

Inspection of Parish Church of England Primary School

London Lane, Bromley, Kent BR1 4HF

Inspection dates: 5 and 6 December 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

Ofsted has not previously inspected Parish Church of England Primary School as an academy under section 5 of the Education Act 2005 as, until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection of the predecessor school.

The headteacher of this school is Rachel Coleman. This school is part of Aquinas Church of England Education Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Kathy Griffiths, and overseen by a board of trustees, chaired by Giles Lambert.

What is it like to attend this school?

Pupils are very proud of their school and they are happy to come here. They bring the school values to life daily. For example, Year 6 pupils recently enjoyed leading a session with families and their peers on generosity. Pupils respect one another and they are kind to each other. Pupils are kept safe in school. If they have any worries, there is an adult to whom they can speak. Pupils said that staff are kind and caring.

Pupils' behaviour is exemplary. From the start of early years, children learn clear routines and these are embedded quickly. The school has high expectations of pupils' behaviour and pupils live up to these. They move around the school calmly and quietly with little staff intervention. Learning in lessons is very rarely disrupted. Breaktimes are calm and friendly. Pupils in Year 5 act as play leaders to encourage all pupils to join in.

The school is ambitious for its pupils and expects them to do well. There is a broad and balanced curriculum for all pupils, which enables them to learn effectively. Leaders review curriculum subjects regularly, and they make changes to reflect pupils' needs and their interests. For example, core reading texts have been reviewed to better reflect the diversity of the school community. Similarly, Year 6 pupils have led on the work to review the names of the school houses.

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

The school has made sure that pupils study a range of subjects in line with the national curriculum. The school has thought carefully about what subject content will be taught and in what order this will be done. As a result, pupils learn key ideas and knowledge in a subject in a logical order and they consistently build on their prior knowledge. For example, in geography, children are introduced to the idea of maps when they learn about understanding the world in early years. The curriculum builds on this effectively with more formal map work in Year 1, when pupils look at their local area and their school within it.

Teachers have strong subject knowledge. The school works closely with staff to identify any training needs and tailors the training to meet what needs to be prioritised. As a result, teachers use effective activities to deliver the curriculum as it is intended. Teachers check that pupils have remembered what they learned previously, for example with 'flashback four' in mathematics or 'geog your memory' in geography. If teachers identify gaps in pupils' knowledge, they make sure that these are filled before moving on. Pupils have good recall of what they have learned before.

In early years, the school identifies children who need additional support effectively and swiftly puts measures in place to support these children to learn well. While the needs of older pupils are also identified and they are given support, at times, the school does not consistently make clear the smaller steps of learning that some pupils with SEND need in order to successfully work towards the goals set for them.

As a result, this may affect how well pupils with SEND are supported to progress through the curriculum.

Pupils love to read and are keen to talk about their favourite books and authors. Leaders have made reading a key part of every day for all year groups. From the start of Reception Year, no time is wasted in teaching children to learn how to read using phonics. The school's approach is ambitious and implemented consistently well. Pupils regularly read books that match the sounds that they know. They also take these books home to practise reading with their parents and carers. This helps pupils to become accurate and fluent readers quickly.

The school creates a calm and orderly environment in which pupils can learn to the best of their ability. Pupils are taught how to manage their own emotions and behaviour. Staff use the school values well to foster a sense of community. Leaders have high expectations for pupils' attendance and they work closely with parents to avoid unnecessary absences.

Pupils' personal development is extremely well supported. Pupils are encouraged to participate in a wealth of lunchtime and after-school clubs and activities. Large numbers of pupils participate, including pupils with SEND. Leaders have built trips and enrichment activities into their curriculum carefully. All year groups participate in an educational visit or workshop at least once a term. There are numerous opportunities for pupils to take on leadership roles. These include ambassadors for equality, diversity and inclusion as well as eco ambassadors and class captains. Of note, is that every Year 6 pupil holds a leadership position, for example class and subject lead ambassadors. The school's work prepares pupils well for their transition to secondary education.

Leaders in the school and the trust have a vision to transform lives through learning. These aims are shared by staff, who feel well supported by leaders to deliver the curriculum, and in turn, to achieve this goal.

The school engages well with parents and the wider community. This can be seen in the weekly 'community hub', where parents, staff and guest speakers can meet over tea and coffee.

The trust knows the school well. It provides support to leaders as well as putting in place the right level of challenge. The school benefits from this, but the trust also benefits from this school sharing its expertise with others in the trust.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Approaches to ensuring that some pupils with SEND receive the support that they require with their learning are, in some instances, not as strong as they could be in Years 1 to 6. For pupils with more complex needs, sometimes, expectations and aims for pupils' learning could be broken down further, enabling teachers to best support pupils' progression towards their intended end goals. The school should continue to strengthen strategies that support pupils with SEND to achieve the goals identified for them.

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 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

Unique reference number	139984
Local authority	Bromley
Inspection number	10290236
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	610
Appropriate authority	Board of trustees
Chair of trust	Giles Lambert
Headteacher	Rachel Coleman
Website	www.parishceschool.com
Date of previous inspection	Not previously inspected

Information about this school

- The school is a voluntary-controlled Church of England school. The school's last section 48 inspection of its religious character took place in December 2016.
- The school does not make use of 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. 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, the deputy headteacher, the director of primary education from the trust and other senior leaders. Inspectors met with

the chair of the board of trustees, the chief executive officer and the chair of the trust's education scrutiny committee.

- Inspectors did deep dives in these subjects: early reading, computing, geography and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also considered pupils' learning in other subjects.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors met with groups of pupils in all key stages. Pupils' behaviour in lessons and at breaktimes was observed.
- Inspectors spoke to a range of staff about the school's work, including about safeguarding and behaviour. Inspectors spoke to parents at the start of the school day. Inspectors looked at staff, parent and pupil responses to Ofsted's surveys. Inspectors also considered correspondence received from parents during the course of the inspection.

Inspection team

Mark Smith, lead inspector	His Majesty's Inspector
Paul Jackson	Ofsted Inspector
Beth McKenzie	Ofsted Inspector
Lando Du Plooy	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024