

# Inspection of a good school: Gray's Farm Primary Academy

Gray's Farm Road, St Paul's Cray, Orpington, Kent BR5 3AD

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Inspection dates: 15 and 16 June 2021

## Outcome

Gray's Farm Primary Academy continues to be a good school.

## What is it like to attend this school?

Pupils like coming to this school and feel safe. They speak warmly of their trust in teachers and have confidence that they will be supported with any problems they have, including bullying. Pupils said that there is not much bullying in the school and that it is sorted out quickly by teachers.

Teachers know their pupils very well. They have high expectations of pupils and expect them to work hard and achieve their best. In lessons, pupils focus well on the task in hand and concentrate on their work. In the playground, the activities available help them to play peacefully together at breaktime. Children in Nursery and Reception are happy, settled and confident.

Staff have worked with a group of parents and carers to make sure that pupils learn what they need to know about diversity in modern Britain. They teach pupils about various role models. For instance, each half term, pupils read about the life and achievements of a different significant person.

Pupils from Nursery to Year 6 are confident talking to adults. They can put their point of view across and listen to others' views. Most parents speak highly of the school's work, especially the support for pupils and the remote education provided.

## What does the school do well and what does it need to do better?

Leaders have worked with a local secondary school to find out what pupils need to know in each subject by the start of Year 7 to be successful at secondary school. Teachers have planned pupils' learning so that it builds towards that goal. Subject leaders have written clear guidance showing the key information and vocabulary pupils need to learn. Changes to subject planning are recent and leaders have not checked that plans continue to have the impact intended.

Leaders make sure that pupils learn to read quickly. Staff find out what pupils need to know next in phonics. Pupils practise with books matched to the letter sounds they are learning. Pupils who fall behind are supported to catch up quickly.

Pupils enjoy reading. This is because of the emphasis on independent reading. Teachers also inspire pupils through reading books aloud to them. Older pupils talk about their favourite books with understanding and pleasure. In Nursery and Reception, activities are based around books. For instance, during the inspection, Nursery children enjoyed activities based on 'Elmer the Patchwork Elephant'. These activities helped children learn science and mathematics, but, most of all, encouraged their love of books.

The teaching of science is carefully sequenced from Nursery to Year 6. Leaders have defined what pupils need to know in each part of the subject so that teachers can build on what pupils have learned before. Pupils use scientific vocabulary accurately.

Leaders have planned the teaching of physical education (PE) in a clear sequence so that pupils build their physical skills. Pupils are encouraged to do their best and evaluate their own performance. Teachers make sure that pupils understand how PE contributes to a healthy lifestyle. They make strong links between developing positive attitudes in this subject and in other areas of school life.

Acceptance and respect for all are at the heart of the school's work. Teachers have planned the curriculum so that pupils learn about many groups within British society. Leaders recognise that there are differences of opinion in the local community and want pupils to know that 'it is alright to disagree'. The teaching of philosophy helps pupils to express themselves, to maintain a discussion and to respect the point of view of others. Normally, pupils have a range of opportunities to broaden their learning in sports, dance and music. However, these have been reduced because of the COVID-19 (coronavirus) pandemic.

Teachers understand their pupils' needs well. Pupils with special educational needs and/or disabilities (SEND) are identified early. Leaders and teachers put the right support in place for them. Leaders have made sure that in each subject, teachers have guidance on how to support pupils with SEND to remember more. Leaders work with other agencies to meet the needs of pupils with more complex difficulties.

The school has a very clear behaviour policy that is understood by everyone. Teachers apply it consistently and pupils see it as fair. Pupils are focused on their work and concentrate well. Pupils are respectful of each other and of their teachers. Because lessons are well planned and interesting, there is little disruption in class. A few pupils who struggle with their behaviour are well supported to improve.

Governors make sure that school leaders consider the welfare and workload of staff. Multi-academy trust staff support school leaders effectively with the development of the curriculum so that the school continues to develop in a positive direction.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders carry out the statutory checks on people who work in the school and visitors. Staff receive training on different aspects of safeguarding and understand what signs they need to be alert to. They know how to report concerns and do so.

Leaders act swiftly when issues are identified and work well with other agencies to make sure that pupils receive the support they need.

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

### (Information for the school and appropriate authority)

- In all subjects, leaders have made sure that curriculum planning sets out the sequence of pupils' learning so that they understand and remember key learning. However, in some subjects, this work has only been completed this year and its impact is untested. Leaders need to evaluate the implementation of curriculum planning in each subject to make sure that it has the impact on pupils' learning they intend by the time pupils move to secondary school.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 6 and 7 July 2016.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for published performance information about the school [here](#).

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.

## School details

<b>Unique reference number</b>	139639
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10192543
<b>Type of school</b>	Primary
<b>School category</b>	Academy (sponsored)
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	426
<b>Appropriate authority</b>	Board of trustees
<b>Chair</b>	Dami Oyebade
<b>Headteacher</b>	Kate Osborne
<b>Website</b>	<a href="http://www.graysfarm-tkat.org/">www.graysfarm-tkat.org/</a>
<b>Date of previous inspection</b>	6 and 7 July 2016, under section 5 of the Education Act 2005

## Information about this school

- The school has been part of The Kemnal Academies Trust (TKAT) since 2013.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation.
- The inspector met with the headteacher, curriculum leaders, the chair of governors, the primary director of the multi-academy trust, and the school's lead for pupils with SEND.
- The inspector did deep dives in these subjects: reading, science and PE. She talked to school and curriculum leaders, visited lessons, met with pupils and staff, and looked at pupils' workbooks. The inspector also looked at curriculum planning and pupils' work in French.
- The inspector scrutinised the school's single central record, talked to pupils, staff and parents about safeguarding and met with the designated safeguarding lead.

## **Inspection team**

Bryony Freeman, lead inspector

Her Majesty's Inspector

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