

Inspection of Haberdashers' Knights Primary

Ballamore Road, Bromley, Kent BR1 5LW

Inspection dates: 5 and 6 December 2023

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

The principal of the school is Graham Gibson. The school is part of the Haberdashers' Academies Trust South, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jan Shadick, and overseen by a board of trustees, chaired by Nick Scarles.

What is it like to attend this school?

Pupils enjoy learning here because teachers are creative and make learning interesting. Pupils speak enthusiastically about the things they know and the cultural events they experience. They are friendly, polite and kind towards each other. Pupils appreciate the play equipment and organisation of activity zones in the playground. They play nicely and safely during playtimes.

Leaders have high expectations of pupils and want pupils to achieve well. Pupils behave well. Staff teach pupils different ways to regulate their conduct. Pupils feel assured that adults address their concerns, once these have been shared. This helps with pupils being kept happy and safe here.

Pupils value the opportunities to take on responsibilities. They are proud to contribute to the life of the school as house, French and eco-captains. The school provides a range of enrichment opportunities that develop pupils' talents and interests. Staff encourage pupils to develop high aspirations for themselves and their futures, for instance through school initiatives such as the 'brilliant club' and 'advantage' programme. Pupils get to visit prestigious universities to broaden their future options.

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

The curriculum is broad and reflects the full range of subjects and aims of the national curriculum. For example, teachers support pupils in exploring simple and more complex enquiry in science. Pupils learn to make observations during investigations. They generate scientific conclusions and hypotheses. Leaders are reviewing how the content and knowledge in a minority of subjects are sequenced in supporting pupils in achieving ambitious curricular end goals. Leaders have a systematic approach to helping teachers deliver these subjects in a consistent way. This work is ongoing.

The school swiftly identifies pupils who may require additional support. Leaders expect pupils with special educational needs and/or disabilities (SEND) to learn the same content as their peers, where suitable. Staff help pupils to use resources effectively to focus on their learning. As a result, pupils with SEND benefit positively from the range of strategies teachers use to support them. Staff make sure that pupils with SEND access the ambitions of the curriculum successfully.

Teachers place a strong emphasis on explaining key vocabulary that pupils are expected to know and understand. Sometimes, systems to routinely check what pupils know and understand are not used well. This means that pupils' misconceptions on occasion are not addressed in a timely way. As a result, some pupils are not fully ready for future content.

Leaders place a strong emphasis on exposing pupils to a range of rich texts and books to read. In the early years, adults inspire children's imaginative play. For

example, children created shopping lists and used them to purchase items in the class grocery shop. Sometimes, in early years, adults' interactions do not deepen children's vocabulary development, communication, or understanding.

Pupils learn to segment unfamiliar words and blend sounds reliably. Adults support pupils in learning the sounds that they need to know to read with increasing fluency. Leaders have prioritised staff training in improving pupils' reading skills in Years 3 to 6. Actions taken have not had sufficient time to have had an impact on pupils' reading outcomes at the end of Year 6 in 2023.

Working relationships between pupils and staff are respectful. Adults consistently encourage pupils to be 'ready for learning'. Pupils respond positively to this expectation. They demonstrate enthusiastic attitudes to learning. Adults deal with any low-level disruptions appropriately. Pupils' achievement is celebrated and rewarded. Leaders make sure that they oversee pupils' attendance carefully. As a result, pupils' attendance has improved significantly. Leaders persist in ensuring pupils come to school regularly and on time.

The school has created a coordinated approach in developing pupils' character. This helps pupils to understand the school's values, such as personal responsibility and self-discipline. Staff teach pupils about the importance of mutual respect and that discrimination of any kind should not be tolerated, including racism and homophobia.

Staff value the training opportunities which the school and trust provide in supporting their professional career development. Some subject leaders are new to their posts. Leadership in some subjects does not have a precise overview of the implementation of the curriculum. There is a clear plan in place for leaders to support staff in strengthening their subject leadership capacity. Those responsible for governance have a secure understanding of the school's strengths and areas for development. They provide challenge and support for leaders effectively.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Sometimes, systems to check pupils' understanding during lessons are not precise. This means that some pupils are not fully secure in their understanding before teachers move on to new content. The school should ensure that all staff check pupils' understanding carefully and address any misconceptions so that pupils are fully prepared for future learning.
- In some subjects, the school does not have a clear oversight of checking the quality of teaching. This means that the implementation of the curriculum in

these subjects is not fully secure. The school should make sure that it develops subject leaders' expertise and confidence in supporting teachers in implementing the curriculum effectively and consistently.

- In the early years, occasionally, children's vocabulary, language and communication are not developed precisely. This limits opportunities for some children to deepen their knowledge and understanding. The school should ensure that all adults develop high-quality interactions with children to strengthen children's communication and language skills.

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

Unique reference number	147363
Local authority	Lewisham
Inspection number	10293310
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	172
Appropriate authority	Board of trustees
Chair of trust	Nick Scarles
Principal	Graham Gibson
Website	www.habsknightsprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Haberdashers' Academies Trust South. Previously, the school was an all-through school with secondary provision. In August 2019, the school was de-amalgamated into a primary school.
- The school makes use of one alternative provider.

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 the school and have taken that into account in their evaluation of the school.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors met with the chief executive officer, the chair and members of the local governing committee, trustees, the headteacher, senior leaders, and a range of staff.

- Inspectors carried out deep dives in reading, mathematics, science and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum 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 considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

Lorraine Slee

Ofsted Inspector

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