

Scotts Park Primary School

Inspection report

Unique Reference Number	101636
Local Authority	Bromley
Inspection number	323493
Inspection date	5 June 2009
Reporting inspector	Stuart Charlton

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	403
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms Helen Megarry
Headteacher	Mrs Amanda Buck
Date of previous school inspection	2 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Orchard Road Bromley BR1 2PR
Telephone number	020 8460 8899
Fax number	020 8313 9603

Age group	4–11
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Introduction

The inspection was carried out by two additional inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- how the school ensures that teaching and learning enables all pupils to achieve as well as they can
- the effectiveness of the school's systems to monitor its performance, particularly in relation to the national picture
- the effectiveness of the school's systems to support pupils' academic development.

Evidence was gathered from lesson observations, scrutiny of pupils' work and the school's documents. Parents' questionnaires and discussions with pupils, governors and staff also contributed to the judgements. Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

Scotts Park is a larger-than-average primary school. It is very popular with a waiting list for places. Most pupils come from the local area and are predominately of White British origin. Although pupils come from a range of other ethnic backgrounds, the numbers in specific categories is small. The number of pupils who speak English as an additional language is well below the national average, as is the number eligible for a free school meal. The number of pupils with learning difficulties and/or disabilities is below average, as is the number with a statement of special educational need. Scotts Park does not have an attached nursery, but the vast majority of pupils have experienced nursery provision prior to entry into the school. The school holds a range of awards including Healthy School and Sportsmark, and it holds the Department of Children, Families and Schools International School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Scotts Park is a good school. There are outstanding features, notably in pupils' personal development, in the care, guidance and support they receive and in the curriculum. The school is successful in its aim to ensure that 'children leave Scotts Park confident, enthusiastic and motivated in their learning and with high self-esteem, ready to face the next challenge'. Pupils work and play together happily in a secure and harmonious environment. Almost all parents speak highly of the school and make comments such as, 'My child really enjoys school. She is becoming more confident and I can see the progress she has made.'

Children enter Reception with skills and abilities that are broadly in line with the expectations for their age, but notably lower in writing and in some elements of language and in their physical development. A significant minority do not have the personal and social skills that would be expected. By the time they enter Year 1 most pupils have made good progress and attain the levels which are expected for their age, particularly in their personal and social development. However, there are still a considerable number whose writing skills are weak. From this point, pupils of different abilities and backgrounds make good progress as a result of good teaching and learning. By the end of Year 2 standards in reading and mathematics are above average and those in writing are average. Since the last inspection pupils' attainment in English and mathematics, and particularly in science, have improved and standards in these subjects by the end of Year 6 are above average. Pupils make very good progress in developing their speaking and listening and mathematical skills, but their progress in writing is not as good. The school has invested considerable time and effort in improving writing and this is beginning to pay dividends. In 2008 there was an improvement in the number of Year 6 pupils attaining the higher levels in writing. Excellent teaching of writing was seen in a Year 6 lesson where the teacher used a very wide range of approaches to challenge the learning of all pupils. However, this practice is not yet consistent across all classes. By giving high priority to developing investigative skills in science, the overall performance in this subject in 2008 showed good improvement over previous years. In all subjects staff plan conscientiously, they are enthusiastic and make learning fun. Teachers and teaching assistants work together very well as a team. They all have excellent relationships with pupils and give them discerning feedback that helps them to improve their work. Pupils with learning difficulties and/or disabilities receive a good level of support and achieve the appropriate small-step learning targets set for them.

Pupils' personal development is a cornerstone of the school's provision and is excellent for all age groups. The school is successful in celebrating a wide range of religious faiths and cultural backgrounds and it effectively promotes racial and religious harmony. Consequently, pupils' spiritual, moral, social and cultural development is excellent. In a school assembly pupils showed a high degree of reverence and respect towards others and their values. Pupils say that they feel safe and thoroughly enjoy their learning. Nearly all pupils attend regularly and the school makes strenuous efforts to promote good attendance. Attendance overall is good, even though a small number of parents do not respond appropriately to the school's efforts. Through the school council and the pupil leadership team, pupils are closely involved in helping to contribute towards the school community and all are very willing to express their views on a range of issues. Pupils gain a very good appreciation of issues in the wider world and develop a keen sense of responsibility for making sure that Scotts Park is a good place to be. A very good example of this is the way in which older pupils 'buddy' younger ones and the effective reading partnerships between different year groups. Pupils' behaviour is exemplary and neither staff

nor pupils allow any instances of misbehaviour to affect the learning of others. Generally, pupils are confident to explore and express their feelings. They develop an excellent understanding of the need for a healthy lifestyle through the very wide opportunities for physical development and there is a high take-up of the healthy lunches. This is recognised by the school's achievement of Healthy School status and the Sportsmark award. In all their activities pupils pay particular regard to the importance of being safety-conscious. Throughout their time in school, pupils develop the self-confidence and personal skills which prepare them extremely well for their future. Their numeracy and information and communication technology skills are also of a high order, but many can still achieve more in writing.

The curriculum is excellent. It is carefully planned to take account of individual needs and ensures that every opportunity is used to enhance pupils' personal development. There have been significant improvements in the curriculum since the last inspection so that there is now systematic development of pupils' key skills of writing, speaking, listening, numeracy and information and communication technology across all subjects. An outstanding range of enrichment activities plays an important part in ensuring pupils enjoy school. Pupils are particularly impressed with the extensive range of clubs and the provision in music and physical education.

The care, guidance and support pupils receive are excellent. There are thorough safety procedures in place and risk assessment procedures fully meet requirements. Staff ensure that all pupils, including those who arrive at different times, settle quickly and happily into school life and that they feel confident about moving to the next stage of their education. There is comprehensive tracking of pupils' personal and academic progress. This information is extremely well used to set challenging targets for each pupil that motivate them in their learning; this is particularly so for those with learning difficulties and/or disabilities and the few who speak English as an additional language. It is also used very well to organise extra support for pupils as needed. The school works very well with a wide range of outside agencies to support pupils' development.

Leadership and management are good. The headteacher leads by example and provides the commitment and determination to help pupils to reach their potential. Along with the senior management team, she gives a clear sense of direction. Together they have set a climate of strong teamwork among all adults, so that everyone makes an active contribution to school improvement. Many of the subject leaders are new to their role, but are quickly gaining confidence in managing and promoting their subjects. Each has created an action plan resulting from close monitoring. The plans have clearly defined roles and expectations in which staff development and training are given a high profile. Staff have responded to these initiatives enthusiastically and they are beginning to have a positive impact on improving teaching and learning across the school and in raising standards, particularly in writing and science. There have been significant changes of personnel on the governing body and many of the new governors are just beginning to come to terms with their responsibilities. Consequently, the governing body is too dependent on the information given by the school to act effectively as its critical friend through closely monitoring its performance against that of other schools. The school's self-evaluation is accurate and, largely because of the rigorous and discerning monitoring of the headteacher and senior management team, everyone is very clear about what needs to be done for the school to improve further. The school makes a good contribution to community cohesion. Staff present very positive role models and enable pupils to contribute effectively to their immediate community. The school's contribution at national and international

level is recognised by the International School Award from the Department of Children, Families and Schools. The school's track record shows that it is well placed to improve even further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

There are many features in the Early Years Foundation Stage, notably good teaching and learning, which help children to make a good start to their school life. The relationships which staff develop with the children provide a firm base for their learning and they make very good progress in developing their personal and social skills. They are very well cared for so that they develop confidence and learn to share. Staff organise children's learning carefully, as seen with the introduction of a more focused programme for teaching letters and sounds that is showing signs of helping children of all abilities to improve their writing. However, the staff do not always use the potential of the outside learning area to best advantage. Leadership is good and staff work in a close and supportive team. Children's progress is closely monitored and parents are kept well informed of their child's development.

What the school should do to improve further

- Raise pupils' achievements in writing across the school by ensuring that teaching consistently enables all pupils to reach their targets.
- Develop the role of governors to ensure that they act effectively as the school's critical friend by closely monitoring how well it does against other schools.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

18 June 2009

Dear Pupils

Inspection of Scotts Park Primary School, Bromley, BR1 2PR

Thank you for all the help you gave us when we visited your school. We were particularly pleased to be able to talk to so many of you, and particularly valued our meeting with the school council and pupil leadership team. You told us that you make many close friends and that behaviour is excellent. You all said how much you enjoy coming to school and that lessons are fun. You said that the staff are always ready to help you and they care for you extremely well. We could also see that you are always ready to help others, for example through the school council where you help to make decisions that improve school life. You also told us that the activities and clubs you take part in, the trips out of school and the music and physical education provision are all extremely good. These are clearly strengths of the school. In addition, we were also impressed with the way the older pupils help the younger ones through the reading partnerships and by acting as 'buddies'. We agree with all these strengths and, like you, rate Scotts Park as a good school.

The headteacher and staff have a clear understanding of the school's strengths and weaknesses. They are keen to see it improve even further. We have asked them to further improve the teaching of writing across the school to make sure that all of you achieve your best. We also want the school's governors to be certain that the school is performing as well as it can by comparing how well it does with other schools. You can help in this by always trying your hardest.

Yours faithfully

Stuart Charlton

Lead Inspector