

# Inspection of Leasons Primary School

Leasons Hill, St Paul's Cray, Orpington, Kent BR5 2GA

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Inspection dates:

29 and 30 November 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Good

## **What is it like to attend this school?**

Pupils feel safe, and are kept safe, in school. They recognise that staff care about them, and know that there is an adult they can speak with if they need to. Adults deal with the occasional incidents of bullying effectively. Leaders have developed clear behaviour routines and expectations. These are well understood by pupils and staff. This means that, typically, learning is not disrupted. Pastoral support is strong, and planned for carefully. Pupils who need it are given a range of extra help, including through self-esteem groups, sports-themed counselling and bereavement support.

Leaders want pupils to enjoy different experiences. This includes learning in the school's woodland areas and taking part in the daily mile walk around the grounds. While some thought has been given to what pupils are learning, the most important knowledge that pupils need to develop is not identified and emphasised clearly. This is the case in several subjects, including mathematics. This means that pupils are not supported to develop their learning in a secure and logical way over time.

Pupils are proud to take on different responsibilities. These include being house captains, play leaders, eco council members, science ambassadors and school council representatives. Pupils like the way that they get to play an active part in their school community.

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

Pupils study a curriculum that matches the breadth of what is expected nationally. In the early years, children benefit from a carefully considered curriculum. It builds up their knowledge step by step, from the start of Nursery through to the end of Reception. For example, children get lots of practice counting forward and back in different steps. This helps them to understand the concept of 'more than' or 'less than' later on. Children are well prepared for their learning in Year 1.

In Years 1 to 6, leaders have identified what pupils should learn in some subjects. This means that teachers know what knowledge they should focus on. They provide pupils with sufficient and well-planned opportunities to embed their understanding of key ideas and concepts. This prepares pupils well for more complex learning. For example, in physical education, pupils play cricket successfully because they have previously developed and practised their fielding, batting and bowling skills.

However, in several subjects, leaders have not routinely identified the important ideas that pupils need to learn. Teaching does not give pupils enough opportunity to learn, practise and revisit important concepts. For example, in science, pupils use a range of vocabulary accurately. However, the curriculum does not support them to develop a secure understanding of working scientifically. This is because the curriculum does not identify this important knowledge. Pupils' understanding in a number of subjects is not well developed.

Teachers check pupils' understanding of what they have learned. Where the curriculum is well thought out, teachers check if pupils have learned the important concepts that they need to understand. However, where the curriculum is less clearly defined, teachers do not check pupils' understanding as carefully. This has resulted in gaps in pupils' knowledge, which limits their readiness to understand new and more complex ideas as they move through the school. This is particularly the case in mathematics. Older pupils struggle with key ideas because they have not practised and secured more basic concepts.

Leaders prioritise pupils' reading. Staff have been well trained to deliver the phonics programme with precision. Pupils practise reading using books that are well matched to the sounds that they have learned. Weaker readers are swiftly identified. They receive appropriate support to help them catch up. As a result, most pupils read with increasing accuracy and confidence. Pupils enjoy reading and being read to.

Pupils with special educational needs and/or disabilities are accurately identified. Teachers are well trained to adapt activities to ensure these pupils access a full curriculum.

Leaders have given careful thought to pupils' broader development. A well-constructed curriculum means that pupils are helped to understand important themes, such as healthy relationships. Leaders have also been focusing on helping pupils to develop their spoken language. For example, they create opportunities for pupils to debate a range of complex topics with confidence.

Pupils behave well. This is because leaders have established clear routines. These are well understood by pupils and contribute to the calm and orderly atmosphere. Leaders have prioritised improving pupils' attendance, and have made significant progress in this area.

Leaders, including those responsible for governance, have a broad understanding of the school's strengths and weaknesses. An appropriate range of external support is in place to guide leaders in their work. However, some of the priorities for improvement are not focused enough on the aspects of the school that require the most attention.

The leadership team has developed strong working relationships with staff. As a result, staff report feeling heard, appreciated and valued. Clear consideration is given by leaders to staff's workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff are vigilant to pupils' needs. Staff use the systems in place to report any concerns that they may have. Leaders follow up any referrals swiftly, including by seeking necessary advice from outside agencies. Staff understand their role in keeping pupils safe because they receive up-to-date and ongoing training.

Strong pastoral support is provided for pupils. Pupils know that there are trusted adults they can speak to if they need additional support. The curriculum is designed to help pupils learn how to keep themselves safe, including when online.

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

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

- The knowledge that pupils need to learn and remember has not been consistently identified in some subjects. This means that teaching is unable to focus sufficiently on the important ideas that pupils need to understand. As a result, pupils do not secure the knowledge needed to tackle more challenging learning, including in mathematics. Leaders must ensure that key concepts are consistently identified. They must ensure that the delivery of the curriculum focuses on these concepts and that teachers check that pupils have understood them. This will support pupils to develop a deep understanding across the curriculum and ensure that they are well placed to tackle more demanding learning.
- Leaders' priorities for improvement are not always sufficiently focused on the aspects of the school that require most attention. This means leaders are not consistently working to address the most important things. Leaders must ensure that actions identified to improve the school are appropriately focused on ensuring that the curriculum is consistently well designed and implemented.

## **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 information from Ofsted Parent View 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.

## **Further information**

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

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>	141291
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10226967
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	378
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Cliff
<b>Headteacher</b>	Phillip Collins
<b>Website</b>	<a href="http://www.leesons.bromley.sch.uk/">www.leesons.bromley.sch.uk/</a>
<b>Date of previous inspection</b>	2 March 2017, under section 8 of the Education Act 2005

## Information about this school

- A new headteacher and senior leadership team have been appointed since the previous inspection.
- Leaders do not make use of any alternative provision.
- The school is part of the Spring Partnership Trust. The school became a part of this multi-academy trust in 2016.
- The school runs its own breakfast club and an after-school club.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and the deputy headteacher. Inspectors also met with school-based curriculum leaders and those working across the Spring Partnership Trust.
- Inspectors carried out deep dives in these subjects: early reading, history, mathematics, physical education and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke with pupils about their learning and looked at samples of their work.
- Inspectors also considered the curriculum in other subjects.
- Inspectors met with the chair of the trust board, a trustee and the co-chief executive officers of the Spring Partnership Trust.
- In considering safeguarding, inspectors reviewed the single central record of pre-employment checks, met with the designated safeguarding lead and reviewed relevant records. Discussions were held with pupils and staff.
- Inspectors gathered the views of pupils, parents and staff through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Sophie Healey-Welch, lead inspector	His Majesty's Inspector
Lorraine Slee	Ofsted Inspector
Sacha Husnu-Beresford	His Majesty's Inspector

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