

Pratts Bottom Primary School

Hookwood Road, Pratts Bottom, Orpington, Kent BR6 7NX

Inspection dates

12–13 February 2019

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

- Since her appointment in September 2017, the head of school has significantly improved the quality of education provided. With the support of the executive headteacher, she systematically checks on pupils' progress and challenges teachers to improve their practice. As a result, all aspects of the school are good and improving.
- Governors provide support and challenge to leaders. Their priority is to secure stronger pupil progress. They play an effective role in improving the school.
- Teachers are knowledgeable about their subjects. They give pupils clear feedback about their learning and what they need to do to improve. Teachers avail themselves of the many opportunities for training and networking provided by the trust. These opportunities contribute strongly to the improvements in teaching.
- Effective teaching has led to all pupils, including those with special educational needs and/or disabilities (SEND) and disadvantaged pupils making good progress overall.
- Children in Reception Year make good progress. Adults in early years are experienced and skilled at working with very young children. Their expertise supports children to settle in quickly. Children are happy and enthusiastic learners.
- Pupils appreciate opportunities to hold positions of responsibility in school. They understand about democracy and why we have rules and laws. They are well prepared for life in modern Britain.
- Pupils feel safe in school. They know adults care for them and look after them. They have a good understanding of how to stay safe when outside school and when using the internet.
- Pupils' behaviour is outstanding. They are kind and considerate, showing generosity of spirit towards others. They are confident learners. They show pride in their school and excitement about the opportunities leaders and staff provide for them.
- Teachers do not always provide work that challenges the most able pupils capable of reaching higher standards.
- Progress in writing, while improving, is limited by the lack of opportunities for pupils to write extensively in subjects other than English. Teachers do not always expect pupils to present their work neatly.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and learning by:
 - ensuring that the most able pupils are given work that challenges them to achieve higher standards
 - ensuring that pupils have opportunities for writing in areas of the curriculum other than English
 - expecting pupils to write carefully and present their work in a neat and tidy fashion.

Inspection judgements

Effectiveness of leadership and management

Good

- Since her appointment, the head of school has successfully secured stronger pupil progress. Together with the executive headteacher, she has raised the expectations of staff and pupils. She has improved systems for tracking and monitoring pupil progress and ensures high-quality support for pupils who are falling behind with their work. As a result, pupils' progress is good and improving.
- Leaders regularly review all aspects of the school's work. They have an accurate understanding of the school's strengths and weaknesses. They understand the learning needs of each pupil and the development needs of each member of staff. Leaders proactively seek support from within the trust and from other partner schools, to support their improvement plans. Subject leaders and other staff appreciate the many opportunities leaders provide for training and networking. Leaders' outward-looking ethos enriches the quality of education at the school. As a result, all aspects of the school are improving.
- Leaders provide a curriculum that is relevant to pupils' lives. There is a strong emphasis on reading, writing and mathematics alongside a broad range of subjects. Pupils learn about their own locality and its history. Leaders ensure that pupils extend their learning to other parts of the country and globally. However, pupils are not always given sufficient opportunities to write freely and extensively in a range of subjects other than English.
- The curriculum effectively supports pupils' spiritual, moral, social and cultural development and prepares pupils well for life in modern Britain. Pupils have many opportunities to hold positions of responsibility and understand why we have laws and rules. Regular assemblies give pupils time for reflection and personal thought. Visits to places of interest and regular 'forest school' activities enrich pupils' social and cultural experiences. The curriculum supports pupils' awareness of cultural diversity and of different faiths. Plans are in place to further extend pupils' cultural awareness.
- Leaders make good use of the additional funding to address barriers affecting the education of disadvantaged pupils. Leaders have introduced a broad range of effective interventions which meet the needs of each pupil. Pupils who are disadvantaged make good progress and some pupils exceed this. Leaders make equally effective use of the sports premium to ensure that all pupils engage in regular physical activity and learn to live healthy lives.

Governance of the school

- Governance is effective. Last summer, when pupils' progress by the end of key stage 2 was identified as a cause of concern, governors rightly challenged leaders to seek reassurance that their improvement strategies were working. Governors made it clear that pupil progress is a priority. This, together with strong leadership, created the impetus for change.
- Governors are regular visitors to the school. They use these visits to see for themselves the impact of leaders' work to secure improvement. Leaders provide governors with

regular and accurate reports on pupils' academic progress, attendance, welfare and safeguarding. Minutes of meetings reflect the extent to which governors support leaders while holding them to account.

Safeguarding

- The arrangements for safeguarding are effective. The designated safeguarding leaders train and regularly update staff and governors on current guidance. As a result, staff and governors are vigilant and mindful of potential risks.
- Leaders and staff ensure that, through the curriculum, pupils learn what they need to know to keep themselves safe. As a result, pupils have a good understanding of how to keep safe when using the internet. A further example is leaders' work to prepare older pupils to use public transport so that they can travel safely and independently when they start secondary school.
- Safeguarding leaders work closely with external agencies to support pupils and their families. Records show the tenacity with which leaders ensure that vulnerable pupils are kept safe from harm.

Quality of teaching, learning and assessment

Good

- The quality of teaching is good and improving. This is contributing to pupils' good progress overall.
- Teachers are knowledgeable about their subjects and this helps them to plan interesting lessons. For example, in a lesson about the ancient Greeks, pupils learned to think more deeply about democracy in a memorable and enjoyable way. Each pupil 'became' a member of ancient Greek society. They learned that they were only eligible to vote if they were male, from Athens and not in slavery.
- Teachers question pupils skilfully and guide pupils when they are correct and when they need to improve. They sensitively respond to pupils' errors and give praise which acknowledges both effort and success. However, teachers do not always give more challenging work to pupils capable of reaching higher standards. This limits the progress these pupils make.
- The teaching of reading is good. Teachers teach phonics in a lively and interesting way. Pupils read with increasing confidence, fluency and accuracy. They use their phonics skills alongside their knowledge of high-frequency words to read new and unfamiliar texts. Pupils enjoy visits to the well-stocked library. These opportunities to read more widely contribute to the good progress they make.
- The teaching of writing is also good. Teachers ensure that pupils learn to write in different styles and for different audiences. They support pupils to plan, draft, discuss and refine their writing. As a result, pupils learn that writing is a process and not an event. Teachers choose interesting texts to capture pupils' imagination and support their learning. 'Holes' by Louis Sachar and the poem, 'The Moon' by Robert Louis Stephenson encouraged pupils to write with meaning. However, pupils' written work mostly takes place in English lessons. Teachers do not create enough opportunities for pupils to apply their writing skills in other subjects. In addition, teachers do not always

insist on good-quality handwriting and presentation.

- The teaching of mathematics is good. Teachers plan activities to meet the needs of individual pupils. Pupils use resources well to support their understanding of calculation and problem solving. Pupils confidently explain their reasoning and their choice of methods. They enjoy mathematics because they have sufficient time to problem solve and learn from their own errors and from one another.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils enjoy coming to school. They feel well supported by adults and appreciated as friends and classmates by their peers. Pupils learn to respect one another. They willingly share equipment and help one another if they are stuck during a lesson. Pupils accept and respect the fact that some of them have harder or easier work than others. They value the positive culture staff create where pupils can make mistakes and learn from them.
- Pupils are supported to be physically healthy. Being outdoors, including at 'forest school', is a regular part of the school day. Pupils represent the school at sports tournaments. They take part in the many clubs and sporting activities made available to them.
- Leaders and teachers support pupils' mental health and emotional well-being effectively. Pupils know there is always someone to talk to and that adults care for them. Teachers ensure that each classroom has a worry box which they check regularly, responding as needed.
- Pupils told inspectors that bullying rarely happens. They feel that adults deal well with any situations which may arise.
- Parents and carers overwhelmingly agree that leaders and staff ensure that their children are safe, happy and supported to learn in school. Parents typically feel that it is a 'wonderful school with wonderful teachers' and that their children love coming to the school.
- Leaders give pupils many opportunities to have responsibilities across the school including as members of the school council, play buddies or team captains. These opportunities prepare pupils well for their future lives.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils enjoy school. They try their best in class. They work together extremely well in pairs or small groups. Around the school and in the playground, they show respect to others, sharing equipment, holding doors open, taking turns and generally being kind and considerate.
- Pupils are aware of the school's behaviour code and they abide by it. They are proud to

tell visitors about the school's values and how they demonstrate these.

- Leaders prioritise good attendance and have effective strategies in place to address absence when it happens. Attendance is in line with the national average. Persistent absenteeism is higher than average but is reducing. Any absence is followed up closely. Parents know the value placed on regular attendance and respect the position leaders take.

Outcomes for pupils

Good

- Outcomes for all pupils are good and improving. Leaders have improved the quality of teaching and track pupils' progress consistently so that they know how well all pupils are doing. Leaders provide timely interventions when pupils do not make strong progress, which are tailored to meet pupils' individual learning needs. This is leading to stronger progress for all pupils including those with SEND and those who are disadvantaged.
- In 2018, pupils' attainment at key stage 1 was below the national standard in reading, writing and mathematics. Pupils' attainment at key stage 2 was above the national standard in reading and mathematics and below in writing. The proportion of pupils attaining at greater depth was below that found nationally at both key stages. In the same year, pupils made average progress by the end of key stage 2 in reading, writing and mathematics. The significant improvements in current outcomes are due to leaders' refocused attention on pupils' progress as against their attainment at the end of key stage 2.
- Scrutiny of pupils' written work and observations of teaching and learning show that more pupils than previously are reaching greater depth in mathematics. The proportion reaching greater depth in writing is increasing although at a slower rate. This is because of the limited opportunities to write across other subjects.

Early years provision

Good

- The early years provision is well led. Leaders make effective use of on-entry information about pupils to support their learning. They work closely with parents as partners. They make sure that learning in school is shared with parents so that it can be followed up at home. Parents appreciate the strong partnership which starts in the early years and continues throughout the school.
- Children begin their time in Reception Year with skills that are about average for their age but lower than average for aspects of personal, social and emotional development. They make good progress during Reception. Pupils start in Year 1 having achieved a level of development that is above that of other children nationally.
- Adults are skilled and experienced in early years education. They support children's development well through a balance of tasks which are led by adults and activities led by the children's own interests.
- Adults ensure well-planned provision, indoors and outdoors. Children learn to count in order and with confidence. They learn to recognise and read sounds and letters. They

carefully form letters and write their names.

- Teachers use excellent resources imaginatively, which further enhances children's learning. For example, children enjoy learning about aliens. They make pies for their aliens from 'raisins and stars'. Children also use balance scales to learn about 'heavy' and 'light' as they weigh the rocks which they have found on the planet.
- Children enjoy being in Reception. They settle well to activities. They play well with one another, sharing equipment and taking turns.

School details

Unique reference number	142721
Local authority	Bromley
Inspection number	10058920

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

Type of school	Primary
School category	Academy converter
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	81
Appropriate authority	Board of Trustees
Chair	Mr Peter Hudson
Head of School	Mrs Emma Hodson
Telephone number	01959 532 225
Website	www.prattsbottomprimary.co.uk/
Email address	general.office@prattsbottom.bromley.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- Pratts Bottom Primary School is a smaller than average primary school.
- The children in the early years are taught in one Reception class.
- The proportion of pupils from ethnic minority backgrounds is below average.
- The proportion of pupils who speak English as an additional language is below average.
- The school is in the lowest 20% of areas of deprivation nationally.

Information about this inspection

- During the inspection, the inspector observed teaching and learning in all classes. All observations were jointly undertaken with the head of school or the inclusion manager.
- The inspector sampled pupils' written work to check the progress they make. The inspector heard pupils read. She also spoke to pupils during lessons and at playtime and reviewed the 56 responses to the pupil survey. She spoke to parents to seek their views about the school and took account of the 25 responses to Parent View.
- The inspector met with the head of school, the executive headteacher (who is also the chief executive officer of the trust) and members of the governing body. These meetings focused on self-evaluation, school improvement and pupils' outcomes. The inspector met with the head of school in her role as designated safeguarding lead and with the deputy safeguarding lead who is also the inclusion manager. These meetings related to safeguarding and the needs of pupils with SEND. The inspector met with staff to seek their views about the school and took account of the 13 responses to the staff survey.
- The inspector spoke to a representative from the local authority to seek their views about the school. She reviewed a range of documents including those relating to pupil progress, to health and safety, safeguarding and governing body matters.

Inspection team

Jane Moon, lead inspector

Her Majesty's Inspector

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