



Princes Plain Primary School

Inspection Report

Unique Reference Number 101600
LEA Bromley LEA
Inspection number 276548
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Sheena MacDonald HMI

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

Type of school	Primary	School address	Church Lane
School category	Community		Bromley
Age range of pupils	3 to 11		BR2 8LD
Gender of pupils	Mixed	Telephone number	020 8462 2443
Number on roll	307	Fax number	020 8462 2830
Appropriate authority	The governing body	Chair of governors	Rev Roger Bristow
Date of previous inspection	20 September 1999	Headteacher	Mrs Pam King

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

The school is similar in size to most primary schools. It has a nursery and two additionally resourced classes for 14 pupils with severe/complex learning difficulties and disabilities. It serves an area of high deprivation, and the number of pupils eligible for free school meals is very high. The proportion of pupils from minority ethnic backgrounds is higher than average, with average numbers at the early stages of learning English. Higher than average numbers of pupils have learning difficulties and disabilities. There are more boys than girls across the school. 12 pupils are in local authority care. A high number of pupils enter the school after the normal entry point in the Nursery or Reception classes. The school is seeking Church of England Aided status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The assertion in the Children Act 2004, that 'Every Child Matters', is at the heart of this school like the lettering running through a stick of Blackpool rock! This is an outstanding school due to the inspirational leadership of the headteacher and the dedication of her talented team. Excellent care and guidance contribute to outstanding achievement and personal development. The school judged itself more modestly in its own evaluation because it aspires to do even better. It provides excellent value for money.

Children and adults are proud to be part of the school and parents are overwhelmingly positive. One said that their child's time here had been 'happy, life enhancing and educationally enriching.' Most children are keen to come to school and there are excellent strategies to encourage good attendance and punctuality.

From a very low starting point children get off to a flying start in the Foundation Stage. Progress is outstanding throughout the school as a result of consistently good, often excellent, teaching and an imaginative curriculum which meets the needs of all children. Outstanding assessment systems are in place and the school acts quickly to support and challenge everyone, children and adults, to do their best. By the time pupils leave, most achieve standards in English, mathematics and science that are around the national average. English is the strongest subject due to good work in linking literacy with other subjects. There is less evidence of mathematics and science being developed in this way. Achievement in areas such as art and design and music is impressive.

Improvement has been sustained over time and there is a strong sense of purpose underpinned by rigorous self evaluation and a shared understanding of those areas which can be improved even more. The school has ably demonstrated its capacity for further improvement.

What the school should do to improve further

Increase opportunities for pupils to use and extend their mathematics and science skills in other parts of the curriculum and in problem-solving situations.

Achievement and standards

Grade: 1

All groups, including high attainers and pupils with learning difficulties and disabilities, achieve outstandingly well in relation to their starting points. Consistently good teaching ensures that excellent progress is built on from year to year and pupils achieve very challenging targets. The 'can do' ethos and effectively targeted support helps all groups to become confident learners. Children enter school with attainment levels well below those expected. They make an excellent start in the Foundation Stage as a result of outstanding provision. However, most are still achieving below national expectations, particularly in the development of their language skills, by the beginning

of Year 1. Standards are just below average by the end of Year 2, although the published figures are affected by the inclusion of children with severe/complex learning difficulties who attend the additionally resourced classes. These pupils also make excellent progress. Standards are around national averages in English, mathematics and science by the end of Year 6. Progress is strongest in English. Almost one third of the current Year 6 joined the school relatively recently and the number of pupils with learning difficulties is very high. Despite this, the great majority achieved their targets and an increased number achieved the higher levels in all subjects. Standards in information and communication technology (ICT), music and in the expressive arts are high.

Personal development and well-being

Grade: 1

Pupils strive to fulfil the school motto 'Only the best will do!' Personal development, including spiritual, moral, social and cultural development, is outstanding and is reinforced by staff who provide excellent role models. Pupils enjoy all aspects of school. They demonstrate its strong core values by respecting others, making a personal contribution and celebrating the wonder and diversity of school and the wider world. Behaviour is exemplary. Pupils from all groups and across age groups cooperate well and are considerate towards each other.

Pupils have a very good understanding of how to stay safe and healthy, for example by arriving for a visit with sunhats, water and sunscreen. Pupils of all ages enthusiastically take on responsibilities and perform their various roles admirably. They know their views are important. The talented Steel Band shows real commitment by practising during playtime every day. Pupils take part in many local events, such as Bromley Black History week, and organize their own events for charities. They become well rounded young citizens with outstanding attitudes to learning and personal skills which will support their future economic well being.

The school makes tremendous efforts to encourage better attendance and punctuality; it maintains the national average despite the medical and social needs of some pupils.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding and, as a result, pupils achieve exceptionally well. There are many strengths which are consistent across the school, and all teachers have high expectations that pupils will succeed. A range of effective procedures are used to assess pupils' attainment and check their progress. Teachers use this information exceptionally well to plan the next steps in learning, ensuring that work is at the right level for each child. Teachers involve children in reviewing their own progress towards achieving challenging targets. As a result pupils have excellent attitudes to learning and develop high expectations. All staff are helped to achieve

high levels of expertise and subject knowledge. Lessons are interesting, relevant and enjoyable. Skilful questioning promotes pupils' independent thinking and learning. Parents talk about their children being inspired by the teachers. In a Year 5/6 English lesson pupils could hardly contain themselves with their enthusiasm and desire to share their work with each other. Support staff are skilled and highly valued. They make an excellent contribution to pupils' learning and personal development, particularly the pupils with learning difficulties and disabilities. A parent commented that Princes Plain Primary had taken a little boy, and through its teaching and ethos had helped to make him a star!

Curriculum and other activities

Grade: 1

The curriculum is vibrant and successfully promotes high achievement and a love of learning. Visits and visitors bring the curriculum to life and themed events provide valuable opportunities to experience subjects in depth. Pupils' work in literacy, design technology, art and design, music and drama related to the theme 'African Extravaganza' demonstrates the exceptionally high quality achieved using this approach. ICT is used effectively to enhance learning across the curriculum and there are good examples of improving literacy by linking it with other subjects. This approach is used less frequently to support mathematics and science and pupils have fewer opportunities to reinforce their knowledge, and understanding through other subjects.

The curriculum is designed to develop the whole child and contributes to the outstanding outcomes in personal development and well being. The needs of every pupil are well matched and the school quickly adapts provision for different groups and individuals.

Strong partnerships with outside groups such as secondary schools enhance provision, and there is a very good range of extra-curricular clubs and additional opportunities.

Care, guidance and support

Grade: 1

Outstanding provision in this area is at the heart of the school's success. Staff are dedicated to making sure every child is safe and able to flourish. This is very much appreciated by parents. Staff know the pupils very well and the quality of relationships is outstanding. These include valuable links with outside agencies such as educational welfare, health services, and with parents. Pupils respond exceptionally well to being treated with consistent fairness, respect and praise.

Health, safety and well-being are high priorities and rigorous procedures for safeguarding pupils are in place. Pupils with learning difficulties and disabilities receive excellent support and guidance. There are good arrangements to ensure that pupils who arrive during the year settle quickly and feel secure.

All pupils have targets for improvement which are routinely referred to during lessons and closely monitored. Marking is helpful; it shows pupils what they need to do to

improve but is used sensitively alongside the effective systems which encourage pupils to review their own progress.

Leadership and management

Grade: 1

Leadership and management are outstanding. The headteacher is inspirational; she motivates pupils and staff to achieve their very best. Her firm belief, that everyone in the school community matters, ensures she has a dedicated and loyal staff who are passionate about what they do. She has successfully built a strong team of leaders who initiate and drive improvement. Together they set very clear direction for the school and provide exceptional leadership across age groups, subjects, and in the provision for pupils with a variety of additional and often complex needs. Professional development has a high status and the ethos of achievement and inclusion is subscribed to by all.

The school has a very accurate view of its strengths and priorities based on comprehensive systems of evaluation and review involving staff, governors, parents, pupils and partners in the wider community. Success is celebrated and the school actively and sometimes imaginatively finds ways for all pupils to succeed. Individual achievements and needs are rigorously assessed and reviewed each term. Challenging targets are set, tracked and monitored and, if necessary, early intervention or other support is quickly and effectively provided. As a result, pupils who start the school with attainment which is well below average, achieve outstandingly well in their work and personal development.

Governors are supportive and challenging as they hold the school to account for its performance. Many governors are involved with the school on a day to day basis and work with staff, children and parents. They fulfil all statutory requirements, representing an improvement from the last inspection.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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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	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Children

As you know we visited your school recently to find out how well you were doing. We really enjoyed our time in Princes Plain Primary. Thank you for being so welcoming, friendly and polite. We were very lucky to be in a room near the hall so we could enjoy the 'Lion King' rehearsals and the Steel Band practices. You are very talented!

We found out that your school is outstanding. * Your headteacher is excellent and she makes sure that everyone has the chance to succeed; you learn well, everyone is safe and the staff work really well together. * Your behaviour, enthusiasm and manners are superb. * All the adults cooperate well and do their very best to make your school a very friendly, safe place to be where everyone is very well looked after. * Your teachers make lessons exciting and interesting with lots of visits and visitors. Some of your work around the 'African Extravaganza' theme is excellent. * Teachers keep a very close eye on your progress and work hard to make sure that your work is just right for you; not too easy and not too hard. * You do really well in your work even though some of you find learning quite difficult, and we saw some lovely examples of all sorts of work especially in art and music.

No wonder your parents are so pleased that you attend such an excellent school. We know they agree because so many of them took the trouble to write and tell us. We know that Mrs King and the other adults are not happy unless things keep getting better and here is something we have asked them to do. * Give you more opportunities to use your skills in mathematics and science in other subjects and in problem solving activities. We really enjoyed our visit to your school. Keep up the good work!

Yours sincerely,

Sheena MacDonald

Her Majesty's Inspector