

Green Street Green Primary School

Vine Road, Green Street Green, Orpington, BR6 6DT

Inspection dates

12–13 March 2015

Overall effectiveness	Previous inspection:	Not previously inspected as an academy
	This inspection:	Requires improvement 3
Leadership and management	Requires improvement	3
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Requires improvement	3
Achievement of pupils	Requires improvement	3
Early years provision	Requires improvement	3

Summary of key findings for parents and pupils

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

- Senior leaders have not been diligent enough in holding all teachers to account for the achievement of all pupils, especially the boys. Overall, pupils' progress across the school is not yet good.
- The skills of leaders in English and mathematics have not yet been developed well enough to enable them to take a full role in driving improvements.
- Teachers' expectations of what pupils, especially boys, can achieve are sometimes too low, including in the presentation of their work and handwriting.
- Behaviour is not yet good. Where teaching does not interest boys or challenge them appropriately, they often lose concentration and waste time fidgeting.
- Teachers' marking and feedback on pupils' work do not always give clear guidance on how pupils can improve. At times, basic errors in grammar, spelling and punctuation in workbooks are uncorrected and this slows pupils' progress.
- Boys do not make as much progress as girls across the school. Gaps in achievement between boys and girls are too wide.
- In some year groups, the gap in achievement between disadvantaged pupils and their classmates is too wide, especially in mathematics.
- Children in the Reception class, especially boys, are not doing as well as they should because expectations of children are not always high enough and there are inconsistencies in the quality of teaching and resources.
- The quality of teaching in phonics (linking letters and sounds) is not consistently good across Key Stage 1, so not all pupils can apply these skills with confidence in their reading and writing.
- The most able pupils do not always start working quickly enough to enable them to achieve their best in all lessons.
- Governors have not held senior leaders to account rigorously enough.

The school has the following strengths:

- The Speech and Language Unit provides a secure environment where pupils learn well because teaching is well matched to their needs.
- Other disabled pupils and those with special educational needs also achieve well. This is as a result of the extra help they receive.
- The sports premium funding is used well to provide a wide range of sporting activities that enhance pupils' health and well-being.
- Pupils and parents agree that the school keeps their children safe. Pupils have a good awareness of bullying and report that this is rare.
- Pupils' spiritual, moral, social and cultural development is good, including their awareness of democratic life in Britain.
- Parents express very positive views. The vast majority say their children are happy and enjoy coming to school, so attendance is above average.

Information about this inspection

- Inspectors observed a range of lessons in all year groups, as well as the teaching of small groups of pupils in sessions aimed at giving them extra help, and teaching in the Speech and Language Unit. Some lessons were observed jointly with the headteacher, the deputy headteacher and the assistant headteacher.
- Inspectors listened to pupils read and held discussions with pupils across the school. Inspectors scrutinised pupils’ workbooks.
- Inspectors considered the 109 responses to the online questionnaire, Parent View, and a letter received from one parent or carer. Responses to a questionnaire completed by 53 members of staff were considered.
- A meeting was held with four governors, including the Chair of the Governing Body, and with school leaders and staff responsible for English, mathematics, sports and physical education, special educational needs, early years and the leader of the Speech and Language Unit.
- A range of the school’s documents was examined. These included an external evaluation of the school’s work, the school’s own self-evaluation, improvement plans, records of the school’s checks on the quality of teaching, data on pupils’ achievement, records of pupils’ attendance, behaviour records and safeguarding documentation.

Inspection team

Angela Konarzewski, Lead inspector	Additional Inspector
Jackie Edwards	Additional Inspector
Michael Buist	Additional Inspector

Full report

Information about this school

- Green Street Green Primary School is larger than most primary schools. It converted to an academy in February 2012. When its predecessor school of the same name was last inspected in 2009, it was judged to be outstanding, overall.
- Children attend the early years provision in the Reception class full time from September each year.
- The majority of pupils are of White British heritage, with a number of other ethnic backgrounds represented in lower than average numbers. The proportion of pupils who speak English as an additional language is well below that found nationally.
- The proportion of disadvantaged pupils supported through the pupil premium is much lower than that found nationally. The pupil premium is additional government funding for pupils known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those with special educational needs is well above average. The majority of these pupils have a specific learning difficulty or speech, language and communication needs. The school accommodates a specialist provision for pupils with speech and language needs in the Speech and Language Unit.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Rapidly improve teaching and accelerate the progress of all groups, especially boys, in all subjects by:
 - raising teachers' expectations of what boys can achieve, including in the presentation of their work and handwriting, starting in Reception
 - challenging all pupils to do their best and ensuring that the most able start working quickly in all lessons
 - ensuring that teachers' marking and guidance consistently help pupils to improve, especially in English grammar, spelling and punctuation, and checking regularly that pupils act on the advice given
 - making sure that all staff in Key Stage 1 teach phonics consistently well and provide pupils with books that are not too hard for them to read
 - ensuring that homework is regularly set and marked, in accordance with the school's policy
 - improving provision and resources, indoors and outside, in Reception.
- Improve behaviour in lessons, especially that of boys, by ensuring that all teaching interests and challenges them appropriately.
- Improving the effectiveness of the school's leadership and management by:
 - making sure that senior leaders consistently hold teachers accountable for the achievement of their pupils
 - ensuring that governors continue to develop their skills and hold senior leaders more rigorously to account for the quality of teaching and achievement in the school
 - developing the skills of subject leaders in English and mathematics so they are able to take a more active role in improving achievement and teaching
 - establishing robust systems for assessing the impact of additional funding on the achievement of disadvantaged pupils across the school, particularly in mathematics, so that gaps in achievement close more rapidly.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

require improvement

- Senior leaders and governors have not held teachers to account rigorously or consistently enough for the achievement of groups of pupils, especially boys.
- Leaders responsible for English and mathematics are new to their roles. They are still developing the skills to enable them to take a more active role in improving in the quality of teaching and achievement in their subjects.
- The headteacher has a vision for improvement and, since his appointment two years ago, he has appointed a new deputy headteacher and worked closely with her and other senior leaders. They have started to bring about some improvements in the school's provision, including in the quality of teaching.
- In judging the quality of the school's work, leaders have relied too heavily on advice from an external organisation. The latest report from this organisation, based on a visit earlier this month, did not correctly identify the main areas for improvement for the school. Leaders now have a clearer understanding of the school's strengths and weaknesses and there is secure capacity to improve.
- Leadership of the Speech and Language Unit is strong and pupils taught within the unit achieve very well. Some of this practice is shared with teachers and teaching assistants in the main school, so other disabled pupils and those with special educational needs also achieve well.
- Good systems for checking the performance of teachers have been put into place this year. Senior leaders' judgements on the quality of teaching, linked to the Teachers' Standards, are now accurate and appropriate targets are being set. As a result, teaching is showing signs of improvement.
- The impact of the use of pupil premium funding is not being checked closely enough. While there are a number of initiatives in place, their impact on the achievement of disadvantaged pupils varies across the school. Current gaps in achievement between disadvantaged pupils and their classmates in Year 6 are narrowing in reading and writing but widening in mathematics. Gaps in reading in Years 3 and 5, in writing in Years 1, 2 and 5, and in mathematics in all year groups are widening.
- In Reception and Key Stage 1, the curriculum is designed to foster creativity and confidence in pupils of all abilities. Special enrichment weeks, including a focus on outdoor learning, investigations and enterprise, are helping to motivate and engage pupils, together with a range of trips and visitors. Across the school there is a good range of subjects and activities.
- The school's leaders promote pupils' spiritual, moral, social and cultural development well. Pupils learn about the major world faiths, and, although ethnic minorities are represented in small numbers, pupils learn to respect people from a wide range of other cultures and backgrounds.
- British values are actively promoted through the application of democracy in elections where pupils are taught to respect decisions made by the majority. Aspects of the school's work prepare pupils well for life in modern Britain.
- The leader responsible for ensuring that the primary school sports premium funding is used wisely has been conscientious in securing improvements in this aspect of the curriculum. The focus for spending over the past year has been on training to improve the skills of staff in teaching sports and to provide a range of sporting clubs and activities outside the school curriculum. The impact of this on pupils' health and well-being has not yet been fully evaluated, but pupils are positive about recent changes; for example, one Year 6 boy wrote in response to a recent survey, 'You get to learn new skills, get fit, exercise and have fun.'
- Although leaders make sure that all pupils have access to everything the school has to offer, the school's work to promote equality of opportunity has not been effective enough in promoting the good achievement of boys. While gaps between the achievement of disadvantaged pupils and their peers closed by the end of Year 6 in 2014, the current picture for disadvantaged pupils across the school is variable.
- Partnerships with parents are good. Parents are overwhelmingly positive in their views about the school and they confirm that their children feel safe and enjoy coming to school. As a result, attendance is above average.
- Leaders are diligent in ensuring that there are effective arrangements for safeguarding pupils and children in the early years. All statutory requirements for safeguarding are met.
- **The governance of the school:**
 - Governors are supportive of the school, but they have not been rigorous enough in holding leaders to account for the quality of teaching and achievement. They have been successful in some areas, for example, in overseeing the recent performance management arrangements for teachers, with pay progression now being clearly linked to pupils' achievement. They are aware of the steps taken to tackle

underperformance by staff.

- Governors are aware of the need to check data on pupils' achievement and had identified that boys' achievement required improvement. However, they did not follow up this issue or challenge senior leaders with regard to what is being done about it. Until recently, they have not been thorough enough in comparing the school's performance with that of others.
- Although governors are aware of how funding for disadvantaged pupils is used and are regularly updated, they do not scrutinise the impact of the funding in sufficient detail. Varying gaps in attainment between disadvantaged pupils and others, both across the school and nationally, remain.
- Governors are now developing their skills by undertaking external and internal training on a regular basis on a range of aspects of governance. They fulfil their statutory responsibilities with regard to the school's safeguarding arrangements.

The behaviour and safety of pupils

require improvement

Behaviour

- The behaviour of pupils requires improvement.
- Although they are usually well behaved in lessons, pupils, typically boys, sometimes lose concentration and start to fidget or talk. This is usually when they have been listening to the teacher for too long or when the work set does is not challenging enough. Sometimes they have to wait for too long before commencing a given task and so they waste time.
- The behaviour of the majority of the pupils in and around the school outside lessons is good. This includes during break times, where the healthy tuck shop is well managed by pupils in Year 5, at lunchtime, where older pupils look after younger ones and when moving between lessons.
- Pupils are typically polite and courteous. They greet adults and each other warmly, with ready smiles, and they make visitors feel welcome by opening doors and offering assistance. They articulate their views clearly and with confidence.
- The environment is generally litter-free and tidy. However, weak presentation and untidy handwriting in some workbooks indicate that pupils, especially boys, do not always take pride in the appearance of their work.
- Pupils believe that behaviour is good and that it has improved since last year. Similarly, the overwhelming majority of parents and carers who completed Parent View agree that pupils behave well in school.
- Inspection evidence, including a scrutiny of the school's records of behaviour over time and the views of staff, indicates that incidents of poor behaviour are rare. Rates of exclusion are low.

Safety

- The school's work to keep pupils safe and secure is good.
- All pupils who spoke to inspectors said they feel safe in school and parents corroborate this view.
- Pupils know precisely what constitutes bullying of all kinds. They have a good understanding of various kinds of discrimination, including racism and homophobic bullying, which they say hardly ever happens in school, nowadays. They say pupils support each other well. They appreciate the school's initiative to hold 'Friendship Week' rather than 'Anti-Bullying Week' to focus on the positive aspects of what they should do, rather than on what they should not do.
- Pupils have a good understanding of cyber bullying, although they say they have not experienced it personally. They have been taught about it through assemblies and they say the school is vigilant, or, in one boy's words, 'The school is massively on it.'
- Site safety and security are robust.

The quality of teaching

requires improvement

- Teaching requires improvement because over time, it has not been good enough to ensure that pupils' achievement in reading, writing and mathematics, particularly for boys, has been good enough.
- There is some good teaching, most notably in Years 4 and 6 and in the Speech and Language Unit.
- Where teaching and tasks are well matched to pupils' needs and abilities, for example in the well-resourced Speech and Language Unit, pupils achieve well. However, this is not consistently the case. Too often, pupils, including the most able, waste time at the beginning of lessons listening to the teacher for too long when they could be set to work sooner. Expectations of what pupils can achieve are sometimes

too low, particularly for boys.

- The teaching of phonics is variable. Although an average proportion of Year 1 pupils reached the required standard in the phonics screening check in 2014, current evidence shows that phonics is not being taught consistently well. This limits the development of pupils' skills in writing, as well as in reading. Pupils heard reading in Year 2 had difficulty in applying their phonics skills to read unknown words because they were not secure in them. The books they had been given to read were sometimes too hard for them and this slowed their progress.
- The teaching of mathematics is variable across the school. Boys continue to underachieve, compared with girls. Similarly, the gap between the achievement of disadvantaged pupils and their peers is too wide. In workbooks, there is little evidence that pupils, including the most able, have been challenged to develop mastery of mathematics through reasoning and problem solving.
- Teaching assistants were observed making a positive contribution to the learning of pupils, including disabled pupils and those who have special educational needs, in most classes and in some small groups arranged to provide additional help. In one class, the teaching assistant worked closely with the teacher to reinforce the main points of the lesson, which led to good progress being made by the pupils being supported.
- When marking is effective, teachers indicate clearly to pupils how they can improve their work, and check that they have acted upon their advice. This leads to pupils making good progress. However, such good quality marking is not evident in all classes and does not consistently extend to homework. Too many errors in grammar, spelling and punctuation are uncorrected and this slows pupils' progress in their writing skills.
- The setting and marking of homework are inconsistent and do not support pupils' learning well. Too often, pupils are given tasks to complete that are too easy and do not link to or extend learning in class. Typically, these kinds of activities are not marked. Where more demanding and interesting activities are set, for example research projects, there is evidence that older pupils develop their knowledge and skills well through homework.

The achievement of pupils

requires improvement

- Boys do not make good progress across the school. Overall standards at the end of Key Stage 1 in 2014 were above the national average in reading and broadly average in writing and mathematics, although significantly higher for girls than for boys. Across Key Stage 2, girls, especially the most able, made good progress. While the attainment of girls by the end of Year 6 in 2014 was very high, boys' attainment was below the national average in all subjects. Boys were approximately 15 months behind the girls, especially in writing. Since 2012, there has been a significant rise in the achievement of girls and a fall in the achievement of boys.
- For the most able pupils in the school, there is a similar picture in terms of gaps between the achievement of girls and boys. Although there are fewer boys identified as most able compared to girls, their progress is slower and they do not achieve as well as they could.
- Gaps between the achievement of disadvantaged pupils and their peers in school vary across all subjects and year groups. In 2014, the gap narrowed and the attainment of disadvantaged pupils in Year 6 was above that of other pupils nationally and similar to that of their classmates in school. However, while current gaps in reading and writing are narrowing in some year groups, they are widening in mathematics across the school. In Year 6, although gaps in reading and writing are closing, disadvantaged pupils are still too far behind their peers in mathematics.
- The achievement of disabled pupils and those with special educational needs by the end of Year 2 is good, overall. Across the school, these pupils continue to achieve well because of the well-targeted support they receive.
- The Speech and Language Unit provides a very caring environment where pupils' personal and emotional development is well supported. Pupils benefit from a combination of working alongside their classmates and receiving individual attention and all are making good progress.
- The school has focused on achievement in reading this year and a new reading programme has been introduced. This motivates pupils to read and enjoy whole books, as opposed to extracts. For example, in one class, pupils wrote and spoke with enthusiasm about a book that they had read. The scheme is having a positive impact on pupils' reading skills, especially in Year 4 and Year 6.

The early years provision**requires improvement**

- All early years children start school in September and enter Reception with knowledge, skills and understanding that are broadly typical for their age.
- Although attainment overall by the end of Reception was above the national average last year and is on track to be above average this year, the gaps between the achievement of girls and boys are not closing.
- Teaching in the early years requires improvement because teachers' expectations of what the children can achieve are too low, especially for boys. Although the current topic, 'Superheroes', was designed to appeal to the boys, too often boys were seen digging in the sand while girls were engaged in writing activities. Such behaviour remained unchallenged.
- Teaching assistants do not always actively promote learning through a variety activities and this can slow children's progress. Many resources are old and shabby. The sturdy, new climbing frame that promotes children's physical development outside provides a stark contrast with the rest of the books and equipment available. Pencils and crayons are sometimes not sharpened and dried-on paint was not wiped thoroughly from tablecloths that were being used for other activities.
- Records of children's progress in 'learning journeys', especially in one class, do not present a clear enough picture of children's achievements and are poorly presented.
- Leadership of the early years provision is now beginning to bring about improvements to teaching and achievement. There is a secure awareness of the priorities that need to be tackled.
- Children, especially girls, develop their personal and social skills well, taking turns and sharing and playing happily together. Behaviour in the Reception class is generally good and pupils are kept 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

Unique reference number	137067
Local authority	Bromley
Inspection number	453250

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Academy alternative provision converter
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	441
Appropriate authority	The governing body
Chair	Amanda Custis
Headteacher	David Abrahams
Date of previous school inspection	Not previously inspected as an academy
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