

Poverest Primary School

Inspection report

Unique Reference Number	101641
Local Authority	Bromley
Inspection number	331590
Inspection dates	16–17 September 2009
Reporting inspector	Robert Lovett HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	188
Appropriate authority	The governing body
Chair	Mr Philip Tagoe
Headteacher	Miss Liz McIntosh
Date of previous school inspection	9 June 2008
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Introduction

This inspection was carried out by one of Her Majesty's inspectors and two Additional Inspectors. The inspectors visited 11 lessons held meetings with governors, staff and pupils and spoke to parents. They observed the school's work, looked at the school's plans for improvement, curriculum documents, pupil tracking data and the minutes of governing body meetings. Thirty-seven parental questionnaires, 11 staff and 96 pupil questionnaires were also scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' standards and progress
- the quality of teaching, in particular, how well lessons meet the needs of boys and more able pupils
- the effectiveness of leaders and managers in securing the improvement shown to be necessary by the previous inspection and generating a shared ambition to sustain this.

Information about the school

The school occupies a green and spacious site at the centre of a large estate of mixed owner-occupied and social housing. The proportion of pupils known to be eligible for free school meals is higher than average. The school has a designated resource base, known as the AS Provision, for 24 learners with complex and severe learning difficulties. While the number of pupils registered at the school is about average, mobility is high. Following a period of significant change and staff turnover, the school is currently fully staffed, with a permanent teacher for each class. The school holds the Healthy Schools Award, Active Mark and the Sustainable Travel Bronze Award. When the school was last inspected, it was subject to a notice to improve because standards were exceptionally low, pupils made too little progress and the quality of teaching was inadequate.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Poverest Primary is an improving school which has a strong ambition to improve further. In just over a year, standards have risen markedly and are now broadly average. In the 2009 national tests, the school was particularly successful in raising the proportion of Year 6 pupils reaching Level 4 in English, mathematics and science. It has been less successful in raising the proportion of pupils reaching the higher Level 5. This is borne out by observations where standards in lessons are broadly average. Most pupils are now making at least satisfactory progress. In some lessons, there is insufficient challenge for the most able, some of whom are not achieving as much they could. Pupils in the AS Provision make good progress because work is closely matched to their specific learning and social needs and they receive good support.

Teaching has improved and is now satisfactory. In most lessons seen, pupils worked with good concentration and in many, they made good progress. In some lessons, teachers talk too much and there are insufficient opportunities for pupils to discuss their work and be active learners. Planning is thorough and detailed but work is not always sufficiently well matched to the different learning needs of all pupils, particularly the more able, so that their progress sometimes slows. The school has set ambitious targets for pupils and has made good progress in realising these. However, not all targets reflect high expectations based on how well individual pupils can do. The school's friendly and supportive ethos results in good behaviour, confident pupils and good relationships between pupils and between pupils and teachers. While the youngest children settle quickly in the Early Years Foundation Stage and relationships are good, not all staff are sufficiently familiar with the statutory framework. This means that some learning opportunities, such as the use of outdoor learning experiences, are not used effectively enough.

Most parents are supportive. Where they wish to see improvement, their aspirations closely match those of the school. They would like to see their children make more progress and they are ambitious for all teaching to be at least good. They say their children enjoy school, and pupils echo this view. Pupils are particularly supportive of the headteacher and senior staff and recognise recent improvements. Most say they learn a lot and that adults help them improve their work. As one pupil said, 'I like school, I learn a lot and all the teachers and children get on ' it's great!' All staff who responded to the survey said they were proud of their school.

Because of its ambition, good record of improvement and accurate self-evaluation, the

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school has a good capacity for sustained improvement. The headteacher and deputy headteacher know the school very well. They have carried out a detailed analysis of pupils' progress and introduced a range of strategies which have begun to raise standards. There has been careful monitoring of teaching and learning, a thorough review of the curriculum and changes to subject leadership. Governors have supported school improvement well. They have monitored progress with care and provided good challenge and support. While planning for improvement is detailed, both the governors' plans and the school's self-evaluation lack a sufficiently clear focus on the impact of actions on outcomes, particularly on raising standards.

What does the school need to do to improve further?

- Raise standards, particularly for more able pupils, through;
- better use of pair and small group work
- planning higher levels of challenge for different groups of pupils
- linking expectations more explicitly to pupils' prior attainment.
- Improve knowledge of the statutory framework and guidance for staff working in the Early Years Foundation Stage, so that the full range of learning opportunities for children are exploited.
- Ensure the governing body's plan of action and the school's self-evaluation are more specific in linking actions to improvements in standards.

Outcomes for individuals and groups of pupils**3**

Pupils are keen and enthusiastic learners. They value the good support they receive and enjoy their lessons. When the work planned for them is challenging and well matched to their differing abilities, pupils are able to work with sustained concentration. In some lessons, more able pupils do not make as much progress as they could because planning does not provide sufficiently challenging activities. In these lessons, pupils' concentration can wander and the pace of learning slows. The school has been successful in closing the gender gap so that by Year 6, boys and girls are doing equally well in most areas of the curriculum.

Standards are rising and are now broadly average although in 2009, too few able pupils reached the higher Level 5 by the end of Year 6. Pupils make satisfactory progress and there are clear indications that progress is accelerating. Pupils in the AS Provision make good progress because work is carefully matched to their individual needs and they are very well supported by both teachers and teaching assistants.

Pupils behave well in lessons, on the playground and around the school, with older pupils taking good care of younger ones and helping them to join in games such as football. Pupils say they feel safe in school and most parents agree that this is the case. Pupils have a good understanding of how to ensure their own safety and are considerate of the safety and well-being of others. They have a satisfactory understanding of how to lead a healthy lifestyle. Pupils enjoy physical activities and welcome healthy options in the school canteen. They play an active part in the school community, for example as

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school councillors and 'playground pals'. There are some good examples of improvements initiated by the school council such as the wildlife pond, new playground equipment and the more secure gate onto the playground. Pupils say they would welcome opportunities to increase their involvement with the wider community and for younger pupils to assume more responsibility. Helped by the good pastoral support of the school-based family worker, attendance has risen. The school is meeting its local authority target and attendance is currently close to the national average. However, attendance continues to be affected by some families taking holidays during term time. Pupils' spiritual, moral, social and cultural development is satisfactory, with strengths in moral and social development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is satisfactory with some notable strengths. Chief among these is great enthusiasm and a keen desire to improve their practice which is common to all teachers. Advice and recommendations are willingly accepted and quickly acted on so that even during the two days of the inspection, teaching improved. Relationships are

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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strong, pupils are well supported in the classroom and as a result they are confident learners. Questions are readily answered and pupils are enthusiastic and eager to contribute to lessons. In some lessons, better use could be made of differentiated questions and pair and small group work to ensure all pupils are active learners and the most able are challenged. Learning is sometimes too teacher-directed so that some pupils lose concentration and do not make as much progress as they could. Not all planning is clear about how learning will provide appropriate challenge for all learners, particularly the more able. Teaching assistants are well deployed and support learning well. Pupils are very well supported and many of the most vulnerable make good progress in developing social and life skills. Assessment is regular and accurate.

The curriculum is relatively new in place so it is too early to see its impact on raising standards. It is well planned to meet the needs of pupils. The focus on non-fiction topics to encourage boys to engage more enthusiastically and to act as a taster and way in to a more creative approach to learning is proving successful. Cross-curricular provision is still developing, as are opportunities for the development of basic skills across the curriculum. The curriculum is well adapted to meet the needs of pupils with specific learning and social needs. A wide range of opportunities for tuition has raised the profile of music in the curriculum. Pupils value the range of extra-curricular clubs and activities but say they would welcome more access to sports coaching.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

There is very effective leadership by the headteacher and deputy headteacher which has been instrumental in bringing about improvement. They are ambitious for the school to continue to improve, communicate that vision effectively to all staff and have high expectations. Many subject leaders are new in post. They are enthusiastic and committed to improvement but it is too early to see their impact on the subjects they lead. The analysis of data on pupils' achievement is thorough and detailed. The targets the school has set itself are very challenging and have been successful in raising standards and accelerating progress. Some targets have too great a focus on age-related achievement rather than on how well pupils should be doing based on prior attainment. The school's openness and ambition to improve are important contributors to pupils' rising levels of achievement. Self-evaluation is thorough and accurate but does not always explicitly link the actions taken to their impact on standards. Governors

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monitor the work of the school diligently and ask challenging questions in order to monitor its progress and hold the leaders to account. The chair of the governing body knows the strengths and weaknesses of the school well and is ambitious for it to improve.

The school has worked hard to keep parents and carers well informed. It actively seeks their views. As a result of consultation, there is now an interim school report in December in addition to the end of year report. By popular demand, class assemblies are returning on a regular basis and the successful open afternoons, when parents had the opportunity to work alongside their children, are being extended. The school works satisfactorily with other partners and agencies although this aspect of the school's work is strong in the AS Provision. The school has worked well with outside partners, such as the local authority, to raise standards. Poverest is an inclusive school and actively promotes equality of opportunity so that the performance of some previously underachieving groups has improved. Safeguarding arrangements are appropriate to ensure that pupils are kept safe. Risk assessments are detailed and records of checks on adults who work with pupils are well maintained and up-to-date. The promotion of community cohesion is satisfactory. The school is a caring and cohesive community, although pupils say they would welcome opportunities to develop a better understanding of the wider world.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Most children enter the school with levels of skills and knowledge which are below those

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expected. They make satisfactory progress because detailed planning is linked to their needs and abilities. Children are happy to come to school because they feel safe and they enjoy learning. Adults work effectively with parents and carers to ensure children settle quickly and their needs are met. Relationships are positive. Children follow safety, health and care routines well and play and learn together enthusiastically. They have opportunities to develop their independence and to select from a range of activities and resources which promote learning well. The new and impressive outdoor play area provides good opportunities for children to learn and play outside but it is not used as frequently as it could be. The relatively new leadership team is committed to ensuring that recent recommendations with regard to best practice in the Early Years Foundation Stage are fully implemented.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

While relatively few parents and carers returned questionnaires, those that did are generally supportive of the school, with most saying they are happy with the experiences it provides for their children. Most believe the school keeps their children safe and deals effectively with unacceptable behaviour. Inspectors agree with this positive view of the school. Some also say that children are not making enough progress and that not enough teaching is good. While pupils' progress is accelerating and teaching is improving, inspectors agree with this view. A few also believe the school is not doing enough to help them support their children's learning. Inspectors do not agree with this view because recent innovations, introduced following consultation with parents and carers, have increased the capacity for parents to become more involved in their children's learning.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Poverest Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 12 statements about the school.

The inspection team/inspector received 37 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	39	18	50	4	11	0	0
The school keeps my child safe	14	38	21	57	2	5	0	0
The school informs me about my child's progress	10	29	19	54	4	11	2	6
My child is making enough progress at this school	8	23	17	49	10	29	0	0
The teaching is good at this school	8	23	21	60	6	17	0	0
The school helps me to support my child's learning	9	27	16	47	7	21	2	4
The school helps my child to have a healthy lifestyle	8	23	22	63	3	9	2	6
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	5	17	21	70	3	10	1	3
The school meets my child's particular needs	9	26	20	57	4	11	2	6
The school deals effectively with unacceptable behaviour	6	18	25	74	1	3	2	6
The school takes account of my suggestions and concerns	5	15	23	70	2	6	3	9
The school is led and managed effectively	7	23	19	61	4	13	1	3
Overall, I am happy with my child's experience at this school	8	22	21	58	6	17	1	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



21 September 2009

Dear Pupils

Inspection of Poverest Primary School, Orpington BR2 2JD

Thank you for making me and the other inspectors so welcome when we visited your school. We met the school council and spoke to some of you on the playground, in the dining hall and in lessons. The things you told us were very helpful in making our judgements on how well the school is doing.

Yours is an improving school. It is also happy and friendly and you support and look after one another very well. The headteacher and deputy headteacher are doing a good job of helping it to improve further. Because teaching is improving, standards are rising and you are making more progress. You have positive attitudes to learning and obviously enjoy your lessons. You work and play together very well and you listen to each other and to adults carefully.

While your school is now doing much better, the teachers and governors believe you can continue to improve and I agree. Here are some of our suggestions.

- We think standards could be higher. In particular, we think more able pupils could achieve more. We are asking the school to give you more opportunities to work together and to make sure that teachers plan work that challenges each of you.
- There have recently been some guidelines for helping the youngest children with their learning and we are asking the school to make sure it looks at these very carefully.
- The school's plans for improvement should be clearer about how they will raise standards and help you all do better.

You can help make your school even better by telling your teachers if your work is too easy or too hard so that they can help you learn and make good progress. I was particularly pleased to see that attendance is improving. It is important you miss as little time as possible.

I wish you all every success and I hope you have an enjoyable and successful end to the school year.

Yours faithfully

Robert Lovett

Her Majesty's Inspector

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