



Scotts Primary School

Inspection Report

Unique Reference Number 102316
LEA Havering LEA
Inspection number 276694
Inspection dates 27 June 2006 to 28 June 2006
Reporting inspector Andrew Howe AI

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

Type of school	Primary	School address	Bonington Road
School category	Community		Hornchurch
Age range of pupils	4 to 11		RM12 6TH
Gender of pupils	Mixed	Telephone number	01708 457 019
Number on roll	210	Fax number	01708 457 019
Appropriate authority	The governing body	Chair of governors	Mrs Jane Buckle
Date of previous inspection	27 November 2000	Headteacher	Mrs P M Allen

Age group	Inspection dates	Inspection number
4 to 11	27 June 2006 - 28 June 2006	276694

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Scotts Primary School is a popular, average-sized primary school serving a suburban area of outer East London. Very few pupils are entitled to free schools meals. The proportion of pupils from minority ethnic groups and speaking languages other than English is below average, as is the proportion of pupils with learning difficulties and disabilities. The school has Investors in People status and has achieved the Basic Skills Agency Quality Mark. Since the last inspection the school has built a studio for the creative arts.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The school rates its overall effectiveness as outstanding and inspectors agree. This is because it enables pupils to achieve highly, while providing what one parent described as 'a wonderful sense of community'. It provides excellent value for money.

The school nurtures very effective relationships with parents, which help to ensure that home and school work together to promote high standards of achievement and behaviour. Pupils have very positive attitudes towards school. The curriculum is very effective; both in helping pupils achieve high standards in literacy and mathematics and in promoting their appreciation of the creative arts. Pupils are very well cared for. They are known well as individuals and thrive in the school's supportive atmosphere. The quality and standards in the Foundation Stage are good.

Teaching is outstanding. Teachers have high expectations and provide a stable and stimulating climate for learning. Rigorous management of teachers' performance and careful assessment of pupils' progress contribute to the outstanding results pupils achieve by the end of Year 6. However, there are some inconsistencies in the quality of marking. It is good in ensuring pupils know how to improve their writing in English. However, it is less effective in other subjects, such as science, where the focus is often on presentation rather than on the skills and knowledge being taught. The leadership of the headteacher has been highly effective in achieving high standards through enjoyable learning. It is well summed up by one parent who said 'my girls skip to school every day and are full of their achievements on the way home'.

There has been good improvement since the last inspection. The school's work is now exemplary and staff lead professional development for other teachers in the borough and beyond. The school has good capacity to improve further, because effective teamwork allied to careful planning for the future, provide the basis for continued high achievement.

What the school should do to improve further

- Ensure teachers' marking in all subjects consistently identifies the improvements pupils need to make in their work.

Achievement and standards

Grade: 1

The school judges that pupils' achievement and standards are outstanding and inspection evidence supports this view. One parent commented that her children have 'achieved success and are happy and confident with a very high level of general knowledge'. Children's attainment on entry is in line with expectations. They make good progress in the Reception class and by the end of the Foundation Stage their attainment is above expectations. They continue to make good progress in Years 1 and 2 and standards are above average.

The results of the 2005 national tests for pupils in Year 6 were above average overall. In mathematics they were well above average, exceeding the demanding targets that the school had set. Standards in English amongst the current Year 6 pupils are also well above average, and show particular improvement in writing. Achievement for both these groups is outstanding because their attainment when they were in Year 2 was average. Pupils make very good progress from Years 3 to 6 because teaching is consistently good and often outstanding. Pupils with learning difficulties make very good progress because they are very well supported and their progress is carefully tracked.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Their behaviour is excellent. Teachers have clear, high expectations, so pupils listen very well in lessons and are polite and co-operative. They greatly enjoy learning and are eager to do their best. Attendance is broadly average, but has declined this year. This is because parents take too many holidays during term time, despite the school's best efforts to discourage absence. Pupils' spiritual, moral, social and cultural development are very good. During an assembly which told the story of the feeding of the five thousand, pupils listened and responded in a very mature way: they said it was about 'trusting', 'sharing', 'a little goes a long way', 'thanking God for our food' and 'anything is possible'! Pupils learn about other cultures and faiths, for example through finding out about festivals such as Chinese New Year. Pupils show a good awareness of how to live a healthy life, including the need for regular exercise and a good diet. The school council gives pupils the opportunity to have a real say in the school community. Their involvement in activities beyond the school helps them develop a good understanding of the wider community. Because they develop excellent basic skills in mathematics and literacy and learn to co-operate and work hard, pupils are well prepared for the next stage in their learning and future economic well-being.

Quality of provision

Teaching and learning

Grade: 1

Teaching is outstanding overall and is particularly effective in Years 4, 5 and 6. Teachers provide challenging and interesting work. The individual needs of pupils are met very well, so they enjoy learning and do very well. Work is regularly marked and this has helped raise standards in writing, where it targets exactly what pupils need to learn next. It is less effective in other subjects, such as science, where comments often focus on presentation rather than next steps in learning. Teachers use information from both formal and informal assessment in their planning, which is very detailed and shows a clear understanding of how well pupils are doing. Teachers use information and communication technology (ICT) very well to support learning in other subjects. Pupils respond very well to teachers' high expectations of their behaviour and

achievement and this helps them make excellent progress over time. Pupils say they learn new things every day and that everyone works really hard. They are encouraged to work together and independently, which helps them grow in self confidence and develop mature and thoughtful attitudes. The needs of pupils with learning difficulties and disabilities are thoroughly assessed and excellent support is provided.

Curriculum and other activities

Grade: 1

The school provides an excellent curriculum that meets statutory requirements and supports pupils' outstanding personal development and achievement. There is a wide range of stimulating experiences for all pupils. Music and art are particular strengths and pupils report that they enjoy the many opportunities to take part in activities outside lessons, which enrich their learning. The emphasis on pupils developing basic skills in mathematics and literacy enables them to build effectively on their learning as they move through the school and prepares them well for the future. Personal, social and health education (PSHE), including sex and drugs education, makes a very good contribution to pupils' personal development. A safe play area for the Foundation Stage is under construction. While children have sufficient opportunities for learning and playing out of doors, the lack of permanent provision for this has limited opportunities for them to exercise choice and develop independence.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Pupils thrive in this supportive and orderly environment, achieving high standards. Child protection and risk assessment procedures are well established. The welfare of pupils is a high priority for staff, ensuring that the school is a safe place. This starts before pupils join the school, with a course for parents and their children. One parent said the school was like an extended family for her child and family. Pupils feel well cared for as a result of the trusting relationships they have with staff. The school encourages pupils to develop healthy lifestyles and teaches them how to keep safe. There are many opportunities for pupils to develop responsible attitudes, for example by helping younger pupils, joining the school council or taking on class responsibilities. Staff use assessment very well to ensure all pupils have challenging targets and opportunities for success. Pupils therefore grow in self esteem and leave the school very well prepared for the next step in their education.

Leadership and management

Grade: 1

Leadership and management are outstanding. The vision, high expectations and commitment of the headteacher are reflected in the expertise and hard work of the staff. There is a continual drive to raise standards, successful this year in higher standards in pupils' writing. This is underpinned by high quality professional development and rigorous management of staff performance. The relationships built

with parents are a particular strength of the school. Parents say that 'teachers are always willing to listen and help if possible'. Parents' views are sought, taken seriously and contribute to the school's development.

The school development plan is a comprehensive document, constructed around the central idea that 'every child really does matter'. It sets out priorities that are intended to maintain and build on the school's excellent current performance. All staff and governors make a contribution to the planning process.

Pupils' work and teachers' planning and performance are carefully monitored and a reflective approach to bringing about improvement is successful in raising standards. The school's self-evaluation is accurate and helps to drive its improvement. Governors fulfil their statutory obligations and are well-informed by the headteacher and staff, so that they display a good understanding of the school's strengths and weaknesses. However, they have limited systems for monitoring the work of the school for themselves.

The school has addressed all the issues identified at the previous inspection. There has been good improvement and the school is well placed to improve further. Despite the imminent departure of the headteacher, effective teamwork and planning for the future ensure a good capacity to continue to improve.

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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>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	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

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	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

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

Pupils

Thank you for helping us when we visited your school a little while ago. We enjoyed our time with you, and we promised to let you know what we decided after our visit.

Yours is an outstanding school. These are some of the best things about it: * Your behaviour is excellent. You are polite and you try hard in lessons. * You make very good progress. You do very well in mathematics and your writing has got much better, so that the standard of your work is high. * Your teachers work hard to make lessons interesting, and use computers and other technology well to help you. They check on your learning very carefully and this helps them to set you useful targets. * The school looks after you very well. * The headteacher and the other staff work very well together to make the school better. * The school works very well with your parents to help you do your best. * You have lots of good opportunities to play music and do art.

There is something that could be better, though: * In some subjects, teachers' marking does not always help you see what you need to learn next. Scotts Primary School is an outstanding school. If you continue to work as hard, and behave as well as you do now, it should go from strength to strength.

Good wishes for the future,

Andrew Howe

Lead Inspector