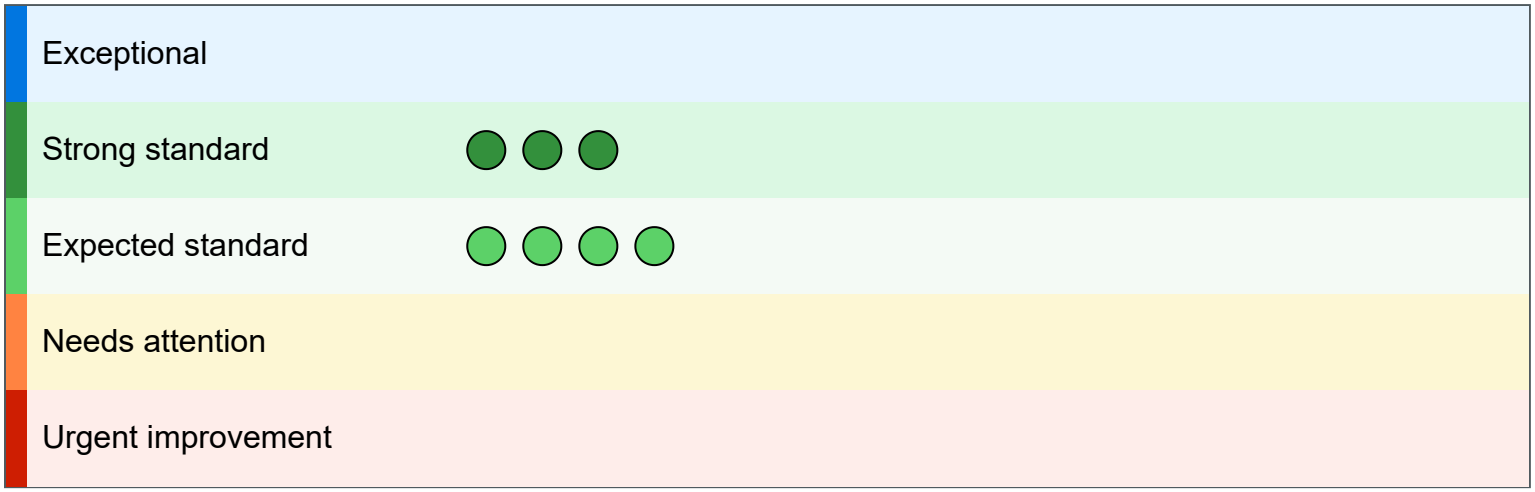
Orion Scotts Park

Address: Orchard Road, Bromley, Kent, BR1 2PR

Unique reference number (URN): 140752

Inspection report: 30 June 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard

Attendance and behaviour

Strong standard

A culture of belonging underpins the school's approach to improving attendance. The school has seen a positive impact of a thorough trust-wide approach to improve pupils' attendance. Leaders and staff reinforce high expectations for being in school and leaders work effectively with external agencies to overcome any barriers to pupils being in school. As a result, there has been a notable improvement, and pupils' attendance is now above national levels, including for disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND). Incidents of pupils being persistently absent from school are low and reducing.

The school has a clear and consistent approach to managing pupils' behaviour. Staff implement the agreed approach whilst effectively adapting or adjusting as needed to support pupils with SEND. Pupils' behaviour is excellent. Leaders are rightly proud of the pupils and their conduct. Pupils are polite, courteous and kind to one another. Social times are happy, and pupils enjoy spending time together. Movement around the school is calm and orderly, with pupils demonstrating incredibly high levels of self-discipline. Classrooms are calm and productive learning environments where pupils have positive attitudes to their learning. This creates a culture where pupils know they are cared for and that incidents such as discrimination and bullying are not tolerated.

Early years

Strong standard

Children settle quickly and begin learning from their first days in the early years. Staff know the children well and use this information to make sure their needs are met and that they feel safe. Leaders have thoughtfully designed the curriculum, mapping out how children build knowledge and skills from Nursery to Reception.

Through the environment, direct teaching and during children's play, staff deliberately and intentionally maximise learning opportunities. There is a sharp focus on developing children's communication and language and securing their basic skills in reading, writing and mathematics. Children are immersed in stories to develop a love of reading. Children in the Reception Year develop their reading skills and phonics knowledge through regular and effective teaching. Children have opportunities to develop their understanding of number, as well as mark making and writing.

Children engage purposefully with the activities available and get along well with one another, demonstrating secure sharing and cooperation skills. Staff play alongside, encouraging language and vocabulary through high-quality interactions and skilfully target support to those children who need it. Children in the early years demonstrate independence, resilience and focus when engaging in tasks.

Children, including disadvantaged children and children with special educational needs and/or disabilities, achieve well across the 7 areas of learning in the early years statutory framework. They are very well prepared for Year 1. There is a careful transition for children at the end of their Reception Year. Leaders ensure Year 1 teachers are aware of any

children who did not meet expectations, so that any gaps can be focused on and closed in Year 1.

Leadership and governance

Strong standard

Leaders, including those responsible for governance, are aligned in their intention to provide pupils with a high-quality education. Those responsible for governance carry out their role effectively and decisions are made in the best interests of pupils and with disadvantaged pupils considered first. There are clear systems and processes in place that ensure all statutory responsibilities, such as safeguarding, are met. Those responsible for governance are well-informed, ask searching questions, and check that leaders' actions are making a difference, providing challenge and support for school leaders whilst holding them to account.

The school has had a period of change in leadership and quickly identified areas for improvement. They have a highly accurate understanding of the school's priorities. Leaders are focusing on the right things to bring about further improvement. They are deliberately taking the time to introduce new systems carefully, checking how well each is working and refining their approach as they go.

Professional learning is a high priority, and there is a carefully planned approach to developing staff expertise. There is a school-wide approach to ensure staff have the teaching skills needed to deliver the curriculum in line with leaders' intentions, along with a bespoke and individual approach that targets staff expertise with greater precision.

Most staff are proud to work here. They typically feel valued and say that workload is manageable and leaders are aware of their wellbeing. Parents and carers are generally supportive of the school's work and recent changes that have been made. They value being part of the Orion Scotts Park community.

Expected standard

Achievement

Expected standard

Across the curriculum, pupils remember what they have been taught in the long term, with increasing confidence in using subject-specific vocabulary. Pupils develop secure knowledge in reading, writing and mathematics. Leaders have recently placed a greater focus on pupils' writing fluency and accuracy. However, inaccuracies persist, and this aspect of pupils' basic skills is less secure.

Pupils are typically well-prepared for their next steps. This is seen in the school's published outcomes where, overall, pupils' attainment is above national averages in reading, writing and mathematics over the past 3 years. The published outcomes indicate that disadvantaged pupils, over time, achieve below national averages. However, the published outcomes are not fully representative of the multiple barriers many of the disadvantaged pupils face, for example, special educational needs and/or disabilities. Pupils' work and

contributions in lessons show that disadvantaged pupils learn well and make suitable progress from their starting points.

Curriculum and teaching

Expected standard

Leaders have a secure and accurate understanding of the quality of the curriculum, and they have identified appropriate priorities to bring about further improvement.

There is an ambitious and broad curriculum in place where the key knowledge, skills and vocabulary have been identified for pupils to learn. This helps pupils to build their learning over time.

Teachers' subject knowledge is typically secure, and they explain and present information clearly. The school's recently implemented initiative 'first 5' ensures teaching has a sharp focus on disadvantaged pupils and rigorous checks on their understanding. Where this is most successful, teachers skilfully focus on the targeted group of pupils, whilst also systematically checking that all pupils are grasping the learning. Sometimes, teaching is not as skilful, and this means that wider checks beyond the targeted focus group are not as consistent or embedded.

Learning is typically adapted effectively to support disadvantaged pupils and those with special educational needs and/or disabilities. This means they can learn alongside their peers where it is appropriate to do so.

The school prioritises pupils' knowledge in reading, writing and mathematics. Pupils become confident and fluent readers through a systematic approach to the teaching of phonics. Pupils develop sound mathematical skills and an understanding of number. The school's focus on pupils' writing fluency and accuracy is at an earlier stage. While pupils have regular handwriting lessons, some hold their pencils incorrectly, and staff do not consistently correct this. This hinders some pupils' fluency and stamina when writing.

Inclusion

Expected standard

This is an inclusive school where every pupil is valued for who they are. Leaders use additional funding carefully to improve the outcomes and experiences of disadvantaged pupils.

Leaders have recently implemented a range of strategies and staff training to ensure disadvantaged pupils and pupils with special educational needs and/or disabilities have their needs identified quickly and met effectively. Leaders have improved the information staff receive about pupils' needs, so staff can easily find the most useful guidance. Leaders have established a clearly defined process to follow if there are any concerns about a pupil's learning and/or wellbeing, so that pupils' needs are identified as early as possible. For example, regular 'inclusion panels' provide opportunities to discuss how best to support each pupil to reduce their barriers, and review the provision in place for pupils to make sure it is working. This information is also used to make referrals to external agencies where needed to get further support and advice.

There are early signs of a positive impact from the strategies put in place; however, they have not yet been fully embedded. This means at times, there are some inconsistencies in practice, for example, on occasions, the changes staff make to tasks and teaching do not match pupils' needs closely enough.

Personal development and wellbeing

Expected standard

Leaders have established a broad enrichment programme, which is underpinned by a commitment to equity and inclusion. Leaders are ambitious that every pupil accesses the full range of opportunities and their participation is monitored closely. Staff listen to pupils' views and work with individual families so that every pupil can take part.

The enrichment offer is broad and carefully planned. The wide range of extra-curricular clubs covers performing arts, sports, creative and practical activities, and pupil leadership. As a result, pupils' talents and interests are harnessed and developed. Opportunities such as the school orchestra, cheerleading, taekwondo and gardening are valued by the pupils. Leadership opportunities, such as the 'digital leaders' and 'play leaders' and leading a lunchtime gymnastics club, help to develop pupils' confidence, responsibility and contribution to school life. Educational visits and visitors to the school are carefully chosen to enhance pupils' academic learning and their understanding of the world around them.

The school's personal, social, emotional and relationships curriculum is appropriate and adapted where needed for pupils with special educational needs and/or disabilities, but also to address contextual factors that arise at the school. For example, arranging for workshops that cover specific issues and support pupils to keep themselves safe both inside and out of school. The taught curriculum includes teaching pupils about healthy lifestyles, the fundamental British values, online safety and diversity. Pupils learn about different beliefs and faiths. This helps pupils to be well-prepared for life in modern Britain.

The school's pastoral support includes teaching pupils about positive mental health and strategies to use to support them. When something troubles them, pupils know exactly who to speak to.

What it's like to be a pupil at this school

Pupils enjoy school and are proud members of the Orion Scotts Park community. The school day begins purposefully, with well-established routines that support a calm and effective transition into learning. Positive relationships between staff and pupils create a warm and nurturing environment, where pupils feel safe. Pupils attend school regularly. Staff support them well in overcoming barriers to attending school.

Pupils appreciate and value the wide range of enrichment the school provides. This is well matched to pupils' interests and includes sport, music, drama, science and outdoor learning opportunities. Educational visits, residential experiences, visitors to the school and carefully chosen workshops further enhance pupils' cultural understanding, personal development and preparedness for life both within and beyond the school. Pupils relish the opportunities to contribute to school life, for example, through the range of leadership opportunities

available, such as house captains, 'wellbeing warriors', school council members or pupil newsletter roles. These help to build pupils' confidence and sense of responsibility.

Pupils achieve well overall. Leaders have introduced several strategies recently to make sure that 'no child slips through the net'. This is proving effective in identifying pupils' needs swiftly so that the right support can be put in place. As a result, barriers to learning and/or wellbeing for disadvantaged pupils and pupils with special educational needs and/or disabilities are reduced.

Pupils' behaviour is impressive. They demonstrate high levels of self-discipline and are diligent learners. They get along well and are kind to one another. The school culture is one where pupils know they are cared for and that incidents such as bullying and discrimination are not tolerated. Pupils know there are trusted adults they can talk to if they have any worries and that these will be dealt with.

Next steps

- Leaders should embed recently introduced initiatives so that they are implemented consistently and improve pupils' learning.

About this inspection

This school is part of Orion Education trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Simon Garrill, and overseen by a board of trustees, chaired by Dr Racheal Norman.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty’s Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the executive principal and other school leaders, the director of professional learning, the CEO, members of the local advisory body and the chair of trustees during the inspection.

The inspectors confirmed the following information about the school:

The executive principal has overseen this school and another school in the trust since October 2025. A substantive headteacher has been appointed for September 2026.

The school does not make use of any alternative provision.

The school has provision for 2-year-olds in the Nursery.

Executive Principal: Andrew Bocchi

Lead inspector:
Julie Wright, His Majesty's Inspector

Team inspectors:
Calvin Henry, Ofsted Inspector
Nick Hitchen, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 30 June 2026

School and pupil context

Total pupils

361
Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

420
Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

14.96%
Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.49%
Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

10.53%
Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	61%	Above
2024/25 (final)	61%	62%	Close to average
2023/24 (final)	73%	61%	Above
2022/23 (final)	77%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	77%	74%	Close to average
2024/25 (final)	68%	75%	Below
2023/24 (final)	76%	74%	Close to average
2022/23 (final)	83%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	84%	72%	Above
2024/25 (final)	86%	72%	Above
2023/24 (final)	82%	72%	Above
2022/23 (final)	83%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	83%	73%	Above
2024/25 (final)	73%	74%	Close to average
2023/24 (final)	85%	73%	Above
2022/23 (final)	88%	73%	Above

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	23%	46%	Below
2024/25 (final)	27%	47%	Below

Year	This school	National average	Compared with national average
2023/24 (final)	11%	46%	Below
2022/23 (final)	33%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	62%	Below
2024/25 (final)	45%	63%	Below
2023/24 (final)	22%	62%	Below
2022/23 (final)	50%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	59%	Close to average
2024/25 (final)	82%	59%	Above
2023/24 (final)	44%	58%	Below
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	60%	Below
2024/25 (final)	45%	61%	Below
2023/24 (final)	44%	59%	Below
2022/23 (final)	67%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	23%	68%	-45 pp
2024/25 (final)	27%	69%	-42 pp
2023/24 (final)	11%	67%	-56 pp
2022/23 (final)	33%	66%	-33 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	80%	-41 pp
2024/25 (final)	45%	81%	-35 pp
2023/24 (final)	22%	80%	-57 pp
2022/23 (final)	50%	78%	-28 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	78%	-20 pp
2024/25 (final)	82%	78%	4 pp
2023/24 (final)	44%	78%	-33 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25 (final)	45%	81%	-35 pp
2023/24 (final)	44%	79%	-35 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	67%	79%	-13 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	5.0%	5.2%	Close to average
2023/24 (3 term)	4.7%	5.5%	Below
2022/23 (3 term)	5.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	13.8%	13.0%	Close to average
2023/24 (3 term)	11.4%	14.6%	Close to average
2022/23 (3 term)	13.7%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention 🟠

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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