



# Clare House Primary School

## Inspection Report

**Unique Reference Number** 101638  
**LEA** Bromley LEA  
**Inspection number** 276556  
**Inspection dates** 27 September 2005 to 28 September 2005  
**Reporting inspector** Keith Williams AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Oakwood Avenue
<b>School category</b>	Community		Beckenham
<b>Age range of pupils</b>	4 to 11		Kent BR3 6PJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02086584633
<b>Number on roll</b>	205	<b>Fax number</b>	02086584445
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs J Fox
<b>Date of previous inspection</b>	6 March 2000	<b>Headteacher</b>	Dr B Feather

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 27 September 2005 - 28 September 2005	<b>Inspection number</b> 276556
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

Clare House is a popular, oversubscribed, primary school of average size. It has a fairly stable population. The attainment of pupils on entry to the school is broad but, overall, it is above average. Most of the pupils are from white British backgrounds. Almost one in ten of the pupils are from minority ethnic groups representing a wide range of backgrounds. No pupils are at an early stage of learning to speak English. The proportion of pupils with learning difficulties and disabilities is below that typically found. A below average percentage of pupils is eligible for free school meals. Three teachers have been appointed in the past two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

Inspectors agree with the school's view that this is an effective school that offers good value for money. The quality of teaching is good and leads to most pupils making good progress and attaining above average standards. The Foundation Stage is well led and managed and most of the children in Reception are well on course to exceed the goals expected of them by the end of the year. In Years 1 to 6, work to raise standards in reading and science has been very successful and the pupils make particularly good progress in these areas. The school has rightly identified the need to raise standards in writing and is moving to secure improvement. Those who struggle with writing are given good support to develop the necessary basic skills but the more able pupils do not always receive sufficient challenge. The staff promote the pupils' personal development very well. The vast majority of parents say that their children enjoy school and this is evident in the way that the pupils wholeheartedly take part in lessons and are eager to do well. The pupils feel safe, behave well and make a good contribution to the school community. The headteacher, senior management team and governors provide good leadership. Most of the weaknesses identified in the last inspection have been addressed successfully. There is still more to do to ensure that the monitoring of teaching and learning focuses specifically on areas needing improvement. Despite this, the school has a good understanding of its strengths and weaknesses and is well placed to improve further.

### What the school should do to improve further

\* Continue to raise standards in writing.\* Devise a more systematic approach to the monitoring of teaching and learning

## Achievement and standards

### Grade: 2

The pupils make good progress and achieve above average standards. Standards in science have risen significantly since the last inspection and work to improve the pupils' reading has been similarly successful. Consequently, the pupils make particularly good progress in these areas and standards are well above those found in schools nationally. The national test results for seven and eleven year olds have consistently been above average in recent years, although the results for 2004 were slightly lower than in previous years. Recent data for 2005 shows a better performance. The attainment of children when they join the reception class covers a wide range but is above average overall. They make good progress because of the good teaching and most are on course to exceed the goals expected of them by the end of the year. Across the school, good value is added to the pupils' prior attainment, particularly in speaking, listening, reading and science because of the good teaching and the pupils' positive attitudes. There is no significant difference in the progress made by different groups of pupils. However, progress in writing is slower, particularly amongst more able pupils, because more could be expected of them. This is reflected in the national assessment results, where

too few pupils have reached the higher levels in writing in recent years and the challenging targets for this group of pupils were not met. Most pupils take pride in their work, but some is presented untidily and standards of handwriting could be better. The school has rightly identified the need to improve pupils' writing and has set about securing the necessary improvement. Those pupils with learning difficulties and disabilities are well supported and they make similar progress to other pupils. One pupil told inspectors that she felt her reading and writing have improved significantly since she started at the school because of the help she has received.

## **Personal development and well-being**

### **Grade: 2**

The pupils' personal development is good. They enjoy coming to school and relationships are very positive. This is reflected in their attendance rate, which is well above average. The pupils' moral and social development is good. They understand why good attitudes and behaviour are important and are encouraged to see situations from other points of view. As one governor put it, 'mutual respect is expected but the pupils are encouraged to question and challenge'. This is reflected in the way that pupils play a full and enthusiastic part in lessons and other activities. The pupils' spiritual development is good, an improvement since the last inspection. They reflect quietly on their experiences and those of others as, for example, when sharing a poem by Benjamin Zephaniah about the positive impact that words can have. They make good progress in their knowledge of their own and other cultures. The pupils know about the importance of taking exercise and eating healthily and speak positively about the healthy meals at lunchtime. The school council is influential and older pupils enjoy taking on extra responsibility by, for example, showing prospective parents around the school, running popular lunchtime clubs for younger pupils and supporting the 'playground pals' system.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The teaching and learning are good. Lessons are interesting and enjoyable, so the pupils work hard, concentrate well and are eager to please. The teachers are generally clear about what they expect the pupils to learn and they share helpful 'success criteria' with them at the beginning of lessons. These build well on the pupils' previous learning and, in the most effective examples, they are used regularly to keep a check on the pupils' understanding. This on-going assessment was particularly successful in a Year 6 lesson. Here, the teacher had a good overview of the pupils' understanding of active and passive verbs and, as a result, most made good progress. Recent work to raise standards in writing is creating increased opportunities for writing in other subjects. There is a strong emphasis on promoting interesting and exciting vocabulary. In an outstanding lesson in Year 5 the pupils were inspired by the teachers' infectious enthusiasm to write high quality pieces in support of, or opposition to, plans to close

the high street to traffic. Reflecting thoughtfully, one group described the proposal as 'this dastardly deed.' Too often, however, the overuse of teacher-devised 'writing frames' limits the opportunities for more able pupils to be stretched. As a result, the rate of progress made by these pupils, although satisfactory, could be better. The teaching of those pupils with learning difficulties is good and the teaching assistants make a positive contribution to this provision. This means that these pupils are able to play a full part in lessons and they make good progress towards their particular targets. A close check is kept on the pupils' progress in the core subjects and plans are well in hand to extend this to other subjects. Work is marked conscientiously and the pupils appreciate the help they get when they have difficulty.

## **Curriculum and other activities**

### **Grade: 2**

Overall, the curriculum is well planned to meet the pupils' differing needs. Good provision for the children in reception ensures that they make good progress. Across the school, links between subjects have been strengthened. This is increasing the pupils' understanding and enjoyment and giving them the opportunity to use their literacy, numeracy and computer skills. Initiatives such as the 'problem solving mornings' are very popular amongst the pupils and vary in focus to cover aspects such as musical or language development. While there is an increased emphasis on promoting the pupils' writing in other subjects, opportunities are missed to provide the more able pupils with the harder work of which they are capable. The pupils are taught how to stay safe and healthy through personal, social and health education and lessons in science and PE. Visitors and visits out-of-school are a regular feature. For example, the pupils in Reception and Year 1 were very excited about their visit to London Zoo during the inspection. There is a good range of out-of-school activities. These are well supported by the pupils and are popular amongst parents, one commenting on the 'wide variety of well organised clubs that cater for a wide selection of interests and abilities.'

## **Care, guidance and support**

### **Grade: 2**

Inspectors agree with the vast majority of parents who have positive views about the level of care provided by the school. Child protection procedures are clear and any pupil who is thought to be vulnerable is monitored carefully and sensitively. Extra support is provided when necessary, for example through the occasional 'social skills club' and a lunchtime 'boost' activity that promotes social and sporting skills. The school has satisfactory arrangements for monitoring the health and safety of pupils. Most pupils report that they feel safe and have a trusting relationship with adults. They appreciate the help given to them by the staff, particularly when they find their work difficult. The school keeps a close check on the progress of each child, particularly in the core subjects. This information is being used increasingly to take account of the pupils' differing needs and this is seen to good effect in the support for those pupils with learning difficulties. Their individual plans contain the small steps

necessary for these pupils and contribute to the good progress they make. The pupils benefit from effective links with outside agencies.

## **Leadership and management**

### **Grade: 2**

The leadership and management are good. The headteacher, staff and governors are committed to achieving high standards and enabling the pupils to fulfil their potential. As a result, standards in the national assessments have been consistently above average in recent years. They are particularly keen to promote the pupils' personal development and this is reflected in the pupils' very positive attitudes to their work and good behaviour. The school leaders have an accurate view of what is working well and what needs to improve. For example, recent work to raise standards in reading and science has led to good improvement and test results that are well above those typically found. The results for writing have been less successful, particularly at the higher levels, and the school has rightly identified the need to raise standards in this key area. There are good links between the school's processes of self-evaluation and the planning for improvement. Governors have a clear understanding of their strategic role and have established strategies to gain first hand experience of the school's work in order to make informed decisions and hold the school to account. The views of pupils, staff and parents are taken into account when evaluating the school's work. A check is kept on the teaching and learning and the role of subject co-ordinators in this area has improved since the last inspection. However, lesson observations and the scrutiny of pupils' work are not sufficiently focussed on specific areas for improvement. Given the school's success in addressing most of the weaknesses of the last inspection, particularly in raising standards in science, there is good capacity for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	1	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

This letter is to tell you about the findings of the recent inspection. Thank you for the friendly way in which you welcomed us to your school. We enjoyed talking to you and your views and opinions have given us a lot of helpful information. Many of you told us how much you like school and feel that you are getting on well. We agree with you. We are particularly pleased with your reading and, since the last inspection, your science work has got much better. We are also pleased to see that your attendance is much better than in many schools.

Watching you in your lessons, it is clear that you work hard and are keen to do well. You told us that you like your teachers and that they help you when you find your work difficult. Many of you told us that you trust them to look after you and you feel safe in school. You behave very well in lessons and on the playground and we were pleased to see that some of you help the school to run smoothly by taking part in the school council. You are enthusiastic about the wide variety of clubs and other activities and the trips you go on. The older pupils deserve a special mention for running lunchtime clubs and acting as 'playground pals.'

The headteacher and teachers have been working hard to make sure that you are able to do your best. They have noticed that some of you could do better with your writing and we think they are right to concentrate on this. Your teachers have been trying to give you more opportunities to write in other subjects. They are right to do this and we feel that there should be more chances for those of you who are good writers to show just what you can do. Some of you could write and set out your work a little neater, too. We are sure that you and your teachers will be able to sort this out. We also feel that a closer check should be kept on the areas that your school is trying to improve. Once again, thank you very much for your help. We are sure that you will carry on working hard and doing well and we wish you good luck for the future.