



# Kidbrooke Park Primary School

## Inspection Report

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**Unique Reference Number** 100136  
**Local Authority** Greenwich  
**Inspection number** 285725  
**Inspection dates** 7–8 November 2006  
**Reporting inspector** Lynn Bappa

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

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<b>Type of school</b>	Primary	<b>School address</b>	Hargood Road
<b>School category</b>	Community		Kidbrooke
<b>Age range of pupils</b>	3–11		London SE3 8HS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8856 8315
<b>Number on roll (school)</b>	269	<b>Fax number</b>	020 8856 5339
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs H Hann
		<b>Headteacher</b>	Mrs J MacLeod
<b>Date of previous school inspection</b>	11 March 2002		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Kidbrooke Park is a slightly smaller than average school serving a disadvantaged and diverse community. The proportion of pupils entitled to free school meals is above average. Nearly a fifth of pupils speak English as an additional language. About half the pupils are White British or are classified as White Other. The next largest group is Black African. The previous headteacher left in August 2006 and the Local Authority appointed an interim headteacher who started work in September.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

The school rates itself as satisfactory. Inspection evidence does not support this view. Although the school provides an acceptable standard of education, its overall effectiveness is inadequate. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to pupils' achievement and leadership and management.

Since the last inspection in 2002 standards have fluctuated too widely. Standards at the end of Year 6 fell last year and there are patches of significant under-achievement. However, standards at the end of Year 2 went up demonstrating that the school has the capacity to improve. The appointment of an interim headteacher in September has continued this improvement. She will be in post until the local authority considers that the school is well on the way to recovery. There are clear signs of improvement in the quality of teaching and pupils' progress in lessons, which are now satisfactory. Initiatives, such as the introduction of the 'Big Writing' scheme, have begun to have a positive impact on standards.

The quality of the provision in the Foundation Stage has improved since the last inspection and is now satisfactory. Standards are below average at the end of Years 2 and 6, but there have been significant variations in performance in the last few years. Although some groups of pupils make satisfactory progress, achievement overall is inadequate because there have been substantial pockets of under-achievement in recent years. The school has begun to tackle these variations in progress and early signs of improvement are evident. Procedures for monitoring pupils' academic progress have improved, although senior leaders and other staff do not yet make rigorous enough use of data to track the progress of different groups of pupils.

While teaching and learning are satisfactory, the school is rightly keen to improve the quality further in order to raise standards and eliminate under-achievement. Recent improvements have started to accelerate progress in lessons, but have not had time to have a sustained impact on long-term attainment. Pupils benefit from positive relationships with staff and behaviour is improving. Most pupils attend school regularly and enjoy lessons and other activities.

Leadership and management are inadequate. Some aspects in need of improvement have been identified, for example boys' writing, but self-evaluation has until recently been too weak. The interim headteacher has made a very good start to her work. She is fully supported by governors, subject leaders and other middle managers but not all are fully effective in improving teaching and learning in their areas. The school has begun to provide support to help them to become more involved. Until very recently governors have not provided enough critical challenge to staff to help drive forward improvements.

## What the school should do to improve further

- Make more rigorous use of assessment information to ensure that all groups of pupils make at least the expected levels of progress.
- Develop the processes of school self-evaluation, including lesson observation and the consistent use of data, to ensure that planning for improvement is co-ordinated, robust and focused.
- Develop the roles of subject leaders so that they can account for the standards and quality of education in their areas of responsibility.
- Strengthen the governance of the school so there is more systematic monitoring of the school's performance by governors.

## Achievement and standards

### Grade: 4

Children get off to a sound start in the Foundation Stage. They make satisfactory progress, although standards are still below average when they enter Year 1. The situation in the rest of the school is more variable. Standards in Year 2 were significantly below average in 2005 but improved in 2006. National test results for pupils in Year 6 were below average in 2005 but fell significantly in 2006 and were well below the target set. Although the school's records show that most pupils in Year 6 made satisfactory progress during the year, their legacy of poor progress in earlier years meant that they did not attain the standards of which they were capable. Achievement is inadequate. The trend in recent years shows that too many pupils have not made the progress of which they are capable, and in some cases this under-achievement has been significant. Pupils from minority ethnic backgrounds and those learning English as an additional language make satisfactory progress. Pupils with learning difficulties and disabilities also achieve satisfactorily. There has also been significant recent under-achievement in science, although there are good plans to improve science teaching with a greater focus on investigative work. The school believes that two important factors holding back achievement are the recent weaknesses in teaching and the high mobility of pupils. Inspectors agree, but another key factor is the lack of rigorous analysis of assessment data to identify patterns in the pupils' achievement. Recent initiatives, such as the 'Big Writing' scheme, as well as improvements in the teaching, are beginning to have a positive impact on under-achievement. Even so, these improvements are at an early stage of development and pupils are clearly not achieving as well as might reasonably be expected.

## Personal development and well-being

### Grade: 3

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are satisfactory. Children develop positive attitudes to their learning in the Foundation Stage, which are subsequently maintained across the school. Pupils enjoy school but attendance has been below average for several years, despite the school's efforts to improve it. Behaviour is satisfactory and is improving. The

recently introduced 'Golden Rules' provide pupils with clear boundaries and expectations. Fixed-term exclusions have gone down. Pupils know how to keep safe and whom to ask for help. They are keen to take responsibility and contribute well to the school and the wider community through initiatives such as the school council, 'reading buddies' and fundraising events. Pupils know the difference between right and wrong and try hard to do the right thing. They participate enthusiastically in sports and show a good understanding of why it is important to take part in them. They can explain which foods are good for you and enjoy the tasty and nutritious meals they eat at lunchtimes. Pupils leave school with personal skills that put them in a reasonable position to make the most of the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. School records indicate that the quality of teaching has improved and the proportion of good and outstanding lessons is beginning to increase. In these lessons, pupils make good progress because the work is matched to their needs and teachers challenge and support them effectively. Teachers have good relationships with their pupils and manage their classes well. As one parent commented, 'My son has a very good teacher. She has made him confident in himself. This is reflected in his progress. I'm pretty pleased with my choice of school!'

Teachers' marking is improving and pupils now have a clearer idea of what they need to do to improve. The best practice can be found in 'Big Writing', where pupils are given very clear guidance on the next steps in their learning. The main weakness in the teaching is that teachers do not plan their lessons with enough focus on meeting the needs of different groups of learners. This applies particularly to those groups of pupils who have been under-achieving for several years.

### **Curriculum and other activities**

#### **Grade: 3**

The school's curriculum is satisfactory and improving. There are growing links with neighbouring secondary schools. Teachers are beginning to make effective use of their new interactive whiteboards to enhance learning. Recent initiatives such as ability setting in mathematics in Years 5 and 6 have begun to have a positive impact on standards. The school has started to plan a more exciting curriculum that encourages pupils to think for themselves. The provision made for pupils with learning difficulties is satisfactory and enables them to play a full part in school life.

### **Care, guidance and support**

#### **Grade: 3**

The overall quality of care, guidance and support is satisfactory. However, the pastoral care provided by the school for its pupils is good. The school is rightly proud of its

caring ethos and all adults show a high level of commitment and competence in promoting the health and safety of the children. Requirements for child protection are effective. Pupils are known and treated as individuals and this contributes well to the harmonious and welcoming atmosphere. The school works well with outside agencies and with parents. Children who enter the school during the course of the year settle quickly into school routines.

Procedures for monitoring academic progress have recently improved. The use of assessment data to identify and track patterns in the progress made by different groups of pupils is not robust enough, however.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate. The school has not been self-critical or focused effectively on raising achievement. Governors are very supportive of the school but until very recently have not provided enough critical challenge to staff to help drive forward improvements. The new interim headteacher has only been in post since September but teachers, parents and pupils are already feeling the widespread impact of her leadership. A range of measures to focus on weaker aspects of the school's performance is already being embraced enthusiastically by the staff. One parent described the interim headteacher as, 'enthusiastic, approachable and very good at communicating with parents'. The local authority is providing good support. Teachers with responsibility for leading subjects or other aspects of the school's work are being helped to perform their roles, but it is too early for them to have had a significant impact on standards or provision.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	4
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	4
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively performance is monitored, evaluated and improved to meet challenging targets	4
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	4
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

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

Thank you very much for welcoming us to your school when we visited recently.

We are writing to tell you what we found out when we inspected your school. We know that there are many things in your school that you can be proud of. These are the things that are going well:

- Your new headteacher knows just what needs to be done to help the school get better. Your teachers and parents trust her to do this job well.
- The adults in the school work hard to take good care of you. You try hard to behave properly and do your best in lessons, especially when you have interesting things to do.
- We enjoyed talking to the school council and think they are doing a good job in helping to improve your school.

By now you have probably heard that we think your school needs some extra help. We have decided that it requires something called a Notice to Improve. This means that even though things are getting better in your school, there are some important things it needs to improve, and they need to be put right quickly. These are the things that need improving:

- Your teachers need to make sure that all of you learn things as quickly as pupils do in other schools like yours. This is because some of you have not been making the progress you should in lessons.
- Teachers who are in charge of subjects need to make sure that everyone is doing as well as they can and that standards continue to get better.
- Every year the school has to work out the things it does well and the things it needs to improve. It has not done this as well as it could. Your new headteacher has begun to check this and we have asked her to carry on doing this.
- We have also asked the governors to check more carefully on the school's work.

With best wishes

Lynn BappaLead Inspector