

Old Bexley Church of England Primary School

Hurst Road, Bexley, DA5 3JR

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The school is led and managed well. Leaders and managers have accurately identified the school's strengths and what the school needs to do to become even better. This has led to improvements in teaching and achievement.
- Leaders have acted decisively and effectively to address a dip in the Key Stage 2 mathematics and reading results in 2014. Their actions have secured rapid progress in the current year.
- The Key Stage 1 results have been consistently above the national average since the previous inspection.
- Provision in the Nursery and the Early Years Foundation Stage is outstanding. Children get off to an excellent start, quickly develop an enjoyment of school and make rapid progress in all areas of learning.
- The quality of teaching is good and improving. Teachers form very positive relationships with pupils. This ensures they concentrate well in lessons and learn enthusiastically.
- Behaviour, safety and pupils' attitudes to learning are excellent. Pupils feel very safe and their behaviour in lessons and around school is exemplary. Their attendance is above average.
- Pupils enrolled in the specialist provision receive a good standard of education and care, which enables them to make good progress.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well in all of its work. The key Christian principles of valuing all, respect for others and serving the community underpin all aspects of the school.
- The school prepares pupils extremely well for the next stage of their education, and for life in modern Britain.

It is not yet an outstanding school because

- There is not enough outstanding teaching to secure excellent progress of pupils.
- Teachers do not always give pupils time to act on the advice written in their books.
- Pupils' work is sometimes too demanding.
- Middle leaders are not fully involved in checking the quality of teaching and learning in their areas of responsibility in order to ensure that pupils make faster progress.

Information about this inspection

- Inspectors observed 26 lessons, as well as making other shorter visits to lessons. Seven lessons were observed jointly with the head of school and the assistant headteachers. Inspectors also observed two assemblies and pupils' behaviour during the school day and at lunchtime.
- The inspectors talked with three groups of pupils, as well as individual pupils during lessons, to find out their views about the school. The team undertook a scrutiny of pupils' English and mathematics books to establish the quality of pupils' work. The inspectors listened to pupils read, and observed sessions where phonics (letters and the sounds they make) were being taught.
- Meetings were held with senior leaders, middle leaders, staff, governors, including the Chair of the Governing Body, and a representative of the local authority. They also held informal discussions with a number of parents.
- Inspectors looked at a range of documents, including the school's plans for improvement, records of lesson observations and information on pupils' progress and attendance. They examined safeguarding procedures, as well as the schools self-evaluation of its work, performance management records and school improvement plans.
- Inspectors took account of the 103 responses to the online Parent View questionnaire, and the school's own surveys, as well as two letters received from parents. They also took into consideration the 50 questionnaires completed by staff.

Inspection team

Helena Evans, Lead inspector

Additional Inspector

Kate Robertson

Additional Inspector

Angela Podmore

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The proportion of pupils from minority ethnic heritages is below average and fewer pupils than average speak English as an additional language.
- Almost all pupils are White British.
- About one in 10 pupils is disabled or has special educational needs. This is lower than found in most schools.
- About one in fourteen pupils is eligible for the pupil premium. This is additional funding provided for pupils who are looked after by the local authority or known to be eligible for free school meals. This is lower than the national average.
- The school has specially resourced provision, managed by the governing body, for up to 11 pupils identified with autistic spectrum disorders (ASD). These pupils have access to an additional teaching room with an outdoor area.
- There is an on-site nursery, which is managed by the school's governing body. Children attend nursery on a part time basis, with a morning session for one group of children and an afternoon session for another group of children.
- The Early Years Foundation Stage is made up of four classes. Reception children attend school full time.
- The school is expanding from a three-form entry school to four-form entry. In order to accommodate the growing number of pupils, there have been extensive building works since the previous inspection.
- In addition to this planned expansion, there is an additional Year 2 class.
- Before-school and after-school care is privately managed.
- Old Bexley CE Primary School has been in formal collaboration with Hillsgrove Primary School since April 2012. While the two schools have retained independent governing bodies, one executive headteacher has oversight of the two schools, with separate heads of school on each site.
- Since the previous inspection the headteacher has been appointed executive headteacher. The head of school was appointed in April 2012. She was previously the deputy headteacher of this school. The head of school is supported by two assistant headteachers. They were previously key stage managers in this school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and pupils' achievement to outstanding by:
 - increasing the involvement of middle leaders in monitoring the quality of teaching and learning across the school
 - ensuring that work is planned well so that all pupils make the progress they should
 - making sure that that all pupils have opportunity to respond to teachers' comments to improve their work
 - increasing the proportion of pupils making more rapid progress in Key Stage 2.

Inspection judgements

The leadership and management are good

- The head of school, supported by the executive headteacher, senior leaders and governors, provides the school with strong, effective leadership and clear direction. There is a clear and shared understanding of what is needed in order to raise achievement further. Staff morale is high and everyone shares the high expectations of the head of school.
- The school's evaluation of its own work is accurate because senior leaders systematically check on the progress of their plans for improvement. Leaders maintain a rigorous focus on raising achievement and this has ensured that pupils' progress in Key Stage 2 has improved rapidly. The school's pupil tracking systems indicate that a greater proportion of pupils will make rapid progress this year.
- The checking of the quality of teaching and pupils' progress by senior leaders is rigorous and well planned. This helps teachers to identify their strengths and areas for improvement. However, middle leaders do not yet regularly check the quality of teaching and learning in their areas of responsibility to make sure that planned actions are having a positive impact on pupils' achievement.
- Performance management is well managed. Staff have clear targets which are related to improvement in pupils' achievement and linked to salary progression.
- The curriculum (the subjects taught) focuses effectively on developing pupils' knowledge and skills in reading, writing, mathematics and communication. It has a positive impact on pupils' achievement and their physical well-being.
- The school has fully implemented the revised National Curriculum and has adapted existing topics ensuring that there are exciting learning opportunities which promote pupils' enjoyment. A good start has been made on implementing new systems to track and record pupil progress.
- Leaders ensure that pupils learn well across an exciting range of subjects. The curriculum is further enriched through a range of well-planned activities and visits. Links with a school in Malawi and other international schools develop the pupils' understanding of cultures and lifestyles different to their own. This wide range of social and cultural events contributes to pupils' strong understanding of what it means to live in modern Britain. Their spiritual, moral, social and cultural understanding is exceptionally well developed.
- Funding available through the pupil premium is used effectively to finance additional support and resources which help eligible pupils make at least similar progress to their classmates.
- Additional funding from the government to promote sport and increase physical activity is being used to employ professional coaches and to develop the expertise of the staff. Pupils' participation in a wide range of competitive tournaments has increased and these opportunities have a very strong impact on pupils' health and well-being.
- The school is committed to ensuring that every pupil has an equal opportunity to succeed. This can be seen in the good levels of progress being made across the school, and in particular for pupils supported by the specialist provision and those in the Early Years Foundation Stage and Key Stage 1.
- Almost all the parents who responded to Parent View, and who spoke to or wrote to inspectors, were confident that the school is being led and managed well. They comment positively on the way leaders dealt effectively in minimising the disruptive impact of extensive building works, and the very good care provided for pupils identified with ASD.
- The local authority provides an appropriate level of support. It is effective in monitoring and checking on achievement and teaching. The local authority is confident that the school is providing a good education and that it only requires light touch support.
- The school is extremely vigilant in safeguarding pupils. Systems are robust. All staff and governors understand procedures and how to carry them out. A strength of the school is the way pupils are cared for, guided and supported in their learning and personal development. The school fosters excellent relationships and ensures that there is no discrimination. Effective transition arrangements ensure pupils are well prepared at the different stages of their learning.
- **The governance of the school:**
 - The recently restructured governing body uses its skills and experience effectively to influence the school's work. The governors are well informed about how well the school is performing through their regular visits, as well as through checking information and reports from the headteacher and other leaders. They use this information effectively to hold the school to account for school improvement. They have a clear understanding of the quality of teaching in the school and the link between teachers' performance and salary progression. They are aware of how good teaching is rewarded and how underperformance is tackled.
 - Governors ensure that additional grants, such as pupil premium funding and the additional funding for

sport, are used effectively and are having a positive impact on pupils' outcomes.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are friendly, courteous and very welcoming to visitors. Pupils enjoy being in school and talk enthusiastically about their learning.
- The parents' very positive response to the online questionnaire confirms the inspection evidence that pupils' outstanding behaviour continues to be a strength of the school.
- During lessons, pupils concentrate well and work hard to complete tasks. They are keen to learn and this contributes greatly to their good progress.
- Pupils are proud to show their high standards of behaviour by taking on additional responsibilities such as being members of the school council or the eco club. Older pupils willingly help and support younger members of the school and provide excellent role models, for example by checking on them in the dining hall and helping with serving food. These activities encourage teamwork and develop the leadership skills of the pupils.
- Assemblies and philosophy for children lessons help pupils challenge views and provide opportunities to debate ethical issues, for example a discussion regarding the value of the elderly in society. Pupils appreciate and value how a variety of cultures have shaped their own heritage. Black History Month and the study of a variety of major faiths develop this appreciation. Staff are exceptionally well trained to support pupils with ASD, and act as excellent role models for all pupils. As a result, pupils are kind to each other and display high levels of care and consideration for others.
- Pupils are given the opportunity for quiet time to reflect on their work and behaviour which helps them to relax and keep calm so that they are able to learn well.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say that they feel extremely safe and very well cared for by all the adults in the school. The overwhelming majority of parents who responded to the questionnaire agree that their children feel safe at school at all times.
- Pupils develop an excellent understanding of how to keep themselves and others safe. They learn how to stay safe through well-planned activities and assemblies. They are fully aware of the different kinds of bullying, including cyber bullying, and know what to do should it happen.
- A strength of the school is its ability to foster good relationships between pupils and in preventing any discrimination. Very high levels of trust and respect exist between staff and pupils.

The quality of teaching is good

- The quality of teaching is good across the school. There are examples of outstanding practice in all year groups. A rigorous focus on improving teaching in Key Stage 2 has ensured that pupils are learning at a faster rate this year.
- Excellent relationships between adults and pupils results in enthusiastic and confident pupils who enjoy learning and want to do their very best. Pupils work well together, either as a whole class or when required to learn in small groups.
- Teachers question pupils skilfully to develop their knowledge and understanding. Pupils understand the importance of listening and taking turns. When pupils are answering, others listen carefully so that they learn from each other.
- All lessons have a clear focus on what pupils are going to learn. This ensures that pupils know what skills they are developing and helps them to know whether or not they have been successful.
- Pupils with ASD benefit from good teaching in mainstream lessons, and additional support as required in their teaching base. Teaching assistants play a valuable role in supporting their learning. They have a clear understanding of their role and are knowledgeable about the pupils they support. This enables pupils to play an active part in all lessons and learn very well.
- Writing is taught exceptionally well. Pupils systematically master the basic skills of grammar, punctuation and spelling. They use these when writing for different purposes. They are encouraged to talk about a topic or share ideas with classmates, which strengthens their ideas and gives them confidence to start writing. For example, pupils in a Year 1 class were using their imagination to write a description of a cardboard box that had magically transformed into a boat or rocket.

- Reading is taught well and pupils quickly learn how to sound and blend letters. Pupils of all ages are encouraged to develop a love of reading and enjoy the wide range of texts available for them.
- The teaching of mathematics is strong. Teachers have good subject knowledge and provide challenging work for their pupils, which they enjoy. There are many opportunities for pupils to use their mathematical knowledge and skills in a range of problem solving activities.
- Teachers mark work regularly and their feedback shows clearly what pupils have done well and what they need to do to improve. There is insufficient consistency in providing enough opportunity for pupils to respond to these comments, so their progress is not yet outstanding.
- Work is generally well planned for pupils, but there are occasions when expectations of what pupils can achieve is too high. As a result, they do not always understand the work and this slows their learning so they do not make the rapid progress they should.

The achievement of pupils is good

- Pupils do well during their time in school and are well prepared for the next stages in their education.
- Children join the nursery with skills and knowledge that are typical for their age. Well planned experiences and careful monitoring of children's progress help them to learn and develop successfully. The majority of children transfer into the Reception classes at the school. From a broadly typical starting point, children make outstanding progress and are very well prepared for Year 1. As a result of excellent teaching, the proportion of pupils reaching and exceeding a good level of development is well above that found nationally.
- The results of the phonic screening check for pupils in Year 1 have been above the national average for the past two years, and the school's information indicates that this performance will be maintained this year. Pupils are encouraged to love reading from the start of school. Regular teaching of phonics (the sounds that letters make) supports children very well in rapidly developing their reading and writing skills.
- Standards by the end of Key Stage 1 are significantly above the national average in reading, writing and mathematics. The proportion of pupils achieving the higher Level 3 has consistently been higher than that found nationally since the last inspection.
- In 2014, at the end of Year 6, pupils did not make the progress expected of them in reading and mathematics, and fewer made more than expected progress in reading, writing and mathematics. This was a dip from the previous year when progress was faster and standards were above the national average.
- Work in pupils' books, the school's own checks and inspection findings show that progress in reading and mathematics, in all classes, is now at least as expected, and in the majority of cases better. Most pupils are now reaching standards at or above those expected for their age in all three subjects. The school has rapidly closed the gap between writing, mathematics and reading. These improvements are due to initiatives to provide more opportunity for targeted teaching groups and additional curriculum time.
- The proportion of disabled pupils and those with special educational needs, including those with ASD, varies from class to class, as does the complexity of their needs. The school tracks their achievement carefully. This has resulted in particular needs being very well met, and these pupils making similar progress to their peers nationally.
- The most-able pupils make good progress due to expectations that challenge them to reach their full potential.
- There are very few disadvantaged pupils in each year group, which makes year-on-year comparisons unreliable. Attainment of the disadvantaged Year 6 pupils in 2014 was below that of other pupils nationally in mathematics by two terms, but above by almost a year in reading and writing, and a term ahead in spelling, grammar and punctuation. Their progress was better than their peers, and broadly in line with disadvantaged pupils nationally. The school's own tracking data indicate that this year was not typical. There is now no attainment gap, and disadvantaged pupils are progressing at least as well if not better than their classmates in all year groups in all subjects.

The early years provision is outstanding

- The Early Years Foundation Stage is managed very effectively. There is strong teamwork and a good ratio of staff to children. The school has well organised induction systems which enable the children to settle quickly into school life. The integration of children who did not previously attend the nursery is managed very well and children new to school settle equally quickly.
- Leaders and staff have established strong relationships with parents, which help the children to feel safe

and secure at school. Regular meetings and informal conversations at the start of the day also help parents to be fully involved in their child's development.

- Children's behaviour is excellent. Children settle quickly into daily routines and form positive relationships with adults and each other. Children cooperate well with each other, for example taking turns during the making of Valentine's Day biscuits and digging for coins in the sand tray.
- Teaching is outstanding. Teachers plan a wide range of stimulating activities that capture children's imagination and fully engage their interest. This means that children enjoy learning and make outstanding progress. This was observed when some children were investigating the change of colour in water trays as they transferred water from one tray to another. They showed good levels of concentration and independence in continually predicting what might happen to the colour and then checking it. Their joy of learning was palpable.
- Children are encouraged to become confident in pursuing indoor and outdoor activities that match their own interests as well as those directed by adults. Adults keep a close check on how well children are doing. This information is used by all the adults in the team to plan the next steps for learning.
- Early reading, speaking and writing skills are developing well and 2014 outcomes show marked improvement from the previous year. Adults' positive engagement with children during tasks, such as role play, allow them to make imaginative use of their language. High expectations and the posing of challenges have been instrumental in securing a greater proportion of pupils exceeding a good level of development in all areas.
- As well as ensuring that children learn well and make exceptional progress, adults pay very good attention to checking that the learning environment is safe and that children's health and well-being are promoted.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101452
Local authority	Bexley
Inspection number	449715

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	737
Appropriate authority	The governing body
Chair	Paul Allen
Headteacher	Peter Wilson (executive headteacher), Karen Lindridge (head of school)
Date of previous school inspection	25–26 May 2010
Telephone number	01322 527981
Fax number	01322 522867
Email address	admin@oldbexley.bexley.sch.uk

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