

# Slade Green Primary School

Slade Green Road, Erith, DA8 2HX

## Inspection dates

3–4 June 2015

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
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		Good	2

## Summary of key findings for parents and pupils

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

- Despite some improvements since the previous inspection, leaders have been unable to eradicate the inconsistencies in teaching. The progress of pupils, particularly in writing and mathematics, is not as fast as it could be.
- Too little emphasis is placed on pupils' writing accurately. Their grammar, spelling, punctuation and handwriting lets them down when they try to express their ideas and this slows down their progress. Pupils also do not get enough opportunity to write at length in a wide range of subjects and styles.
- Work is sometimes too easy and so pupils do not learn quickly enough, especially the more able. Some teachers' subject knowledge in mathematics is not strong enough to enable them to plan activities that build on what the pupils already know. This also slows down their learning.
- The guidance pupils are given as to how to improve their work is not always precise enough. They sometimes repeat mistakes because they do not know what they are doing wrong.
- Assessment of pupils' work in Year 2 and Year 3, particularly of writing, is not based on a wide enough range of evidence. This results in an inaccurate assessment and an over-generous view of pupils' progress.
- Leaders' checks on the quality of teaching are not regular and rigorous enough. Areas of improvement are sometimes not followed up to see if they are having an impact on pupils' learning.
- Pupils' behaviour requires improvement because learning is sometimes interrupted by teachers having to manage pupils' inappropriate behaviour.
- Despite some improvements with reducing the level of persistent absence, attendance is still too low.

### The school has the following strengths

- The school provides a high level of care for children from families whose circumstances make them vulnerable. There are good procedures in place to ensure that pupils are safe. Pupils feel happy and safe.
- Progress in reading is good. Strong systems to help pupils learn to read and become confident and fluent are effective.
- Pupils whose first language is not English or who have speech and language difficulties make good progress. This is due to the expertise the school has in this area.
- The investment in training for middle leaders is having an increasing impact on provision, teaching and the school's capacity to improve.
- Provision and teaching in the Nursery and Reception classes are good.
- The school's specialist provision for children with complex needs is good. It is well led and managed, ensuring pupils make good progress.
- Governors are providing an effective level of challenge and support to school leaders.

## Information about this inspection

- Inspectors made 22 visits to classrooms to observe pupils' learning. Senior leaders accompanied inspectors on some of these visits. Inspectors also examined pupils' work books on their own and with school leaders. They also observed other aspects of the school's work, including assemblies.
- Meetings were held with some governors including the Chair of the Governing Body, as well as with teachers and school leaders. The lead inspector also met with representatives of the local authority.
- Pupils took inspectors on a tour of the school. The inspectors met with a group of Year 2 and Year 3 pupils, listened to pupils read, and spoke to individuals in their classrooms about their work. They spent time in the dining hall and on the school playground, where they also spoke to pupils.
- Inspectors spoke to parents at the school gate. There were too few responses to the Ofsted online questionnaire (Parent View) for the inspectors to consider these views. The inspectors did consider the responses from the school's own survey using similar questions. Inspectors reviewed 28 questionnaire responses from staff.
- Inspectors looked at a number of documents, including the school's own information relating to pupils' achievement, the school's review of its work and plan of action. They also looked at reports of visits made by representatives of the local authority. They considered records relating to behaviour, attendance, safeguarding and checks on teaching. The inspectors also reviewed the school's website.

## Inspection team

Martin Marsh, Lead inspector	Additional Inspector
Kewal Goel	Additional Inspector
Fatiha Maitland	Additional Inspector

## Full report

### Information about this school

- This is a larger-than-average-sized primary school.
- The school runs a specialist provision for children aged 3–11. Currently, there are 10 children in the provision with a range of complex needs.
- An above-average proportion of pupils are supported by the pupil premium (additional funding for pupils who are known to be eligible for free school meals and children who are looked after).
- The proportion of disabled pupils and those who have special educational needs is above average.
- The majority of pupils are from White British backgrounds. A small minority speak English as an additional language
- The school runs a before-school breakfast club and a range of after-school clubs.
- The Nursery classes are part time and the Reception classes are full time.
- The school was previously known as Slade Green Infant School. In September 2014, the school was redesignated as a 3–11 primary school and admitted pupils into Year 3 at that time.
- Since the previous inspection, a new Chair of the Governing Body has been appointed.

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

- Improve teaching and raise achievement especially in writing and mathematics by:
  - developing teachers' subject knowledge in mathematics so that they are able to plan learning that builds more precisely on what pupils understand
  - giving pupils clearer guidance on how to improve their work
  - giving pupils more frequent opportunities to write at length in a range of different styles and contexts
  - providing more challenging activities for the most able pupils so as to deepen their learning
  - putting greater emphasis on pupils' using correct grammar, spelling and punctuation
  - improving presentation, especially in handwriting and in mathematical diagrams
  - eliminating the low-level disruption in some lessons.
- Improve leadership and management by:
  - ensuring that the assessment of pupils' work is accurate, especially in Year 2 and Year 3
  - having more regular and rigorous checks on teaching and following these up to ensure they are having the desired impact on pupils' learning.
- Improve attendance so it is at least in line with the national average.

## Inspection judgements

### The leadership and management

### requires improvement

- Leaders have not yet ensured that teaching is good. This results in pupils not making as much progress as they could, especially in writing and mathematics.
- Leaders have an over-generous view of the progress of pupils. Too narrow a range of evidence is used to judge the quality of pupils' written work. The school's records indicate that pupils are making greater progress than they are, especially in Years 2 and 3. Scrutiny of pupils' work books undertaken with school leaders during the inspection confirmed that pupils' progress does require improvement.
- Checks that leaders make on the quality of teaching are not regular and rigorous enough. Identified areas for improvement are not always followed up to see if changes are having the desired impact on teaching and pupil progress.
- School leaders, including governors, have been successful in identifying and working with teachers who are underperforming. This has been successful in eliminating any inadequacies in teaching.
- The school's investment in training for middle leaders is starting to have an impact. Middle leaders are involved in leading developments in the subjects taught and increasingly having an impact on improving the quality of teaching. This is most notable in the significant improvements in the provision, teaching and progress in the Nursery and Reception classes.
- The leadership of the specialist resource provision is good. Pupils supported in the unit make good progress. Pupils are able to successfully integrate into the main school at various stages in the school week, including assemblies.
- The re-designation as a primary school has caused considerable disruption as pupil numbers have grown rapidly and building work has had to be completed. The fact that improvements have been made during this time in both leadership and teaching indicates the school has the capacity to improve.
- Leaders and governors understand the impact that the additional funding has on the progress of disadvantaged pupils. The extra funding has been used to provide external expertise and staff training on developing pupils' speech and language skills. School leaders are aware that more needs to be done to ensure eligible pupils who are more able make the progress of which they are capable.
- Parents spoken to during the inspection or who responded to the school's own parent survey are generally happy with what the school is doing for their children. They value the high level of care shown, especially if their children are disabled or have special educational needs. Staff enjoy working at the school and are supportive of school leaders.
- The curriculum (subjects that are taught) generally is of interest to the pupils and is broad and balanced. This is supplemented by a range of visits and visitors to school. Reception children were excited about the forthcoming trip to the 'Gruffalo Trail'. Good quality art work is displayed around the school, including some where the Year 2 children drew a mirror image of a photograph of their face.
- As a 'Rights Respecting School', the school successfully fosters good relations. Pupils are taught their rights and the rights of others. These are well known by the pupils, who have developed a strong understanding of British values, especially those of tolerance and respect. This contributes well to pupils' spiritual, moral, social and cultural development and the typically harmonious school community. Pupils are well prepared for life in modern Britain. They are able to explain the process of electing school council members and understand what the role of the mayor is in the community. They are developing a good understanding of democracy.
- The school has used its extra funding for school sports to develop its provision and train teachers. Teaching staff have had training from specialist sports coaches. Gym, dance and multi-sports clubs are all over-subscribed. The funding has also enabled the school to buy new sports and playground equipment. The pupils say they enjoy physical education lessons and understand how sport helps them to stay fit.
- Leaders and governors have rigorous systems in place to ensure that pupils are safe. All aspects of safeguarding and health and safety meet requirements. Child protection is taken very seriously.
- The before-school breakfast club is well led and managed. It provides those who attend with a good start to the day and enables them to be ready to learn in their lessons.
- School leaders are successful in tackling discrimination and fostering good relations. Equal opportunities are promoted effectively and discrimination of any sort is not tolerated.
- The local authority has provided good support to the school and has a clear understanding of what still needs to be done for it to be good. It has brokered good support for the improvements in leadership and provision in early years.
- **The governance of the school:**

- Governance is effective. The new Chair of the Governing Body is a former headteacher and has galvanised the governing body to challenge school leaders much more rigorously. Governors have a good knowledge of how the school compares to others and where improvements are needed.
- Governors understand about the quality of teaching and where the strengths and weaker areas of teaching are and what the school is doing about them. They were involved in formulating the school's pay policy but have not been as involved as much as they might in decisions about how teachers are rewarded through their pay.
- Governors visit the school regularly and so have a good first-hand knowledge of its work. They make use of the training offered by the local authority to continually develop their skills. They have become more effective at interpreting information about pupils' progress. They also attend training provided by the school. Governors ensure the schools' finances are managed appropriately.

## The behaviour and safety of pupils

## require improvement

### Behaviour

- The behaviour of pupils requires improvement. In lessons, teachers sometimes have to deal with low-level disruption by a small number of pupils. Sometimes this is calling out answers or talking when they are not supposed to. Routines of how to behave are not always well established. This upsets some pupils and slows down their learning. This usually occurs when teaching is less strong.
- Attendance is low but improving. The school has worked hard with families whose children are regularly missing school and attendance has improved this year. The school receives good support from the local authority's educational welfare department. Governors are also involved in meetings with parents about their children's attendance.
- Around the school, pupils are respectful and courteous and play well together in the playground. Pupils say that sometimes there are a few problems with poor behaviour but they are quickly dealt with by adults. Pupils spoken to during the inspection were very willing to talk about their work and their school. Pupils look smart in their school uniform.
- Pupils say they are happy and enjoy coming to school. This view was echoed by parents spoken to at the school gate and in the school's own parental survey.

### Safety

- The school's work to keep pupils safe and secure is good. Leaders are vigilant about all aspects of safeguarding. No one is allowed onto the school site without the necessary checks having been made.
- The headteacher is very knowledgeable and supportive of those children from families whose circumstances make them vulnerable. Staff have regular training and are fully versed in what to do if a child demonstrates any symptoms that indicate that they may be experiencing any form of abuse.
- Pupils feel very safe in school. They told inspectors that bullying is very rare and only occasionally some children are rude and say unkind things. They understand about the different types of bullying and what to do if it happens. Older pupils have a good understanding of how to keep themselves safe outside school, particularly when using the internet.
- Within the 'rights respecting' curriculum, pupils are taught about other faiths and cultures and have a good understanding of them. As a result, pupils from the range of different backgrounds get on well together and the school is typically, a happy place.

## The quality of teaching

## requires improvement

- Teaching requires improvement because there are still inconsistencies since the last inspection particularly in Year 2 and Year 3. There is no inadequate teaching.
- The teaching of writing requires the most improvement. Expectations of pupils' spelling, grammar and punctuation are not high enough. Pupils have good ideas that they are keen to communicate but their progress is slowed by their inability to express them clearly and correctly. Spelling, grammar and punctuation errors are not corrected often enough and so pupils repeat the same mistakes. Pupils are keen and motivated to write but are not given a wide enough range of writing opportunities in other subjects and in other styles. This contributes to an over-generous assessment of pupils' writing ability by teachers because it is often based on too limited a range of evidence.
- The teaching of mathematics requires improvement because teachers' subject knowledge is not strong enough. Learning can be superficial because some teachers do not have a strong enough understanding

of how mathematics skills build on each other. This results in pupils not making connections between different areas of mathematics and so learning is sometimes shallow. For example, a group of middle-ability Year 3 pupils who were correctly ordering fractions with the same denominator were unable to find the difference between two of their fractions. Teaching of mathematics is stronger in Reception and Year 1.

- Teaching of reading is good. There is a systematic approach to helping children to learn their letters and the sounds they make (phonics). This programme is followed throughout the school until pupils are fluent readers. Classrooms support reading well, both in well-stocked reading areas and in displays of books related to the topic they are studying. Pupils enjoy reading and being read to. Pupils are proud of their new library, which was recently opened by the Mayor of Bexley.
- While pupils' work is marked, sometimes the guidance they are given is not precise enough. This results in them sometimes not having a clear idea of how they can improve their work. Comments are not noted by the pupils and so they repeat mistakes. On occasions, teachers' comments regarding presentation and handwriting are ignored and so there is not as much improvement as there could be. Some teachers' expectations of handwriting and presentation are not high enough.
- Typically, pupils listen to their teachers and work hard. There are a small number of occasions when pupils' low-level disruption interrupts learning when the teacher is talking. This is because expectations and routines about how pupils listen in lessons are not established as fully as they could be.
- Teaching in the specialist resource provision is good. The experience of the adults ensures that work is well matched to accommodate the range of complex needs which the pupils have. For example, signing was used so that a pupil with a hearing impairment could understand the assembly. The strong provision allows pupils to make good progress.
- Additional adults provide good support both in the classroom and in teaching the range of small groups of pupils who need additional help. They are well trained and help pupils not only to do their work but to become more self-reliant.

### The achievement of pupils

### requires improvement

- The progress of pupils in writing and mathematics, especially in Year 2 and Year 3, is not fast enough. Too many pupils are not making sufficiently good progress..
- In 2014, pupils' attainment in reading, writing and mathematics was broadly average. Current standards, as evidenced by pupils' work books, indicate lower attainment in writing and mathematics. Too few pupils in Year 3 are meeting the expectations for their age demanded by the new national curriculum, especially in mathematics. Standards of writing in Year 2 and Year 3 are not high enough. Although this is not inadequate progress, because starting points when pupils enter the school are low, it does require improvement.
- Pupils' achievement in reading is good. They learn to read well because of good phonics programmes. The school's data, validated by inspection evidence, indicate that standards of reading will be in line with national averages again this year at the end of Year 2. Pupils are satisfactorily building on their reading skills in Year 3.
- From lower starting points than those of their classmates, disadvantaged pupils are often making faster progress and reaching similar standards in reading, writing and mathematics. For many disadvantaged pupils, this represents good progress. Lower and middle-ability disadvantaged pupils in particular are benefiting well from the additional support for developing speech and language skills. The progress of the more able disadvantaged pupils requires improvement because not enough of them are reaching Level 3 at the end of Key Stage 1.
- The progress of the most able pupils also requires improvement. They are not routinely challenged with difficult content and problems, especially in mathematics. They do excessive amounts of work that is too easy and so their progress is slowed.
- Disabled pupils and those who have special educational needs make progress similar to that of their classmates. Those whom the school supports with additional speech and language help benefit from this and sometimes make faster progress than their classmates.
- The progress of those pupils in the specialist resource provision is good. Adults understand the pupils' complex needs very well. They are able to plan precisely for the pupils as a result.
- Pupils whose first language is not English make good progress because of the school's expertise in speech and language teaching and the good provision. Pupils from the range of different minority ethnic groups make similar progress to their classmates. As all groups of pupils are making similar progress, the school is successful in providing equality of learning for all.

**The early years provision****is good**

- Children make good progress in the Nursery and Reception classes. Children often enter the Nursery with starting points well below what is typical for their age. The proportion reaching a good level of development at the end of Reception was broadly average, based on the 2014 assessments, and is set to be similar this year.
- Provision and teaching are both good. Adults know the children well and plan activities that interest them. There is a strong emphasis on developing children's literacy skills. There are lots of places for children to read and to write, both inside and outside the classroom. The teaching of phonics is strong. Children were seen confidently reading words with the 'ow' sound during the inspection. Strong teaching means that children are well prepared for Year 1. Sometimes the more able children are not challenged enough and this slows down their progress.
- Behaviour is good. Children develop good attitudes to learning and, when they are listening to the teacher, concentrate hard and contribute well. They are learning how to share with others and to care for equipment. Equipment used in the morning Nursery was beautifully tidied up by the children ready for the afternoon children when they arrived. Adults question the children well and so they develop their communication skills and are made to think. Children happily explained to inspectors what they were doing and what they were learning.
- Parents spoken to during the inspection were very happy with what is provided for their children. They feel very involved in their children's learning and feel they can contribute well to it.
- Leadership and management of Nursery and Reception are good. Provision is very well planned both inside and outside the classroom, enabling children to learn well. Leaders ensure that children are visited in their homes or pre-school settings before they arrive. This means that leaders already have good information to help them plan before the children arrive.
- The provision meets all statutory requirements for ensuring children's health, safety and well-being.



## 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>	101431
<b>Local authority</b>	Bexley
<b>Inspection number</b>	462185

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>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Janet Saunders
<b>Headteacher</b>	Catrin Cox
<b>Date of previous school inspection</b>	13–14 June 2013
<b>Telephone number</b>	01322 334689
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