



Scotts Park Primary School

Inspection Report

Unique Reference Number 101636
LEA Bromley LEA
Inspection number 285122
Inspection dates 2 May 2006 to 3 May 2006
Reporting inspector Marianne Harris AI

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

Type of school	Primary	School address	Orchard Road
School category	Community		Bromley
Age range of pupils	4 to 11		BR1 2PR
Gender of pupils	Mixed	Telephone number	020 8460 8899
Number on roll	404	Fax number	020 8313 9603
Appropriate authority	The governing body	Chair of governors	Mr Jerry Smallwood
Date of previous inspection	2 February 2004	Headteacher	Mrs Amanda Buck

Age group	Inspection dates	Inspection number
4 to 11	2 May 2006 - 3 May 2006	285122

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Scotts Park is a large primary school in a socially advantaged area. The proportion of pupils who are eligible for free school meals, or who have learning difficulties and disabilities is below average. When they join the school pupils have skills and knowledge that are above average. A very small minority of pupils are learning English as an additional language and most are from a white British background. At the time of the last inspection the school was judged to have serious weaknesses.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The school judges itself to be good. Inspectors agree with this and acknowledge that it has outstanding features. Parents and pupils are positive about the work of the school and are confident that it is doing a good job. It no longer has serious weaknesses, and provides good value for money.

There has been very good improvement since the time of the last inspection. Issues have been tackled very effectively and the school continues to improve. Leadership and management are good, with outstanding leadership from the headteacher. Teaching and learning has improved significantly and is now good, and pupils make good progress throughout the school. Their personal development is excellent.

Provision for children in the Foundation Stage is good, and they make good progress towards the expected goals for their learning. Throughout the school, teachers prepare lively lessons and expect pupils to work hard and behave well. There are times, however, when too much reliance is placed on using worksheets during some activities.

The curriculum is rich and varied with many opportunities for pupils to learn outside normal lessons. Basic skills are taught well, although there are fewer opportunities for pupils to carry out science investigations than is normally seen.

The school takes outstanding care of its pupils. Individual targets are set so that pupils know what they have to do to improve. Pupils with learning difficulties and disabilities are supported well and those learning English as an additional language receive specialist support. Both of these groups make good progress.

What the school should do to improve further

- Provide more opportunities for pupils to carry out investigations in science.
- Reduce the number of worksheets used.

Achievement and standards

Grade: 2

Children start school with generally above average levels of ability. Throughout their time in school they make good progress, meet challenging targets and, by the time they reach Year 6, standards are well above average in English, mathematics and science.

In the Foundation Stage, children are encouraged to settle into school quickly and develop their skills effectively. Consequently they make good progress. This good progress continues in Years 1 and 2, and pupils achieve well. Teacher assessments at the end of Year 2 show that standards have steadily risen over the last three years. By the end of Year 6 standards are well above average, demonstrating that pupils achieve well, both in tests and in lessons.

Pupils with learning difficulties and disabilities are supported well so that work is matched to their level of ability and any specialist equipment needed is readily available.

The very small number of pupils learning English as an additional language is similarly well supported so that they can achieve well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils have very good attitudes to learning and they are enthusiastic about coming to school because the school provides a stimulating curriculum and they are taught well. Pupils are mature and behave exceptionally well. Attendance is above average, and no pupils have been excluded for several years.

Pupils' spiritual, moral, social and cultural development is good. Strong, supportive relationships between pupils and adults ensure that pupils develop high self-esteem. They have a clear understanding of right and wrong, and have very good social skills. Their understanding of life in their own and other societies is good.

Pupils attain high standards in English, mathematics and information and communication technology, and they have very well-developed study skills, for example, researching coastal erosion by using the Internet and preparing multi-media presentations of their findings. All of these factors prepare pupils very well for their future economic well-being.

Pupils' views are actively sought and they are involved extremely well in school life and in the local community. For example, improvements to the playground were brought about following discussion in the school council. Pupils very clearly show that they know how to keep safe and live healthily. Consequently these aspects of personal development are very good.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good across the school. In the Foundation Stage teachers effectively build upon the skills and knowledge that children already have so that they can make good progress, especially in their personal and social skills.

In Years 1 to 6 lessons are well planned with tasks that usually match the ability of each group of learners. The purpose of each lesson is carefully explained, with teachers asking questions that encourage the pupils to think and explain their ideas. 'Talk partners' are used very successfully to encourage all pupils to join in with discussions. Consequently, pupils are enthusiastic in lessons and are keen to do their best. Targets for individual pupils are challenging, and teachers expect that all pupils will work hard and behave well. Work is usually marked with encouraging comments as well as points to help pupils improve. However, there are occasions when too much reliance is placed on worksheets, resulting in pupils not being encouraged to find ways of recording their own work.

Curriculum and other activities

Grade: 2

A stimulating curriculum is provided which promotes good achievement and enjoyment for all pupils. Effective action has been taken to raise achievement in English and mathematics. A focus on reading and writing skills has been particularly successful, and pupils have benefited from more problem-solving in mathematics. However, the school is aware of the need to increase investigative work in science in order to reach even higher standards. Information and communication technology is used effectively to support pupils' learning in a range of subjects. Pupils have good opportunities to develop independent study skills through projects. Important areas such as healthy life styles and personal safety receive good attention.

A very good range of additional activities successfully develops pupils' enjoyment, interest and skills. These include choir, dance, football, French, netball, orchestra and Spanish. Staff, parents and visiting teachers and coaches contribute very well to these. Impressive outdoor facilities enhance learning, with good play equipment in Reception, a pond and woodland for scientific study, and an outdoor stage for drama.

Care, guidance and support

Grade: 1

Pupils are happy in school; they feel safe and secure and consequently they thrive. All adults are vigilant about matters relating to the personal safety of pupils, and child protection procedures are robust. Adults are briefed regularly to ensure they are kept up-to-date. Good links with a large number of pre-school providers ensure that children transfer smoothly into the reception classes and get off to a good start. Staff know the pupils well. Strong, trusting relationships enable pupils to turn to adults for advice and support when the need arises. Concerns with pupils' progress are identified at an early stage and pupils experiencing difficulties are supported effectively. Pupils have learning targets for English and mathematics which are reviewed regularly in the light of assessment, and good monitoring of progress in all subjects enables teachers to plan work that challenges and extends pupils effectively. As a result of outstanding care, guidance and support pupils of all abilities make good progress academically and their personal development is excellent.

Leadership and management

Grade: 2

Leadership and management are good overall, and much improved since the last inspection. The headteacher provides outstanding leadership and direction. With staff, she has successfully created a culture of continuous improvement and a clear focus on raising pupil achievement and providing high quality provision. Complacency and apathy are strongly discouraged. As she commented, 'We are doing well but we can still be better'. A strong acting deputy and a senior leadership team effectively support the headteacher. However, the roles of some subject leaders are not as well developed,

but there are clear plans to address this. Effective leadership and management have contributed considerably to pupils' good achievement, their outstanding personal development and to the good provision.

Monitoring and evaluation is rigorous and highly effective. As a result, staff and governors have a clear and accurate understanding of the school's performance. Teaching is effectively monitored and strengths and weaknesses are identified. Minor weaknesses are revisited to ensure that they are remedied. Pupils' attainment and progress is effectively tracked and this information is used well to set challenging targets. Evaluation findings are used well to inform planning and action for improvement. The views of parents and pupils are taken seriously and acted upon.

Governance has improved since the last inspection, and is now good. Governors are both supportive and challenging. They have a good understanding of the school's strengths and areas for improvement. Since the last inspection, pupils' achievement, teaching and the curriculum have improved from satisfactory to good. Leadership and management have been strengthened from unsatisfactory to good. Given these impressive improvements, the school's capacity for further development is very good.

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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?	2	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	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

How well do learners achieve?	2	NA
The standards ¹ 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

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	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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?	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

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

Children

Thank you very much for welcoming my team into your school recently. We really enjoyed being with you and seeing all that you do. You were all really helpful in showing us your work, talking about your school and making sure we found our way around. We enjoyed hearing all about your school and I am now writing to you to let you know what we found out.

We think that you all work very hard and behave extremely well. You are very friendly towards each other and enjoy being at school. You all make good progress in lessons because you are very keen to learn and your teachers make learning interesting for you. You have stunning school grounds and we are very impressed with how you look after them. Your headteacher has been very busy making sure that the school is an exciting place to learn. There are lots of fabulous clubs and activities for you, and we think that you all sing beautifully. However, we think that you could do more experiments in science and your teachers could cut down on the number of worksheets used in some lessons.

Once again, thank you all very much for helping us find out about your school. We wish you the best of luck in the future and we hope to see you all again sometime.

Marianne Harris

Lead inspector