

Scotts Park Primary School

Orchard Road, Bromley, Kent BR1 2PR

Inspection dates

3–4 May 2017

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Not previously inspected |

Summary of key findings for parents and pupils

This is a good school

- The head of school, supported by the executive headteacher, is skillfully developing a leadership team that is bringing about strong and continuing improvement in the school.
- Senior leaders have a realistic understanding of the school's priorities and are taking effective action to address any underachievement.
- Governors are determined to improve the school. They ask challenging questions to check the effectiveness of actions being taken.
- Pupils conduct themselves calmly and behave well. They are courteous and polite to each other and adults.
- Through the new thematic curriculum, a wide range of subjects and activities is taught. This allows pupils the opportunity to develop and practise their skills across the curriculum.
- At the end of key stage 2 in 2016, the proportion of pupils attaining at the level expected for their age was above the national figures for reading, writing and mathematics.
- The majority of parents are positive about the changes that have happened since the new leadership team was appointed.
- Children are warmly welcomed into the nurturing early years environment. They enjoy the interesting activities that teachers provide.
- Teaching and learning are good because senior leaders make checks and provide useful training. However, not all teachers are equally skilled at challenging pupils. Some of the tasks set are too easy and not well matched to pupils' abilities. This is especially so for the most able pupils.
- The school's assessment systems are overly complicated. It is not always easy to track pupils' progress from their different starting points.
- Pupils' progress in the wider curriculum is not closely monitored by leaders. Consequently, there are variations in the rates of progress that pupils make in these subjects.

Full report

What does the school need to do to improve further?

- Ensure that teachers match work to pupils' abilities more accurately to embed and deepen pupils' learning, thereby maximising rates of progress and attainment for all, but particularly for the most able.
- Refine the school's assessment systems so that pupils' progress can be tracked and analysed more efficiently from their different starting points.
- Improve pupils' progress in the foundation subjects by:
 - systematically analysing and tracking pupils' progress
 - monitoring the coverage of these subjects more closely.

Inspection judgements

Effectiveness of leadership and management

Good

- Since being appointed, senior leaders have taken steps to implement wide-ranging actions that have secured considerable improvements. This has resulted in rapid improvements in the quality of teaching and learning.
- Leaders have an honest approach to assessing the school's strengths and areas for improvement. They recognise that some pupils do not make as much progress as they could and are addressing this effectively. Consequently, pupils in most year groups are now making improving progress in reading, writing and mathematics.
- Leaders ensure that the management of teachers' performance is undertaken robustly. They follow through identified actions to improve teachers' practice and provide good support where needed. They use this information well to ensure that pupils make good progress.
- Middle leaders contribute to school improvement effectively. They observe learning, mentor teachers who are at an early stage of their career and are responsible for staff appraisals.
- Pupils' spiritual, moral, social and cultural development is good. A range of educational visits and visitors to the school enrich pupils' experiences.
- Leaders, together with pupils, have developed the nine core values of the school. These values focus on fostering pupils' good behaviour. Pupils are further encouraged to emulate these core values through values-based assemblies. Each week, pupils are nominated and praised for demonstrating a core value. These core values of honesty, acceptance, fun, kindness, integrity, creativity, effort, respect and responsibility enable pupils to have a very good understanding of British values.
- Pupils take part in elections for the school council and learn about the importance of democracy. They become aware of different faiths, through studying different cultures and festivals. For example, pupils learn about Chinese New Year and Diwali. Consequently, the school prepares them well for life in modern Britain.
- Leaders plan effectively for pupils who have special educational needs and/or disabilities. Funding for this group of pupils is used for specific interventions. These pupils make good progress from their starting points.
- The school uses pupil premium funding effectively. Monitoring of the progress of disadvantaged pupils shows that, overall, the funding is having a positive impact on pupils' rates of progress. However, the progress of the most able disadvantaged pupils is not carefully monitored by leaders.
- The primary school physical education and sport funding is spent effectively. Leaders use the funding to support staff training and for professional coaching to take place. As a result, teachers have improved their own skills and pupils enjoy taking part in inter-school sports competitions.

- The majority of parents who responded to the online survey or who spoke to inspectors agreed that the school was well led and managed and that staff are available to listen to their concerns.
- Leaders agree that developing the core subjects has been a high priority. Subsequently, pupils' progress in and coverage of the foundation subjects is not as closely monitored as the core subjects. This results in pupils making variable progress across the wider curriculum.
- School leaders have a lot of information about pupils' learning and attainment. However, their systems are overly complicated and do not clearly show how well pupils progress from their different starting points. Consequently, leaders cannot easily spot pockets of underachievement and promptly disseminate this information to governors and directors of the trust.

Governance of the school

- The governance of the school has seen considerable change since the school's conversion to an academy. The trust's introduction of an interim review body brought increased rigour, challenge and accountability to the school's leaders. It also provided a training ground for the school's recently appointed local governing body.
- Governors are passionate about securing further improvement at the school. There is grit and determination to excel. The newly appointed chair of governors is being mentored by a national leader of governance from the trust. Key appointments have been made to strengthen the skills and expertise of the local governing body.
- Governors have a sound understanding of the school's strengths and areas for development. They ask probing questions about the school's effectiveness and take nothing for granted.

Safeguarding

- The arrangements for safeguarding are effective. Procedures for vetting new employees and volunteers are thorough.
- Pupils talk knowledgeably about how the school keeps them safe, including how to keep safe online. They are aware of the different types of bullying and told inspectors that if any bullying does happen, it is quickly dealt with by the head of school.
- Clear procedures and systems are in place and staff are aware of what to do if they are concerned about a pupil. Leaders keep detailed records to ensure effective work with external agencies. Staff and governors receive relevant training. As a result, staff are aware that safeguarding is a shared responsibility.

Quality of teaching, learning and assessment

Good

- Leaders have successfully raised expectations among staff of what pupils should achieve. As a result, there has been a considerable improvement in the quality of teaching since the school became an academy.

- Teachers and teaching assistants are effective in developing pupils' phonics skills. Consequently, pupils use their phonics strategies to decode unfamiliar words when reading.
- Teachers successfully foster an enjoyment of reading. They introduce interesting books to the class and provide effective ways to encourage pupils to read widely and enthusiastically. Pupils say that they enjoy reading.
- Teaching assistants support pupils well by using effective questioning to check and develop pupils' understanding. Pupils who have special educational needs and/or disabilities and disadvantaged pupils receive skilled support from the teaching assistants who work with them. As a result, these groups of pupils make the same good progress as their peers.
- Teachers establish positive relationships with their pupils and expect good behaviour. Pupils respond well to their teachers and the pupils' good attitudes contribute strongly to the progress that they make. Pupils are confident to ask for help if they do not understand, as they know teachers will help them.
- Teachers provide numerous opportunities for pupils to recall number facts quickly and accurately. As a result, a high proportion of pupils reach the expected standards in mathematics for their age.
- There are lots of opportunities for pupils to write across the curriculum and further embed their skills.
- Teachers are not yet sufficiently adept at consistently planning work that demands enough of pupils. Often, the activities are too easy and pupils do not have to grapple and persevere with their learning. Consequently, this limits pupils from making as much progress as they are capable of. This is especially so for the most able pupils.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident and articulate. They were eager to talk to inspectors about their learning and experiences at school. One key stage 2 pupil described the school as, 'one great, big family'.
- Pupils get on well with each other regardless of their backgrounds or cultures. During a discussion, one pupil told an inspector, 'When I joined this school, I could not speak much English. Nobody mocked me. Everyone helped me and look at me now.'
- Pupils told inspectors that they feel safe in school and know whom to talk to if they have concerns. They understand the potential dangers of the internet and teachers give them opportunities to learn how to stay safe.
- Although pupils are proud to talk about their work to adults, this sense of pride is not consistently reflected in the presentation of work in their books.

Behaviour

- The behaviour of pupils is good.
- Pupils show consideration and courtesy for others. Their conduct around the school is good and they respond to teachers' instructions well.
- Pupils told inspectors that they are treated equally and fairly. Pupils are confident that adults will deal with inappropriate behaviour effectively. Pupils were confident that if they had a problem, they knew a teacher to whom they could turn.
- Pupils understand the school's behaviour system and say that it works well. They enjoy receiving rewards and understand the sanctions, should they choose to misbehave.
- Leaders take appropriate action to improve attendance and this has been effective in reducing persistent absence for disadvantaged pupils and those who have special educational needs and/or disabilities.
- Most parents who responded to the online survey or who spoke to inspectors agreed that pupils behave well in school.

Outcomes for pupils

Good

- The attainment of pupils at the end of key stage 1 in 2016 was above national averages in reading and mathematics, but below national average in writing. Leaders have taken action to address this and current Year 2 pupils are making good progress in writing.
- In 2016, a large majority of pupils in Year 1 met the required standard in the phonics screening check. Inspectors observed effective phonics teaching and the current Year 1 group is progressing well.
- Pupils leaving key stage 2 in 2016 made strong progress from their starting points in mathematics.
- A small number of pupils are at the early stages of English fluency. Teachers provide appropriate support for these pupils who speak English as an additional language. This support helps these pupils to make rapid progress.
- Pupils who have special educational needs and/or disabilities make good progress from their starting points. This is because their needs are accurately identified and appropriate support is provided for them.
- The progress of pupils who are disadvantaged is steadily improving. Evidence from pupils' work and from the school's own assessment information indicates that many of these pupils are making better progress this year, as compared with last year. Nevertheless, leaders are not systematically measuring the impact of all interventions for these pupils to ensure that any underachievement is challenged at the earliest stage.

- From their starting points, the most able pupils do not make as much progress over time as they could. In addition, too few of the middle-attaining pupils make the accelerated progress necessary to reach the higher levels of attainment. Consequently, some pupils are not making the progress of which they are capable and, therefore, are not reaching the highest standards possible.

Early years provision

Good

- The children in the early years make a good start to their education. Teachers establish routines that enable children to settle quickly into their learning. Links with parents are strong and this aids the children's transition into school. As a result, children are confident, inquisitive learners who are eager to explore new ideas and challenges.
- Staff provide high-quality care to children. Consequently, children feel safe and they behave well. Children concentrate well and show resilience and perseverance when carrying out tasks. They get on well with each other and enjoy learning and playing together.
- Most children enter Reception with skills at typical levels for their age. By the time they leave Reception, a high proportion of children are working at good levels of development. As a result, they are well prepared for Year 1.
- After a recent review of the early years, leaders acted quickly to implement recommendations and relocated the Reception classes. Children now have access to an outdoor learning space. As a result, children are extending their learning experiences and developing opportunities for learning outdoors.
- Teachers and teaching assistants know the children well. They plan activities to suit children's interests. However, adults are not sufficiently adept at skillfully questioning children to consistently provide the extra challenge needed to maximise their progress.
- The early years leader has a realistic picture of the strengths and she has accurately identified what needs to be done to improve further.
- Safeguarding procedures are effective and statutory responsibilities are met.

School details

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| Unique reference number | 140752 |
| Local authority | Bromley |
| Inspection number | 10023561 |

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

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| Type of school | Primary |
| School category | Academy converter |
| Age range of pupils | 4 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 495 |
| Appropriate authority | The local governing body |
| Chair | Alf Orban |
| Executive headteacher | Marion Drake |
| Head of school | Harvey Eperon |
| Telephone number | 0208 4608899 |
| Website | www.scottsparkprimary.co.uk |
| Email address | admin@scottspark.info |
| Date of previous inspection | Not previously inspected |

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- Scotts Park Primary school is larger than most primary schools. Its predecessor school closed in April 2014. The school is now an academy, sponsored by the Education for the 21st Century Trust. This was the school's first inspection as an academy.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is

broadly in line with the national average.

- The proportion of pupils eligible for pupil premium funding is below average.
- In 2016, the school met the national floor standards for pupils' achievement.

Information about this inspection

- Inspectors observed teaching and learning across all classes within the school. Some of these were with senior leaders.
- Meetings and discussions were held with the senior leadership team, members of staff, an officer from the trust, a representative from the local authority, parents and pupils.
- Inspectors also met with two members of the governing body, including the chair of governors.
- Observations were made of pupils' behaviour at the beginning of the day, at lunchtime, breaktime and in lessons.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, the school's information on pupils' outcomes, reports on the quality of teaching and minutes of governing body meetings.
- Inspectors listened to pupils read and looked at examples of their work in books and on display.
- Inspectors took account of the 143 responses to Parent View, Ofsted's online questionnaire as well as speaking to parents directly. Inspectors also considered the 41 responses from staff questionnaires about the school. Pupils did not complete the questionnaire.

Inspection team

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|-------------------------------|------------------|
| Jenell Chetty, lead inspector | Ofsted Inspector |
| Roger Easthope | Ofsted Inspector |
| Lou Anderson | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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