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Ms Holly Broughton
Headteacher
Kidbrooke Park Primary School
Hargood Road
London
SE3 8HS

Dear Ms Broughton

Short inspection of Kidbrooke Park Primary School

Following my visit to the school on 19 September 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in December 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. You are determined to enable pupils to succeed and achieve equally well regardless of their starting points. After a period of staff turbulence, your leadership has brought much-needed stability to the school. As a result, you and your team have been able to focus on raising pupils' achievement.

You and the head of school lead a new but equally determined group of middle leaders. Together, you have prioritised the actions needed to bring about the most important changes at the school to maintain good teaching and learning. You recognise that there is more work to do in ensuring that teachers provide the most able pupils with sufficient challenge by improving the use of assessment information.

Governors are focused on continuing the improvements of recent years. They know the school well and are proud of what the school has achieved for the pupils. They support the investment in additional adults to boost the quality of monitoring and support for new staff. Parents support your plans for the school, and they have worked with you to bring about some much-needed improvements.

Safeguarding is effective.

The school's safeguarding procedures are effective. The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality. Governors are fully involved in the oversight of safeguarding across the school. Parents and carers who replied to Ofsted's online questionnaire, Parent

View, report that their children are safe at the school. Staff have benefited from appropriate training and understand what to do if a safeguarding concern arises. All pre-employment checks for adults working at the school meet statutory requirements. Leaders respond to these concerns quickly, including when pupils are absent from school. Pupils speak about how to keep themselves safe, including when online.

Inspection findings

- My first key line of enquiry focused on how leaders are improving the quality of teaching and learning in key stage 2 so that all groups of pupils achieve equally well. This is because the proportion of disadvantaged pupils who achieved the expected standards in reading, writing and mathematics in 2016 was below others nationally.
- I found that despite high staff turnover, leaders have wasted little time in tackling key issues in teaching. Outcomes for disadvantaged pupils are improving. You and your team have measures in place to ensure that these pupils continue to make strong progress. Leaders have developed a plan of action focused on continuous development of teaching to improve pupils' outcomes and diminish differences that exist between groups of pupils' achievements. You report progress to parents at regular intervals.
- Governors and school leaders have invested in additional adults to work with teachers and pupils to improve outcomes and to boost the quality of monitoring and support for new staff.
- The second key line of enquiry focused on the impact of your work and the use of pupil premium funding to raise attainment for disadvantaged pupils in key stage 1. During our visits to lessons together, we saw some evidence of disadvantaged pupils in Year 2 making good progress towards the standards expected for their age. There was evidence that teaching was beginning to close any gaps in pupils' learning. However, we also saw that sometimes the interventions in writing were not always urgent or precise enough.
- During our visits to lessons in key stage 1, we saw that pupils demonstrate interest in their work and have positive attitudes to learning. I listened to pupils reading in Years 1 and 2. They read with increased confidence. Lower-ability pupils used secure strategies for tackling tricky and difficult words. The most able pupils read with confidence and fluency. All pupils demonstrated a love for reading and a love for books.
- During our learning walk through key stage 1, we found that sometimes the work teachers were setting for pupils was not always challenging enough. This was preventing some pupils from working at a greater depth.
- My final line of enquiry focused on the impact of leaders in improving the achievement of disadvantaged pupils in key stage 2. This was because the proportion of disadvantaged pupils who achieved expected standards at the school in 2016 was below that of others nationally.

- Leaders are taking action to tackle the underachievement of disadvantaged pupils. They have employed additional staff to support teaching and learning in lessons, and to strengthen the monitoring of teaching and pupils' outcomes. This has resulted in increased scrutiny, sharper focus on target pupils and improved outcomes.
- In our visits to lessons, we saw examples of teachers building on pupils' prior knowledge well to plan for progression. Teachers used questions to probe pupils' understanding and adapted the tasks during the sessions. We saw good examples of pupils demonstrating a clear understanding of what they had learned, and the ability to justify their reasons and answers. However, we saw that sometimes in mathematics and writing lessons, work is not always pitched at the right level and this results in slow progress for some of the most able and most able disadvantaged pupils.

Next steps for the school

Leaders and governors should ensure that:

- teachers use assessment information effectively so that lessons are pitched correctly to meet the needs of the most able pupils, including most able disadvantaged pupils in key stages 1 and 2
- teachers continue to strengthen the progress of disadvantaged pupils in writing and mathematics so that more achieve expected standards.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for the Royal Borough of Greenwich. This letter will be published on the Ofsted website.

Yours sincerely

Maureen Okoye
Ofsted Inspector

Information about the inspection

We visited all classes together. I held meetings with you, the head of school and other school leaders to evaluate the impact of the school's work. I met with the chair of the governing body and the local authority governor. I spoke with a small group of parents. I listened to a small group of pupils reading. I reviewed a range of documents, including leaders' evaluation of the school's performance and improvement plans, minutes of governing body meetings and information about pupils' progress and attendance. The school's single central record of employment checks and a range of safeguarding documentation were also reviewed. I considered seven responses to Parent View and the school's own survey of parents' views.