

Bromley Road Infant School

Inspection report

Unique Reference Number	101588
Local Authority	Bromley
Inspection number	355031
Inspection dates	23–24 November 2010
Reporting inspector	Alison Cartlidge

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	212
Appropriate authority	The governing body
Chair	Andy Bostridge
Headteacher	Karen Minnis
Date of previous school inspection	10 October 2007
School address	St George's Road Beckenham BR3 5JG
Telephone number	020 86505246
Fax number	020 83251621
Email address	karen.minnis@bromleyroad.bromley.sch.uk

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Royal Exchange Buildings
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M2 7LA

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Introduction

This inspection was carried out by three additional inspectors. The inspection team observed 12 lessons taught by eight teachers. Meetings were held with the governing body, parents, staff and pupils. The inspection team observed the school's work, and looked at pupils' books, information on pupils' progress, safeguarding policies and other documents. Questionnaires from 40 parents and carers and 11 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- What are the levels of pupils' progress, especially in mathematics?
- How is attendance being improved and what is the impact of low attendance on pupils' progress?
- How well are teachers using assessment to improve provision and meet differing needs?
- What is the impact of subject leaders and the governing body on developing and sustaining provision and progress?
- How well do care, guidance and support help pupils to behave well?

Information about the school

This is an average-sized infant school. The proportion of pupils known to be eligible for free school meals is above average. The school has a broadly average number of pupils with special educational needs and/or disabilities. These pupils have a wide range of needs, including speech, language and communication and moderate learning difficulties. There is an above average proportion of pupils with English as an additional language, although only a very few are at the early stages of learning to speak English. The main home languages of these pupils are Polish, Tamil and French. The school has received several awards including the Activemark. There have been several changes in members of staff over the last few years, including a new headteacher in September 2010.

A privately run breakfast and after-school club meets in the school but was not part of this inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This friendly school provides pupils with a sound education. Parents and carers are pleased that their children enjoy school and are kept safe. They make positive comments such as, 'The staff and the new headteacher are always friendly and approachable' and 'My son absolutely loves every minute at this school.' The low rates of attendance are not an accurate reflection of pupils' enjoyment, but are due to some parents choosing to take their children on extended term-time holidays. Rates of attendance are improving rapidly this term because the school is working rigorously with families to address this weakness. School data show that poor attendance has a negative impact on attainment.

Attainment is broadly average, although it is lower in mathematics than in reading, writing and science. Pupils, including those with English as an additional language, make satisfactory progress. Pupils, including those with special educational needs and/or disabilities, perform best in reading. In mathematics, pupils have too few opportunities to apply the knowledge they have learnt and consequently they lack confidence in working independently. Teachers do not always expect enough from pupils and this can lead to pupils not working quickly enough. Teachers plan together across year groups so that all subjects are covered satisfactorily, but do not always fine-tune planning to meet the differing needs of each class. In addition, while teachers mark work frequently and often add helpful comments, they do not ensure that pupils follow this advice so that work improves next time.

Strong pastoral care enables pupils to feel safe, lead healthy lifestyles and to contribute well to the school and wider community. For example, the school council helped to develop the attractive garden area and pupils take part in musical activities in the local area. Pupils are polite and proud of their school.

There are satisfactory procedures for self-evaluation that enable senior leaders and the governing body to have an accurate understanding of what needs to be done next to improve the school. They have worked successfully to improve pupils' attainment and progress in reading and writing. They have firm foundations in place to support better learning in mathematics, and these are starting to have a positive impact. The role of subject leaders is being developed so that they can rectify weaknesses in their subjects as soon as they arise. Given the recent good track record of improving reading and writing and clear and relevant plans to make further improvements, there is a sound capacity to improve.

What does the school need to do to improve further?

- Raise attainment in mathematics by:
 - increasing opportunities for pupils to apply their knowledge

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- 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 and learning 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.
- Develop the role of subject leaders so that they monitor provision and progress more closely and rectify weaknesses as soon as they occur so that pupils make consistently good progress.

Outcomes for individuals and groups of pupils**3**

The majority of children are working within the levels expected for their age when they start school in the Reception Year. Pupils enjoy school, especially when taking part in practical activities. For example, in a mathematics lesson in Year 2, pupils enjoyed using the interactive whiteboard to show the rest of the class how to count in 10s and units. In a literacy lesson in Year 1, all pupils joined in with the actions to help them remember to use capital letters and full stops.

Pupils' achievement has been steadily improving and is now satisfactory. Attainment has been rising in recent years and is now broadly average by the end of Year 2 in reading, writing and science. Pupils, including those with English as an additional language, make satisfactory progress, but progress is uneven between classes and subjects. In mathematics, pupils lack confidence in using their knowledge and are not always motivated to get to work quickly on independent activities. For example, in a mathematics lesson where pupils were matching coins to amounts, one group waited for the teacher to tell them to start and this delayed their progress. Pupils with special educational needs and/or disabilities are given some valuable support from teaching assistants, enabling them to make satisfactory progress. Pupils are well behaved most of the time, although they do not always have enough self-discipline to persevere with tasks and are happy to chat with their friends rather than finish their work quickly. They are friendly and cooperate well in pairs. Pupils' satisfactory progress in developing basic skills prepares them satisfactorily for the next stage of education and later life.

Most pupils say that they feel safe at school and they know how to stay safe. For example, pupils appreciate that they have separate playtimes because too many children on the playground at once leads to more accidents. There is very little unkind behaviour and pupils told inspectors that any concerns are dealt with swiftly. Pupils' spiritual, moral, social and cultural development is satisfactory. They understand the difference between right and wrong, although not all pupils are good at reflecting on what they have heard in assembly and can become a little restless when others are sharing their views. Pupils appreciate cultural differences and enjoy greeting each other in various languages. They

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enjoy keeping active at playtime and in 'wake up and shake up' sessions, demonstrating why they have been awarded the Activemark.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have positive relationships with the pupils and make good use of information and communication technology to make lessons interesting. For example, pupils in Year 2 enjoyed counting out the right number of coins on the interactive whiteboard. While there are examples of good teaching in all year groups, teaching is not consistently good because not all teachers have high enough expectations about what pupils could achieve in a lesson. Assessment is used to form ability groups but work is not always adjusted well enough to meet the specific needs of all pupils. Teachers write helpful comments to show pupils how to improve, but do not always check that pupils follow this advice. Teaching assistants provide some valuable support for pupils with special educational needs and/or disabilities, especially in developing reading.

The curriculum covers all subjects suitably well and is being strengthened to give pupils greater opportunities to use and apply their mathematical knowledge. Pupils appreciate the good range of additional activities provided through clubs and visits which give them some memorable experiences.

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Pupils are made to feel safe and valued and the school is working on strengthening links with parents and carers so that pupils' attendance is supported better. This is already having a positive impact on attendance rates. Pupils with special educational needs and/or disabilities are being monitored more rigorously so that their needs are being met more closely. The school helps pupils who are finding life difficult and are in need of additional emotional support.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

Senior leaders and the governing body embed ambition and drive improvement satisfactorily because they are fully aware of what needs to be developed next and are working together to improve provision and the rate of pupils' progress. There are clear plans to develop the role of subject leaders to ensure that recent successes are maintained and built upon. Leaders have increased the rigour in monitoring rates of progress so that weaknesses can be identified and rectified more quickly. The governing body is beginning to provide greater challenge so that improvement can be more rapid. Leaders promote equal opportunities and tackle discrimination satisfactorily. All pupils are included well socially, and the school is working on improving the consistency of learning and progress across the school and in all subjects.

At the time of the inspection, the school's safeguarding arrangements were found to be satisfactory. The school is aware that a recent safety audit identified a few minor issues that are in need of attention. The partnership between the school and external agencies is satisfactory and developing, enabling leaders and pupils to benefit from support from various sources. The school has sound activities for pupils to learn about local culture and there are clear plans to promote community cohesion further in a contrasting area and abroad.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make satisfactory progress in the Reception classes and the majority of children are working within the levels expected for their age when they start in Year 1. The good use of praise and positive relationships help children to settle well and want to learn. Members of staff are calm and provide clear routines. Consequently, children co-operate with each other sensibly and listen well.

There is a wealth of activities for children to enjoy both indoors and out, linked to a shared topic. During the inspection, children enjoyed sequencing puppets from The Gingerbread Man story and acting out the story of The Three Bears. Adults provide helpful guidance on specific tasks but do not always promote quick learning by supporting children when they are working at activities they have chosen for themselves.

Assessments are carried out frequently, and the new outdoor area is helping to improve provision. A strong focus on developing basic skills is helping to raise attainment in learning about sounds and letters. For example, in one good lesson the children were very enthusiastic about beating their previous record in finding words that end with double consonants. Leaders are aware that children make least progress in carrying out mathematical calculations and are planning more opportunities for pupils to use these skills. Leaders have suitable plans to improve the way assessment information is evaluated so that progress between groups of pupils and between areas of learning can be compared during the school year.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

There was a lower-than-average response to the inspection questionnaire. Most parents and carers who replied are pleased with the school, especially with the way children enjoy school and are kept safe. The inspection team also found this to be the case. A few parents and carers would like the school to take more account of their suggestions and concerns and feel that their child's particular needs are not met. The school has an open door policy and is keen to respond to ideas and suggestions. The inspection team found that while pupils make satisfactory progress, there are occasions when they could be learning more quickly.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bromley Road Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 212 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	75	9	23	1	3	0	0
The school keeps my child safe	28	70	12	30	0	0	0	0
My school informs me about my child's progress	16	40	23	58	1	3	0	0
My child is making enough progress at this school	17	43	19	48	1	3	0	0
The teaching is good at this school	22	55	16	40	1	3	0	0
The school helps me to support my child's learning	20	50	19	48	1	3	0	0
The school helps my child to have a healthy lifestyle	20	50	19	48	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	48	15	38	1	3	0	0
The school meets my child's particular needs	19	48	17	43	2	5	0	0
The school deals effectively with unacceptable behaviour	17	43	20	50	1	3	0	0
The school takes account of my suggestions and concerns	16	40	19	48	3	8	0	0
The school is led and managed effectively	17	43	23	58	0	0	0	0
Overall, I am happy with my child's experience at this school	24	60	14	35	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 November 2010

Dear Children

Inspection of Bromley Road Infant School, Beckenham BR3 5JG

We enjoyed coming to see your friendly school. Thank you for being so helpful during our visit. Your school provides you with a sound education.

These are the best things about your school.

- You learn quickly in reading.
- You are polite and friendly and enjoy coming to school.
- Well done for keeping fit and healthy and feeling safe.
- We agree that your teachers are kind and care about you.
- The headteacher and other leaders know what to do to make the school better.

These are the things we have asked your school to do next to make it better.

- Your teachers should help you to learn quickly in mathematics by giving you more chances to use what you have already learnt and encouraging you to take part in all activities including working by yourself.
- Always give you work that is just right for you.
- Help you all to come to school more often so that you can learn more quickly.
- Make sure that all leaders check that you are all learning quickly and help you when you are not.

Thank you once again for telling us about your school and letting us see your work. You could all help your teachers by always working hard and taking notice of how you can do better next time.

Yours sincerely

Alison Cartlidge

Lead inspector

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