funding is increasing pupils' skills and their enjoyment of sporting activities. It has been used to pay for specialist sports coaches to teach sports lessons, develop teachers' skills and enhance the curriculum with a range of enrichment activities, including swimming lessons and cycling.
- The school's promotion of pupils' spiritual, moral, social and cultural development is strong and this underpins pupils' good behaviour. Assemblies are well used to promote Christian values of respect and the curriculum encourages pupils to learn about cultural differences. Pupils are beginning to understand the importance of democracy. For example, during the recent debate about Scottish independence, pupils learned about the importance of democracy as they voted for pupils to represent them on their own school council.
- The headteacher has worked hard to put the school at the heart of the community and has successfully encouraged parents and family members to take an active role in their children's learning. Parents visit lessons and receive very regular progress reports on their children's performance. The school also provides courses to enable parents to understand how literacy and numeracy are taught, as well as enabling them to update their own skills.
- The local authority has provided good support, including providing teachers with subject training. The school has valued and made good use of this support.
- Safeguarding procedures, including child protection training, meet all current requirements.
- **The governance of the school:**
  - The governing body is knowledgeable and sharply focused on improvement and the eradication of any gaps in achievement. Governors have a clear understanding of pupils' achievement. They know about the quality of teaching and understand what needs to improve. Governors are well trained and committed to honing their skills through further training. They challenge and question school leaders and have a good understanding of the school's strengths and weaknesses. Members of the governing body have thorough procedures to manage the performance of the headteacher. They have supported the headteacher in restructuring staffing and in ensuring pay rewards are based on effective teaching resulting in good achievement. Their oversight of the use of resources, including pupil premium and sports funding, is very thorough.

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

- The behaviour of pupils is good. Relationships between adults and pupils are excellent and pupils from diverse backgrounds get on extremely well together. This is because the school places a strong emphasis on developing pupils' spiritual, moral, social and cultural development.
- The headteacher has put in place a consistent scheme for behaviour management, and staff adhere to this. Pupils know how this system works and the consequences if it is not followed.
- Pupils behave well in lessons and have good attitudes to learning. They settle quickly and sustain their concentration well. Nonetheless, on occasions, pupils lose focus because they are not challenged at the right level.
- Pupils in the specialist provision for ASD behave well. This is because these pupils benefit from excellent care and support. Very strong links with outside specialists enable staff to identify and meet pupils' emotional, social and academic learning needs.
- Pupils are smartly dressed and are very proud of their school, including the recent improvements to classrooms and corridors. They respect the school's premises by keeping them tidy and litter free. Pupils have a good awareness of the need to care for and protect the environment, and their Forest School work contributes well to this.
- Pupils enjoy coming to school because of the welcoming atmosphere and stimulating lessons. This is shown in their improved attendance, which is now above average. The school has worked hard to ensure that pupils and parents understand the importance of good attendance and arriving on time.
- Pupils behave well in the playground and move around the school calmly. Pupils' good behaviour is also demonstrated by a large reduction in the number of exclusions and there have been none since September 2013. A few pupils who find it hard to regulate their behaviour are well supported and show good improvement over time.
- Pupils learn to work well together and, through the school's exciting business and industry links, develop their ability to work in teams and take on roles of responsibility. For example, the link with a children's construction kit company enabled them to find out about different occupations as well as to become 'architects' during their designing and making activities.
- The before-school club is well attended and resourced. Pupils are extremely well cared for and are provided with nutritious breakfasts. They are given an excellent start to the school day, and some pupils' attendance has improved as a result of their involvement in the club.
- Most parents who responded to Parent View agree that behaviour is good.

**Safety**

- The school's work to keep pupils safe and secure is good. Rigorous systems are in place for the recruitment of staff. A number of staff hold first aid qualifications and members of staff and the governing body have undertaken safe recruitment training.
- Pupils say they feel safe in school. They have a good awareness of how to keep themselves from harm, including when using the internet.
- Pupils are aware of the different forms of bullying, such as name calling, and say that, although it does occur, this is unusual. If anything unkind is said to them or happens to them they know exactly who to go to and what to do.
- The overwhelming majority of parents who responded to Parent View feel that their children are kept safe in school.

**The quality of teaching is good**

- Teaching is lively and engaging. The curriculum is very well designed to help pupils to broaden their experiences, to develop their speaking and thinking skills and to underpin academic learning. It enables teachers to build pupils' basic skills securely in lessons and over time.
- Relationships between teachers and pupils are excellent. Teachers use the school's systems of rewards and sanctions consistently. Consequently, pupils respond well to teachers and support staff, creating a harmonious working environment where pupils try to do their best.
- Leaders have worked hard with staff to promote good teaching of reading, writing and mathematics so that pupils build up their skills as they move through classes. Teachers plan and deliver lessons that

usually take fully into account pupils' different abilities. For example, in a Year 3 mathematics lesson, more able pupils were challenged well when searching for patterns in the number of vertices, faces and edges in different three-dimensional shapes. Middle- and lower-attaining pupils also progressed well because of the way in which key vocabulary was introduced, as well as activities that built well on their previous understanding.

- Good teaching of phonics and daily opportunities for pupils to practise reading are having a positive impact on raising attainment. However, on a few occasions in Key Stage 1, staff do not give pupils enough opportunities to say the sounds before asking them to read new words. This limits pupils' confidence in combining sounds.
- Guided reading sessions are taught well and pupils of all abilities learn well. Occasionally, staff do not enable lower-attaining pupils to apply their knowledge of phonics well enough when spelling words during writing activities.
- Teachers' subject knowledge is good as a result of the subject training they have received during this year. It is also greatly enhanced by teaching alongside specialists in music, sport and modern foreign languages. Teaching of music throughout the school is outstanding. Excellent subject knowledge, high expectations and exciting activities underpin pupils' rapid learning.
- Teachers' high expectations are reflected in the pupils' books. Work is well presented because teachers have encouraged pupils to take a pride in it. Marking is detailed and makes clear to pupils what they need to do to improve. Pupils respond well to teachers' comments.
- Pupils in the specialist provision for ASD are well taught and learn well. Staff are well trained and teachers and assistants provide pupils with carefully tailored support.
- Teaching assistants make a good contribution to pupils' learning because they are well briefed by teachers and well deployed. Those working with individual disabled pupils and those with special educational needs have a clear understanding of pupils' learning difficulties and are skilled in helping them to learn.

### **The achievement of pupils is good**

- Pupils' progress has improved considerably since the previous inspection and has accelerated in the last year. It is now good in Key Stages 1 and 2, and is excellent in Reception.
- Children enter Reception with skills that are well below the levels expected for their age. Their excellent progress raises their attainment, which is just below average on entry to Year 1.
- Pupils' progress in Key Stage 1 is good. Year 1 pupils' attainment has risen in phonics. This has contributed well to better standards in Year 2, which are now average in reading, writing and mathematics.
- Standards in Year 6 represent good progress compared with the below-average standards these pupils attained at the end of Year 2. Improved use of assessment and staff training have helped to improve pupils' progress. The very large majority of Year 6 pupils attained the expected standards in reading, writing and mathematics in the 2014 national tests. However, in 2014, fewer reached the higher levels in writing and mathematics than did so in reading and in most schools.
- The most able pupils make good progress overall. In the current Year 6, pupils' assessments, work and classroom observations show improvement. This is particularly so in mathematics, where the proportion reaching standards much higher than expected is rising. However, there are a few instances where more-able pupils' progress slows during mathematics lessons because pupils are not stretched sufficiently.
- The school has a detailed programme for disadvantaged pupils who are helped by additional government funding. It identifies these pupils as soon as they enter the school and very effectively provides the exact support they need so they progress well throughout the school. Pupils' attainment has improved markedly so that, in 2014, it was above the national average in reading and average in writing and mathematics and was similar to that of other pupils in the school.
- Pupils in the specialist provision for ASD make good progress. They learn well during specialist teaching time and are very well supported by teaching assistants during mainstream lessons.
- Disabled pupils and those with special educational needs, as well as pupils from minority ethnic groups, including those who speak English as an additional language, make good progress. Methods used to help them are tailored precisely to their specific needs. For example, regular specialist teaching of reading helps them to make rapid progress and raises their attainment.
- Pupils' reading skills develop well and progress is rapid in Key Stage 2. Pupils across the school take a strong interest in reading and, once proficient, enjoy reading books by a wide range of authors. The recently improved systems for teaching phonics and regular opportunities to read to an adult on an individual basis are quickening pupils' progress.
- Pupils learn to write well for different purposes in many curriculum areas. Their handwriting, punctuation, grammar and sentence construction develop well. However, in Key Stage 1, lower-attaining pupils do not

consistently apply their phonics skills when writing and this limits their spelling and ability to write in sentences.

- Pupils progress well in mathematical calculation and in learning to solve verbal problems. They successfully apply their mathematics understanding to many curriculum areas, including science. There are excellent examples of pupils using mathematics in enterprise projects, such as when pupils ran stalls for the school's Christmas Fair and, working to a budget, created artefacts and activities to sell.

### The early years provision

### is outstanding

- Children start school with skills and abilities that are well below the levels typical for their age. A few begin school with very low-level communication and language skills or personal development.
- Children make excellent progress, so that the proportion reaching a good level of development is only a little lower than that found in most schools, including in communication and language, literacy and numeracy.
- Teaching activities are of a high quality. They are carefully planned to ensure all children enjoy their learning and achieve very well. Disabled children and those with special educational needs are nurtured very well and make progress in line with others. Carefully targeted activities make sure the most able achieve their potential.
- The rich learning activities enable children to develop their speaking, listening and thinking activities extremely well. The teaching of phonics and early reading skills is excellent. For example, a lesson in sounds and letters enabled children to rapidly learn a new sound, correctly pronounce it and recognise it when spoken or written.
- Purposeful play activities include many good opportunities for children to use their early phonics training to develop their writing as well as reading skills. Both indoor and outdoor learning is of a high quality, with exceptionally strong opportunities for children to learn about numbers or to express their ideas through imaginative role play.
- Children are very enthusiastic learners who show curiosity and delight and who behave well. They are developing a good awareness of personal hygiene and of how to keep themselves safe both indoors and out.
- Leadership and management are outstanding. Staff are highly trained and motivated and, as a result, children make rapid progress. Assessment of children's progress and reporting to parents are excellent. Parents and carers are now very closely involved in their children's development at school and often learn alongside their children, for example, how to teach reading through sounds and letters.



## 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> | 101641  |
| <b>Local authority</b>         | Bromley |
| <b>Inspection number</b>       | 448955  |

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>                 | 4–11                          |
| <b>Gender of pupils</b>                    | Mixed                         |
| <b>Number of pupils on the school roll</b> | 239                           |
| <b>Appropriate authority</b>               | The governing body            |
| <b>Chair</b>                               | Michelle Booker               |
| <b>Headteacher</b>                         | Sally Weeks                   |
| <b>Date of previous school inspection</b>  | 17 January 2013               |
| <b>Telephone number</b>                    | 01689 816060                  |
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