

# Inspection of Pratts Bottom Primary School

Hookwood Road, Pratts Bottom, Orpington Kent BR6 7NX

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Inspection dates:	24 and 25 September 2024
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Early years provision	<b>Outstanding</b>
Previous inspection grade	Good

The headteacher of this school is Abigail Carter. This school is part of the South Orpington Learning Alliance (SOLA), which means other people in the trust also have responsibility for running the school. The trust is run by an interim chief executive officer, Terry Millar, and overseen by a board of trustees, chaired by Robert Sampson. There is also an executive headteacher, Harry Hope, who is responsible for this school and six others.

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

Pratts Bottom Primary School is a warm and nurturing school where pupils are happy. There is a strong sense of community. The school's motto of 'a small school with a big heart' reflects the inclusive and welcoming nature of everything that happens here. Pupils are very proud of their school. Older and younger pupils mix happily together. Pupils feel and are kept safe.

Recent changes to the school's leadership have brought a sharp focus on setting high expectations for pupils' achievement and behaviour. These expectations are shared and understood by staff and pupils. Pupils learn well across the curriculum; however, their achievement is not currently reflected in published outcomes. This is because much of the curriculum is new, with work underway to ensure that pupils consistently secure deep knowledge across subjects.

The school's core values of kindness, unity and sustainability thread through all aspects of school life. In lessons and around the school, pupils' behaviour is excellent. Pupils show respect to adults and one another. Learning is taken seriously, and pupils are diligent in lessons.

Pupils' embrace the wealth of opportunities and experiences that support their wider development. These include educational visits that enhance the taught curriculum as well as learning to play a musical instrument. Pupils have meaningful opportunities to take on roles of responsibility. For example, the school council have created and run a school tuck shop. Pupils value the contribution that they are able to make to their school.

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

The school has worked at pace to implement a new and ambitious curriculum. Leaders have thought deeply about the curriculum, which reflects the school's core values. 'Curriculum drivers' have been identified so that the curriculum meets the needs of pupils at this school. This includes pupils with special educational needs and/or disabilities (SEND), whose needs are quickly identified and appropriate support is put in place. However, this curriculum is not fully embedded. As a result, at present, the curriculum's intended impact on pupils' learning and what they can remember in the long term does not fully reflect the school's high aspirations. Leaders' work to address this is both timely and successful.

Starting from the early years, the curriculum clearly sets out the knowledge and skills that pupils need to learn and remember over time. Children in the early years get off to a flying start. They settle very quickly because routines and expectations are clear and well established. Adults skilfully support children's development. Language and vocabulary thread through everything. Every opportunity and interaction are used to develop children's learning and understanding.

The school has prioritised staff professional development. This has ensured that staff have the expertise and subject knowledge needed to deliver the curriculum in line with the

school's expectations. This is particularly the case for early reading. Phonics teaching is consistently delivered by skilled staff. Pupils read books that are matched to their phonics knowledge. This supports pupils to become confident and fluent readers. Pupils that are falling behind are given the support that they need to catch up.

Across the curriculum, teachers and staff typically deliver the curriculum well. Pupils with SEND learn alongside their peers and tasks are adapted effectively to meet their needs. The school's 'golden threads' support staff to use strategies that give pupils opportunities to revisit and recall their prior learning. Teachers regularly check what pupils know and understand. However, on occasions, these checks are not as robust as they could be. This means that misconceptions and errors in pupils' work and understanding sometimes go unnoticed.

The school's focus on supporting and developing the whole child is exceptional. The provision for pupils' personal development is meticulously planned out and interwoven with both the academic curriculum and the school's approach to behaviour. Through this provision, pupils learn how to identify and manage their emotions. Their behaviour and conduct are exemplary. Pupils celebrate difference and diversity. They learn that everyone should be treated with kindness and respect. Pupils relish the opportunities that they have to contribute to school life. For example, they enjoy being a house captain or becoming a buddy to a Reception child to help them settle into school. The school's 'children's university' initiative ensures that every pupil can take part in extra-curricular clubs. Through these opportunities, pupils are encouraged to develop their talents and interests.

Leaders at all levels are committed to this school. This is reflected in their relentless drive to improve what is in place for the pupils. Trust and governing boards provide an effective balance of challenge and support. They have clear oversight of the impact of the school's work. The introduction of joint working with another local small school is valued by staff and also supports their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum is still new and not fully embedded. Although staff understand and implement the school's curriculum well, there are a few aspects that need to be embedded further so that pupils' learning deepens as leaders intend and pupils remember detailed knowledge in the long term. The trust and the school need to continue supporting leaders and staff to implement the school's curriculum so that it has the intended impact on pupils' learning.

- Checks on what pupils know are sometimes not robust enough. This means that there can be occasions where errors and misconceptions are not picked up and addressed. The school needs to continue to develop staff expertise so that checks on what pupils know are rigorous and robust and errors and misconceptions do not go unnoticed.

## 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>	142721
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10346008
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	71
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Robert Sampson
<b>CEO of the trust</b>	Terry Millar (interim)
<b>Headteacher</b>	Abigail Carter
<b>Website</b>	<a href="http://www.prattsbottomprimary.co.uk">www.prattsbottomprimary.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 February 2019, under section 5 of the Education Act 2005

## Information about this school

- Pratts Bottom Primary School is a smaller-than-average primary school.
- The school uses one registered alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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 the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other leaders.
- Inspectors also met with the chair of trustees, the interim chief executive officer, the executive headteacher, as well as the chair of governors and two other governors.
- The inspectors carried out deep dives in these subjects: early reading, mathematics and history. 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 reviewed the curriculum in some other subjects.
- 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 also considered responses from staff and parents to Ofsted's surveys.
- The inspectors observed pupils' behaviour in the playground.

## **Inspection team**

Julie Wright, lead inspector

His Majesty's Inspector

Jo Jones

Ofsted Inspector

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