

Inspection of Haberdashers' Slade Green Primary

Chrome Road, Slade Green, Erith, Kent DA8 2EL

Inspection dates: 28 and 29 February 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
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 Jan Mintram. 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?

Leaders, at all levels, share high ambitions for pupils. Leaders are diligent in addressing the disadvantages that some pupils may face. Pupils appreciate that they can learn about things they need to be 'great in the future'.

Pupils' personal development is at the centre of the school. Leaders use this to underpin the opportunities to develop pupils' cultural capital and experiences. This is interwoven through the curriculum and beyond. Educational visits are well planned for every year group. Year 5 pupils visited the Crofton Roman Villa and pupils in Year 2 learned about minibeasts at a farm. Leaders ensure that these visits encourage pupils to learn about other cultures and different places of worship. All pupils take part in these enrichment activities.

Pupils eagerly take on many leadership responsibilities. They represent their peers with pride as members of the school parliament, digital, reading and well-being leaders.

Pupils take the lead in designing projects that contribute to the school and the local community. For example, pupils organise and manage the 'uniform united' scheme that recycles and provides free school clothing within the school. Pupils speak with great passion about the range of after-school clubs available to them, including dance, sports and choir.

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

Those responsible for governance at the trust and at local levels offer considered support and robust challenge to leaders and staff. As a result, leaders have transformed the curriculum. They have reviewed and developed the curriculum to define and sequence the content coherently. Staff appreciate how this has reduced their workload, whilst strengthening their subject knowledge. Subject leaders are well supported in building their confidence in leading their subjects. The school is embedding a clear progression of knowledge and skills pupils need to learn in all foundation subjects. This development includes the redefining of the areas of learning in the early years.

Pupils talk about their learning with confidence and enthusiasm. For example, pupils in Year 4 and 5 describe how they use various types of scientific enquiry to answer questions about the world around them. Children in Reception use resources to explore number bonds to five. Pupils retain key knowledge they have learned over time. This supports pupils in achieving strong outcomes by the end of Key Stage 2.

Robust systems are in place to ensure that leaders swiftly identify pupils with special educational needs and/or disabilities (SEND). The school uses assessments to establish children's starting point in the early years. Leaders co-produce detailed support plans with external professionals. However, for those with SEND and those pupils who are struggling to keep up with the curriculum, sometimes they do not

receive the adaptations needed to support and enable them to access learning and understand new ideas successfully.

Staff help children to develop speech, language and communication skills. Children in the Nursery learn to sing rhymes and songs with repeating patterns and phrases. Pupils practise saying and reading the sounds they know. This underpins their secure use of spellings when writing independently. Pupils are exposed to a diverse selection of texts. Older pupils enjoy reading chapter books, particularly in the school library.

Pupils' attitudes to learning are strong. They listen well and respond positively to their teachers. Information is presented clearly. Teachers use 'brain breaks' activities effectively. This ensures that pupils are ready to move on to new learning. They settle promptly to work. Pupils are taught to follow routines and instructions. Children in the early years learn to take risks. They are encouraged to develop their imagination when using the water tray and expressive arts station. Attendance is a high priority. Leaders use appropriate strategies to ensure that pupils attend school and address those who are persistently absent.

The school's personal, social, health and economic programme is a key strength of the school. It encourages pupils' understanding of school values such as aspiration and personal responsibility. Pupils are ambitious about future careers, with many desiring to go to university.

Pupils pursue their interests and talents through a wide range of well-planned outings, clubs and events. They are proud to represent their school in trust and national competitions. Staff create opportunities that promote a celebration of diversity. The school's strong partnership with its Gypsy, Roma and Traveller community has been highly recognised nationally. Pupils have a strong understanding of the importance of mutual respect for others. They know to respect those with other beliefs and views. The school prepares pupils successfully for the next stage of their education.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Those with SEND and those pupils who are struggling to keep up with the curriculum sometimes do not receive the adaptations needed to support and enable them to access learning and understand new ideas successfully. Leaders should ensure that teachers are trained to consistently adapt teaching and use appropriate resources and support to reduce barriers to learning that enables all pupils to access the curriculum.

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	147356
Local authority	Bexley
Inspection number	10293308
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	284
Appropriate authority	Board of trustees
Chair of trust	Nick Scarles
Principal	Jan Mintram
Website	www.habssladegreenprimary.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 an 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 had 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.
- Inspectors met with the chief executive officer, the chair of the trustees, the chair and members of the local governing committee, the principal, senior leaders, and a range of staff.

- Inspectors carried out deep dives in reading, mathematics, science and art. 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
David Bryant	Ofsted Inspector

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