

# Inspection of Scotts Primary School

Bonington Road, Hornchurch, Essex RM12 6TH

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Inspection dates:

22 and 23 November 2023

## **Overall effectiveness**

## **Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Outstanding

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

Pupils love learning and thrive at this welcoming and supportive school. Staff have high ambition for all. Pupils consistently meet these expectations. They learn a broad and ambitious curriculum and work extremely hard, producing work of high quality. Pupils are very well prepared for the next stage of their education.

Behaviour is extremely positive. Pupils have a clear sense of right and wrong. They are confident, articulate and kind. Pupils' well-being is at the heart of the school's work. For example, pupils appointed as 'rainbow champions' make sure that no one is anxious or feels left out. The school has a keen focus on making sure pupils can talk about any concerns they may have. Incidents of bullying are rare and dealt with swiftly. This helps to ensure that pupils feel safe and are kept safe at school.

Pupils engage positively with everything the school has to offer. For example, they are proud to take on responsibilities such as digital leaders, sports leaders, prefects and school council members.

The school offers a wide range of extra-curricular activities. Pupils are excited to complete the '50 things to do before you leave the school'. Links with the local community are strong. Local links are strong through community projects such as litter picking and harvest donations to the local food bank.

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

The curriculum matches and, in places, often exceeds the ambition of what is expected nationally. It is well structured and coherent, reflecting the leaders' high expectation and commitment to providing a high-quality education. Careful thought has been given to what pupils need to learn. The curriculum is well sequenced from early years onwards, supporting pupils to learn and remember more. For example, in science, children in early years investigate different materials. Pupils build on this when identifying properties before designing their own investigation to test the absorbency of materials. Similarly, in history, children in Reception develop their understanding of 'old' and 'new'. This prepares pupils well to develop their chronological understanding of familiar objects such as toys as well as history beyond their living memory.

Staff are well trained to implement the curriculum with precision. New content is explained accurately. Teachers select lively and engaging activities that meet the ambition of the planned curriculum. Pupils' understanding is checked regularly. This ensures that any misconceptions are swiftly identified and addressed. As a result, pupils develop a deep and secure body of knowledge across the curriculum. This prepares them very well for the next stage of their education.

Staff are skilled in supporting pupils with special educational needs and/or disabilities (SEND). Appropriate adaptations are made to tasks and activities so that, wherever possible, pupils access the same ambitious curriculum as their peers.

The provision for phonics and pupils' early reading is highly effective. From the beginning of the Reception year, teachers provide ample opportunity for pupils to practise their reading. This is done using books that are carefully matched to the sounds pupils know. Over time, pupils learn to read with accuracy and confidence. Pupils achieve highly in the phonics screening check. Those who struggle to read fluently are swiftly identified and well supported to catch up quickly. The school promotes a love of reading. Pupils are enthusiastic about reading. They read widely and often.

Pupils' behaviour is exemplary. Staff have created an environment that fosters a thirst for learning and high aspirations for all. The commitment to maintaining a safe, respectful and inclusive atmosphere is evident across the school. Leaders are proactive in managing attendance. Consequently, pupils typically attend regularly and on time.

Pupils' broader personal development is at the heart of the school's work. Leaders have developed extensive opportunities which provide pupils with access to a wide, rich set of experiences. For example, the curriculum is designed to help pupils to understand important ideas such as physical and emotional health, democracy, diversity and respect. There are lots of opportunities provided for pupils to develop their talents and interests. For example, the whole-school debating events allow pupils to explore some complex topical issues such as the benefits and risks of artificial intelligence.

Those responsible for governance know the school well. This enables them to work closely with the leaders, providing appropriate support and challenge. Leaders place a high priority on the well-being of staff and pupils. Staff are extremely positive in their praise about the support they receive to carry out their roles effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	102316
<b>Local authority</b>	Havering
<b>Inspection number</b>	10255332
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	419
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Jackie Boardman
<b>Headteacher</b>	Ryan Kinnear
<b>Website</b>	<a href="http://www.scotts.havering.sch.uk">www.scotts.havering.sch.uk</a>
<b>Date of previous inspection</b>	19 June 2009

## Information about this school

- The school has grown in size since the previous inspection.
- The school does not currently use any alternative provision.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, the deputy headteacher and other senior and subject leaders. Discussions were also held with members of the governing body and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and

considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors carried out deep dives in reading, science, history and art. To do this, they met with subject leaders to discuss the curriculum, visited lessons, spoke with teachers, spoke with pupils and looked at samples of their work.
- The curriculum in other subjects, including computing and geography, was considered as part of the inspection.
- The inspectors scrutinised a range of documents, including leaders' priorities for improvement. The views of staff, pupils, and parents and carers were gathered through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Sarah Lack, lead inspector	His Majesty's Inspector
Paul Jackson	Ofsted Inspector
Maureen Okoye	Ofsted Inspector
Allan McLean	Ofsted Inspector

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