

Scotts Primary School

Inspection report

Unique Reference Number	102316
Local Authority	Havering
Inspection number	323619
Inspection date	19 June 2009
Reporting inspector	Nick Butt

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)	211
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	Mr Mark Jones
Headteacher	Mr Paul Simon Abeledo
Date of previous school inspection	27 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Bonington Road Hornchurch RM12 6TH
Telephone number	01708 457 019
Fax number	01708 457 019

Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and investigated the following issues:

- the effectiveness of the Early Years Foundation Stage
- the contribution of the curriculum to pupils' learning and enjoyment of school
- the impact of changes brought about by the new headteacher.

The inspectors gathered evidence from lesson observations, scrutiny of pupils' work and parents' questionnaires. Discussions with staff, a governor and pupils 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

This is an average sized school with Early Years Foundation Stage provision in the Reception class. Very few pupils are entitled to free school meals. The large majority of pupils are of White British heritage, although an increasing proportion come from minority ethnic backgrounds. A small proportion speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average, and they have a variety of different needs. The school has, among others, the Activemark and Artsmark Gold awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Scotts Primary is an outstanding school that provides an excellent education for all its pupils. The new headteacher has won the support and loyalty of staff, pupils and parents alike through his collaborative approach and sheer enthusiasm. He has brought in many changes that have built on the school's existing strengths to create a dynamic and highly effective professional team committed to further improvement. Standards have risen rapidly and are exceptionally high in English, mathematics and science by the end of Year 6. Pupils make outstanding progress from starting points that are typical of those found in most schools.

At the heart of the school's success is the outstanding teaching that challenges pupils to achieve their potential through undertaking enjoyable activities well suited to their abilities. A pupil commented, 'I like coming to school because the teachers make learning fun and challenging.' There is a very strong focus on pupils developing basic skills early on, which enables them to access the full curriculum. Teachers make excellent use of information and communication technology to bring learning alive and to encourage pupils to become independent learners. Learning is active and practical, using a range of imaginative strategies, as when Year 4 pupils assumed the roles of different creatures to combine to make food chains during a science lesson. Teachers have very high expectations of all pupils and make clear to them what they are going to learn. Teaching assistants play a valuable role in supporting learning, working very closely with teachers in planning and evaluating the day's work.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. The extremely effective curriculum makes a huge contribution to their enjoyment of school. The headteacher has increased the range of clubs considerably, and introduced more trips and special events. Pupils spoke with particular enthusiasm about the scuba diving club. 'It feels weird, being able to breathe underwater,' said one. Behaviour is outstanding, with pupils showing great consideration for one another and cooperating extremely well in teams. Attendance is particularly high, as pupils love coming to school. Parents are very proud and supportive of the school. A typical comment was, 'I am a happy parent of a little girl who enjoys all aspects of her life at Scotts.' Pupils take responsibility in a variety of ways, the school council organising fund-raising events such as the 'run for fun'. Year 6 pupils produce their own yearbook and a half-termly newspaper. Pupils act as prefects, play leaders and junior road safety officers. Pupils contribute very well to their local community and take part in events such as singing at the Royal Albert Hall and performing at the Queen's Theatre. The school has the Sustainable Travel award in recognition of the three quarters of pupils who walk or cycle to school. Pupils take plenty of exercise, being awarded the Activemark, and have a very good understanding of how to stay healthy. They say they feel safe at school, and know all about personal safety, recently taking part in workshops about keeping safe around trucks. Pupils develop excellent team-building skills and leave the school with exceptionally strong basic skills, outstandingly well prepared for secondary school.

The headteacher has given the school a new momentum for change, inspiring the whole school community to join him in making the most of technology and developing innovative approaches to the curriculum. Pupils make very good use of the virtual learning environment, accessing links to do independent research around their topics, chatting online with their teachers and the headteacher, and uploading their homework electronically. The school loans laptops to any families who need them, ensuring that all pupils are able to take part. As well as making excellent provision for the basic skills, the curriculum enables pupils to excel in the creative arts and

sport. The school has the Artsmark Gold award, and its modern studio is a superb resource. Many pupils learn musical instruments. All Year 5 have learnt brass instruments this year. There are attractive displays of pupils' artwork around the school, including large paintings celebrating Aborigine culture. The school has set up a focus group to develop the curriculum further, especially in terms of enhancing the project work that pupils undertake to make it even more creative. While there are some exciting links between subjects such as history and art, with pupils making Aztec plaques out of clay, there is scope for more extended writing in subjects such as history and geography.

The school cares for its pupils very well, with excellent provision for those with learning difficulties and/or disabilities. Highly trained teaching assistants work extremely effectively with pupils, enabling them to make outstanding progress. There are very strong links with other agencies, and the school includes all pupils particularly well, adapting the curriculum to meet their needs. Marking shows pupils how to improve their work and they are given time to respond to comments. Pupils are very clear about their targets, and fully involved in assessing their own progress. The school consults them about their learning on frequent occasions, as part of its drive to make the curriculum relevant for all pupils. All safeguarding arrangements are in place.

There is rigorous monitoring of the work of the school, with detailed tracking systems and close analysis of the progress of different groups of pupils. Interventions are put in place promptly for any pupils at risk of falling behind. Self-evaluation is very strong, with all staff contributing to judgements about the effectiveness of the provision. A recent review of the teaching and learning policy involved parents, pupils and governors, as well as staff. Strategic plans reflect the school's priorities for improvement, and have well-thought-out aims. The school promotes community cohesion extremely well, reaching out to its local community, and establishing many links beyond, such as with a school in Newham. Pupils made an inspiring film looking at the similarities and differences between their school and community and those in Docklands. They also have links with schools in Tenerife and Quebec. Governors have an excellent understanding of the school's strengths and areas to develop, and they support and challenge the school very well. Much of the teaching space is open plan and too confined for the number of pupils. It is to the pupils' and staff's credit that this does not have a negative impact on standards and achievement or personal development, but it does make working conditions very difficult. The school has underused space that could be adapted to help alleviate this problem. It has made very rapid progress since its last inspection and has an outstanding capacity to improve further.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Children enter the Reception class with a wide range of skills and abilities that overall are typical of those usually found for their age. They make outstanding progress because of extremely effective teaching that inspires children and feeds their natural desire to learn. There is a very good mix of activities, some chosen by the children themselves and others led by adults. By the end of the Reception Year, standards are above average in most areas of learning. Children develop excellent personal and social skills through the secure and stimulating learning environment, with outstanding support from adults. Their progress is tracked very closely, so that adults know exactly how well they are doing. There is an appropriate emphasis on developing basic skills. The Early Years Foundation Stage is led and managed highly effectively, with a very strong team of staff who work together extremely well to promote children's welfare and learning.

What the school should do to improve further

- Make the best use of the available space to ensure that all pupils and staff are able to work in more acceptable conditions.
- Build on the existing strengths in the curriculum to make it even more creative in linking subjects together through extended writing.

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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?	1
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?	1
The capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

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

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	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

02 July 2009

Dear Pupils

Inspection of Scotts Primary School, Hornchurch, RM12 6TH

We enjoyed meeting you and finding out about your school, which is outstanding. Here are some of the things that are particularly good about it your school.

- You make extremely good progress in your work, so that standards are exceptionally high.
- Your behaviour is excellent and you attend school very well.
- You are very caring towards one another and help each other out.
- The teaching is of a very high quality and enables you to do particularly well.
- There are lots of clubs and visits for you to enjoy.
- The school cares for you very well, and staff show you how you can improve your work.
- The headteacher has brought in lots of new ideas that are helping the school to become even better.

We noticed that there is very little space for many of you in the classrooms, and that the sound of other classes can be a distraction. We have asked the school to make better use of the building so that you have more room. The school makes learning exciting for you in many ways, and we have asked your teachers to continue developing their ideas, especially in giving you opportunities to do more writing in your history and geography topics. We are sure they would welcome your views on what you enjoy studying.

Thank you for making us so welcome.

Our very best wishes for the future,

Yours faithfully

Mr Nick Butt

Lead Inspector