

Inspection of a good school: Plumcroft Primary School

Plum Lane, Plumstead, London SE18 3HW

Inspection dates:

27 and 28 June 2023

Outcome

Plumcroft Primary School continues to be a good school. There is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a graded (section 5) inspection now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are excited about coming to school. They are proud to share what they are learning. Pupils are happy and thrive in a caring and nurturing place. Leaders provide pupils with a highly ambitious curriculum. For instance, pupils worked with local historians and artists to develop their understanding of their local area. Staff enable pupils to respect and understand different faiths, beliefs and views.

Leaders have very high expectations of pupils' behaviour and attitudes to learning. Behaviour in classes is calm and positive so that pupils can focus on their work. Staff promote the school values consistently. This helps pupils to understand the importance of kindness through interactions with one another. Staff make sure that pupils feel safe in school. They have positive working relationships with pupils.

Leaders provide pupils with a wealth of enrichment opportunities. Pupils talk enthusiastically about whole-school events, such as 'International Week'. They enjoy working collaboratively on projects and sharing their learning with their families. Teachers plan a wide range of visits and workshops to support pupils' curriculum understanding. Leaders make sure that all pupils access the many extra-curricular opportunities on offer.

What does the school do well and what does it need to do better?

Leaders' curricular thinking is highly developed. They have considered the knowledge, skills and vocabulary that they want pupils to know. Teachers plan learning to build on pupils' prior knowledge progressively. Leaders ensure that the curriculum prepares pupils for the next stages in their learning. In early years, children make an excellent start, with a highly engaging curriculum. Children show determination from an early stage, working on activities for sustained periods. For instance, Nursery children confidently added key features to their maps of their walk to the park.

Teachers have very strong subject knowledge. They provide clear explanations and address any misconceptions swiftly. Teachers use questions effectively to challenge pupils' deeper thinking. For instance, in mathematics, Year 4 pupils explained accurately their calculation strategies to divide numbers. Teachers identify and address any gaps in pupils' knowledge quickly. If required, teachers provide additional support to help pupils keep up with their peers.

Leaders place a high priority on pupils' reading and language development. In the early years, teachers focus on developing children's language and communication skills. Leaders ensure that all staff deliver phonics in a consistent way. Pupils learn the letter sounds quickly and learn to blend effectively. Teachers check pupils' progress regularly and provide bespoke support for pupils who need extra help. Staff make sure that books that pupils read are matched closely to the sounds they know. Throughout school, staff read a wide range of rich texts to broaden pupils' love of reading.

Typically, pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Leaders ensure that they identify pupils' needs precisely. This helps pupils with SEND to receive targeted and excellent support. Teachers adapt learning highly effectively to ensure that all pupils succeed. They use resources skilfully to help pupils to learn successfully.

Pupils are polite and well-mannered. They are eager to engage in conversation and ask questions. Playtimes are fun and energetic, with pupils enjoying a range of activities. Pupils have a positive attitude to school and concentrate extremely well during lessons.

Leaders promote pupils' character development exceptionally well. This helps pupils to understand the importance of different opinions. Leaders provide opportunities for pupils to think carefully about their roles as local and global citizens. For example, the eco-council works to reflect on how to reduce the environmental impact of the school. Pupils enjoy their roles as monitors. Leaders provide a wide range of additional experiences, including clubs and visits. Many pupils learn to play a musical instrument and have the opportunity to perform widely. The choir are proud to represent the school, including during community events.

The governing body and leaders strive for continual improvement to ensure the best outcomes for pupils. Staff are proud to work at the school and appreciate the support they receive from leaders, including for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have robust systems in place to track and monitor vulnerable pupils. Leaders know their pupils and families very well. All staff receive thorough training to ensure they can identify and support pupils who may need help. Leaders use advice and support from external agencies to ensure pupils get the correct support.

The school provides a curriculum that teaches pupils how to keep safe both online and in the community. Pupils are confident that if they have any worries, they can talk with an adult who will help them.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	100140
Local authority	Greenwich
Inspection number	10255468
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	956
Appropriate authority	The governing body
Chair of governing body	Carlos Lorenzo
Headteacher	Richard Slade
Website	www.plumcroftprimary.co.uk
Date of previous inspection	19 September 2017, under section 8 of the Education Act 2005

Information about this school

- The school is located over two campuses.
- The school uses one registered alternative provider.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other leaders and a range of staff. They also met with the governing body and a representative from the local authority. Inspectors visited both school campuses.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, physical education and history. Activities included discussions with leaders and teachers about the curriculum, visiting lessons, speaking with groups of pupils about their learning and a scrutiny of pupils' work. Inspectors also considered the curriculum in other subjects.

- Inspectors checked the school's policies and records, including those related to behaviour and pupils' wider development.
- Inspectors considered the responses of pupils, parents and staff to Ofsted's online surveys.
- To inspect safeguarding, inspectors met with leaders with responsibility for safeguarding and considered safeguarding documents and records. These included the school's records and plans for supporting pupils who have been referred to outside agencies.
- Inspectors held meetings with staff and spoke with pupils during social times. They observed pupils' behaviour across the school, including as they arrived at and left school.

Inspection team

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His Majesty's Inspector

Ofsted Inspector

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