

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Clare House Primary School

Overbury Avenue, Beckenham, Kent BR3 6PY

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Inspection dates:

15 and 16 October 2024

## Outcome

Clare House Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Whitney Andrews. This school is part of Impact Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sarah Lewis, and overseen by a board of trustees, co-chaired by John Phillipson and Kieran Osborne.

## What is it like to attend this school?

Pupils are delighted to be a part of this school. They are eager to attend every day and love learning new things alongside their peers. Pupils are confident that adults will help them if they are upset or have any worries. They see the school as a place where they can express themselves confidently. Pupils feel safe and happy.

The school provides an 'ambitious and inspirational education enabling every child to flourish'. This is reflected in the excellent outcomes for pupils. They achieve very well in assessments, reaching standards which in most cases are higher than those found nationally. Pupils produce high-quality work and are well prepared for the next stage of their education.

Pupils consistently show that they are 'ready, respectful, and safe'. Leaders and staff have high expectations of pupils, which they rise to meet. They behave very well, in and out of lessons. Disruptions to learning are rare.

The school helps pupils to develop their talents and interests. Every pupil has the opportunity to learn a musical instrument. There is a senior band for the most accomplished musicians among them. Pupil athletes enjoy being able to take part in several competitive sports events with other primary schools in the borough.

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

The school provides pupils with an excellent start to their education. From the moment they join Reception, children begin learning how to read. Staff deliver the phonics programme highly effectively. Pupils practise their phonics knowledge regularly by reading books which contain sounds that they already know. Through timely use of checks on pupils' reading, staff identify at the earliest opportunity those who fall behind in phonics. These pupils receive high-quality support and they catch up quickly. As a result, pupils, including those with special educational needs and/or disabilities (SEND), learn to read fluently by the end of Year 2.

Similarly, the school supports children in early years to develop strong foundations in mathematics. Children take part in carefully selected activities where they develop a secure sense of numbers. This helps them when they start solving simple calculations in Year 1. By Year 6, pupils confidently tackle more complex mathematical calculations and problems, such as those involving long division.

The curriculum is well organised and follows a clear structure. It builds on what pupils have learned previously, making sure that they gain a strong understanding of the concepts taught. This is reflected in the way pupils apply their existing knowledge to new learning. In design and technology, for instance, pupils use their knowledge of force, speed and acceleration to design gears.

The curriculum is taught very well. Teachers introduce subject matter clearly. They consider exactly how much information pupils can process and remember at any given time. Pupils have the appropriate resources to support their understanding of the subjects that they study. Pupils with SEND receive effective adaptations to support their understanding and, consequently, learn the curriculum as well as other pupils.

Pupils learn about fundamental British values and are taught to value and celebrate diversity. The school trusts pupils with positions of responsibility. They experience democracy first-hand as they elect their school council representatives. Year 5 pupils act as buddies to Reception children. The eco-warriors lead sustainability projects such as promoting recycling in school. Pupils enjoy a wide range of after-school clubs on offer and take up of these is high. The school makes sure that all pupils, including disadvantaged pupils, take part in these activities fully.

Pupils attend school regularly, with only a very few cases where attendance becomes a concern. In those instances, the school takes immediate steps to support pupils and their families to improve attendance. Staff work closely with families to address any underlying issues effectively.

Staff at all levels are proud to be a part of this school. Leaders actively support staff to manage their workload by streamlining systems and processes. The school fosters a supportive working environment where staff feel respected and valued. Leaders are attentive to staff well-being. They make sure that school policies and expectations are reasonable.

Leaders are dedicated to making sure that the school is highly effective in all areas. Since the last inspection, they have made key decisions to strengthen the curriculum as well as the provision for personal development, enrichment activities and support for pupils with SEND. The multi-academy trust's support has been vital to the school's success. The local governing board fulfils its responsibilities with diligence, providing clear direction. Trust experts offer guidance and challenge to leaders and staff. As a result, the school makes a tangible difference to all its pupils, no matter their background or individual starting point.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged outstanding for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to outstanding for overall effectiveness in March 2019.

## **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>	143033
<b>Local authority</b>	Bromley
<b>Inspection number</b>	10346023
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Phillipson (Co-Chair) Kieran Osborne (Co-Chair)
<b>CEO of the trust</b>	Sarah Lewis
<b>Headteacher</b>	Whitney Andrews
<b>Website</b>	<a href="http://www.clarehouseprimaryschool.co.uk">www.clarehouseprimaryschool.co.uk</a>
<b>Dates of previous inspection</b>	12 and 13 March 2019, under section 5 of the Education Act 2005

## Information about this school

- The school is part of Impact Multi-Academy Trust.
- The school does not currently use any alternative provision.

## Information about this inspection

- 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector held discussions with the CEO, the trust's director of education, the headteacher and other members of the senior leadership team.
- The inspector also met with members of the board of trustees and members of the

local governing board, including the co-chairs of trust.

- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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 inspector also considered responses to Ofsted Parent View, including parents' free-text responses. They also took account of responses to Ofsted's staff survey.

### **Inspection team**

Edison David, lead inspector

Ofsted Inspector

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