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2 October 2018

Mrs Sally Weeks
Headteacher
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Dear Mrs Weeks

Short inspection of Poverest Primary School

Following my visit to the school on 18 September 2018, 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 October 2014.

This school continues to be good.

Leaders have maintained the good quality of education in the school since the last inspection. Central to the school's ethos is the building of positive relationships with all members of the school community. You have created a climate of tolerance and respect for all. For example, pupils have recently taken on roles as lesbian, gay, bisexual and transgender (LGBT) ambassadors, and they volunteer at a local food bank.

The inclusive nature of the school is highlighted by the integration of pupils with an autistic spectrum disorder (ASD) into mainstream classes. The ASD provision is based in specialist classrooms and skilled professionals support the various needs of pupils. To meet their individual needs, pupils attend mainstream classes to support their academic and social skills, as appropriate.

Strong communication is a feature of the school. Parents told me how much they value the regular information about the welfare and academic progress of their children. Parents and staff communicate electronically, and share pupils' learning experiences. The school uses this information to build an accurate picture of each child, and plan support accordingly.

The areas identified for improvement at the previous inspection have been addressed. Improvements in phonics were seen in the classroom, where pupils use their phonic skills to read unfamiliar words systematically and correctly. In a Year 5 lesson, pupils spoke accurately about ordering decimals, which is in line with

national expectations.

Safeguarding is effective.

The leadership team has ensured that all safeguarding arrangements are fit for purpose. Leaders have created a safeguarding culture where the protection and safety of pupils is paramount. Safeguarding checks and records are accurate, and leaders, including governors, regularly audit and improve school procedures. When issues arise, leaders act quickly so that pupils are fully protected and supported.

Leaders use their recruitment training to ensure that all staff are safe to work with children. All adults who have contact with pupils receive safeguarding training in line with the latest guidelines. The school communicates well with external agencies, and pursues any delay or inactivity to make sure pupils are fully supported. Risks associated with the school's programme of educational visits are identified, and steps to reduce them are taken. Pupils educated in off-site provision are monitored daily for their attendance, and regular visits are made to the provision to ensure their safety. Pupils told me that they feel safe at school.

Inspection findings

- At our initial meeting, we agreed on three lines of enquiry. The first was based around recent outcomes for pupils in key stage 1 because their progress was below that for pupils nationally.
- As part of your school's self-evaluation, you have identified key stage 1 provision as an important area for improvement. You have initially focused on improving teaching and learning, and this is having a positive effect on progress in the classroom. A joint review of pupils' books with middle leaders showed year-on-year progress across core subjects. Pupils have improved their handwriting skills, and many use cursive writing when producing their best work. In mathematics books, pupils' partitioning skills are being developed, and teachers use this as a further opportunity for pupils to practise their writing.
- In the Reception classes, the high profile of reading and writing was evident. Pupils take the opportunity to write in books and on whiteboards. Adults support this and make careful records of pupils' writing skills, including how well pupils hold their pens and pencils. This information is shared with parents electronically, building close relationships between school and home, and an agreed approach to developing pupils' basic skills.
- The second line of enquiry considered the progress made by the growing proportion of disadvantaged pupils. Historically, the progress of these pupils was in line with their peers, but your recent checks on pupils' progress have flagged up gaps in these pupils' attainment. Prior to the inspection, the school website was updated with your latest analysis of pupil premium spending. You have outlined how you will spend pupil premium monies, the impact of historic spending, and how you will measure the impact of further planned interventions. Your evaluation is thorough, and ensures that only the most effective support is put in place.

- The introduction of skilled teachers to deliver individual and group support in core subjects is having a positive impact on filling the gaps in pupils' skills and knowledge. Interventions have raised teachers' expectations of what their pupils can do. Governors are well informed, and accurately described the intervention cycle and its positive impact on pupils' progress. Reading projects have improved outcomes in phonics, and an online mathematics resource, alongside weekly competitions, has elevated the profile of numeracy across the curriculum.
- The third line of enquiry was to review outcomes in mathematics at key stage 2, since this was an area highlighted for improvement at the previous inspection. Pupils' progress in mathematics at key stage 2 has improved, and is now broadly in line with national levels. Leaders have invested in staff training for teachers and middle leaders, which has led to recent improvements.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- current progress of pupils in key stage 1 leads to stronger attainment, enabling it to be at least in line with the attainment of pupils nationally
- support provided for the increasing number of disadvantaged pupils leads to outcomes comparable to all pupils nationally.

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

Yours sincerely

Jason Hughes
Ofsted Inspector

Information about the inspection

I spoke to a number of parents at the beginning of the school day. I looked at a range of pupils' work, together with middle leaders. I met with governors. Senior leaders accompanied me on visits to classes, where we observed teaching and learning, spoke with pupils, and further looked at their work. I examined a range of documentation relating to safeguarding, including the single central register, child protection records and professional training certificates.

I scrutinised Ofsted's online survey for parents (50 responses) and associated commentary (36 comments), as well as responses to the staff survey (19 responses). I looked at reports from the local authority evaluating the work of the

school. I examined the school's website and reviewed information about pupils' progress, attainment and attendance. I also considered the school's self-evaluation of how well it is doing, its improvement priorities and assessment information for current pupils. Finally, I spoke by telephone to representatives from the local authority.