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Ms Karen Minnis
Headteacher
Bromley Road Infant School
St George's Road
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Kent
BR3 5JG

Dear Ms Minnis

**Ofsted monitoring of Grade 3 schools with additional focus on behaviour:
monitoring inspection of Bromley Road Infant School**

Thank you for the help which you and your staff gave when I inspected your school on 29 February 2012 and for the information which you provided during the inspection. Please pass on my thanks to the members of staff and pupils who met me during the day.

Since the previous inspection two teachers have left the school. Both posts are being covered by teachers on short-term contracts until July 2012. The inclusion manager is on maternity leave and her post is being covered by the part-time return of a teacher who retired in December 2011. There has been a steady increase in the number of pupils joining the school who are at an early stage of learning English.

As a result of the inspection on 23 and 24 November 2010 the school was asked to address the most important areas for improvement, which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made satisfactory progress in making and sustaining improvements. The effectiveness of the school in improving pupils' behaviour is satisfactory.

Achievement of pupils at the school

Children come from a wide variety of pre-school settings when they join the school in Reception. Their communication and mathematical skills are generally at levels typical for their age when they start school. However, the school's assessments indicate that children's social development is often slightly below expected levels. In



2011, outcomes for children at the end of the Early Years Foundation Stage were broadly in line with those seen nationally. Standards in reading have risen steadily since the previous inspection and were slightly above average last year. The school was also successful in increasing the proportion of pupils who attained a higher Level 3 in writing in 2011. Attainment in mathematics recovered from the low levels seen in 2010, demonstrating the impact of the school's work to improve achievement in this subject. Work in books shows that teachers plan regular opportunities for pupils to use and apply mathematics to solve problems. Displays of mathematics work around the school show that school leaders have raised the profile of the subject. There is an annual 'maths week' and the deputy headteacher has set up opportunities for Year 1 pupils to work with adult 'number partners' once a week. This has resulted in improved rates of progress for many pupils. Pupils still achieve less well in mathematics than in reading or writing. School leaders recognise that there is more to be done to raise standards for some groups of pupils, such as those learning English as an additional language.

The quality of teaching

The school judges that the quality of teaching is improving, and the headteacher has observed good and outstanding lessons in her monitoring across the school. The headteacher and senior staff also review planning and look at pupils' workbooks to monitor the quality of teaching. The headteacher has begun to include a review of pupils' progress when considering her judgements of the quality of teaching in each class, and this is helping her to get a more complete view of teachers' competencies. Observations during the inspection, progress data and the mathematics work seen in pupils' books suggest that teaching is not yet consistently good across the school. Marking is generally thorough and indicates whether the pupils have completed the work independently or with support. Teachers give written guidance to older pupils on what they could do to improve their work. 'Early work' time at the start of the day gives teachers the opportunity to deal with misconceptions and allows pupils to re-visit learning from the previous day.

In all the lessons visited during the inspection there was evidence that pupils now have regular opportunities to work independently. Work in pupils' books shows that teachers generally plan activities that provide the right level of challenge for pupils. However, teachers do not share clear criteria with pupils so that they know what is expected of them and can judge their own success in lessons. As a result, pupils settle quickly to their tasks, but some rush through their work and then begin to chat. Some teachers use good strategies to ensure that all pupils take part in whole-class sessions. For example, in a Year 2 lesson, the teacher directed her questions at particular pupils and deployed a teaching assistant to work with two pupils during a whole-class introductory session. Sometimes the pace of learning slowed in lessons because the teachers asked pupils to volunteer an answer to questions by putting their hands up. In one class only seven pupils volunteered.



Behaviour and safety of pupils

Teachers use consistent strategies to manage pupils' behaviour in the classroom and they communicate high expectations to pupils. School leaders have introduced a school motto, 'To do our BEST', which emphasises the importance of good behaviour, consistent effort, smiles and teamwork. Certificates are awarded to recognise achievement in each of these areas in weekly 'celebration' assemblies. A recent 'friendship week' emphasised the importance of considerate behaviour and caring for others. In lessons, behaviour is generally good and pupils have a good attitude to learning. Behaviour is best in lessons when all pupils are engaged in their learning and the pace of learning is brisk.

Around the school behaviour is more variable. The school playground is well resourced with play equipment and there is a quiet area for those who prefer a less active playtime, but, when all the pupils are outside, there is not much open space for them to run and play. During lunchtime there is a good level of supervision and staff lead games activities such as basketball shooting with the pupils. During morning break, there are fewer adults outside and no organised activities. Play is more boisterous and some pupils find it difficult to calm down ready to go back into class.

There has been a clear focus on improving attendance since the previous inspection and data for the last academic year suggest the school has been successful in reducing levels of absence to levels that are more in line with the national average. School leaders have worked closely with the educational welfare officer from the local authority and have made effective use of a family worker to build links with vulnerable families. Tracking data show that where attendance has risen, achievement has also improved.

The quality of leadership and management of the school

The headteacher has an ambitious vision for her school and fosters a culture of rigorous self-evaluation and openness. She has a good relationship with school governors and ensures that they are well informed. She has set out clear and challenging expectations of progress for each age group in the school. These have been shared with staff and governors and are now being used to assess the rate of pupils' progress. Termly review meetings are used effectively to identify any pupils at risk of underachievement and ensure that their needs are met.

Key governors are knowledgeable and are able to give good support and challenge to school leaders. Governors are developing their role in monitoring the work of the school through visits to classrooms and meetings with key staff. Changes to staffing and leadership roles have been managed carefully to ensure continuity of provision. All members of the senior leadership team are making a good contribution to school improvement and can demonstrate the impact of their work. This, together with the



clear determination to continue to develop and make progress, indicates that the school is demonstrating capacity for further improvement.

The school has had effective support from the local authority to improve attendance.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Melanie Knowles

Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in November 2010

- Raise attainment in mathematics by:
 - increasing opportunities for pupils to apply their knowledge
 - ensuring all pupils take an active part in all activities
 - increasing pupils' confidence and independence so that they can work quickly when they have no direct adult support.

- Increase the proportion of good and better teaching to two thirds by:
 - ensuring work is adapted to provide challenge for all pupils
 - raising teachers' expectations so that pupils are expected to work hard throughout the lesson
 - using marking to move learning forward quickly.

- Strengthen links with parents who take term-time holidays to secure better attendance and higher attainment among this group of pupils.