

Bromley Road Infant School

St George's Road, Beckenham, BR3 5JG

Inspection dates 26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Pupils' achievement requires improvement because not enough pupils make rapid progress over time. This affects the school's results at the end of Key Stage 1 and reflects the uneven quality of teaching.
- The standard of teaching requires improvement because it is inconsistent between subjects and classes. This is why attainment at the end of Year 2 has remained broadly average over recent years.
- In some lessons, teachers do not consistently set work that matches the full range of pupils' abilities in their classes.
- Sometimes, the tasks teachers set pupils are not well selected to help them understand new learning quickly.
- The part additional adults take during whole-class teaching is not always planned well enough to ensure they make as full a contribution to pupils' learning as they should.
- Leadership and management require improvement. Leaders and governors have not routinely measured the success of key developments against their impact on improving pupils' achievement.
- Subject leaders have not ensured that pupils swiftly build up their reading, writing and mathematics skills as they move up through the school.
- Monitoring of individual teachers does not identify specific priorities for development sharply enough to improve the quality of teaching further.

The school has the following strengths

- Children make better gains in their learning in the Early Years Foundation Stage as a result of improving teaching in Reception classes.
- Since the previous inspection, there has been improvement in making sure teachers plan learning activities that involve all pupils and develop their personal and social skills.
- Pupils' behaviour has improved securely since the previous inspection. Pupils behave well, feel safe and know how to keep safe from harm.
- Governors and leaders work closely together and demonstrate ambition for the school.
- Teachers clearly want to improve their practice and listen to advice and the help provided.

Information about this inspection

- Inspectors observed teaching and learning in all classes and undertook some joint observations with senior leaders. They visited 16 lessons.
- Inspectors held discussions with groups of pupils, staff, members of the governing body and with a representative of the local authority.
- Inspectors listened to groups of pupils reading. They looked at work in pupils' books and the school's data showing pupils' progress.
- The school website, development plans and records relating to safeguarding pupils were also seen.
- The inspection took account of 10 responses to the online survey (Parent View), the school's own analysis of a recent survey of parental views, and 13 responses to the staff questionnaire.

Inspection team

Madeleine Gerard, Lead inspector

Additional Inspector

Michael Elson

Additional Inspector

Full report

Information about this school

- Bromley Road Infant School is smaller than the average sized primary school.
- Children in the Early Years Foundation Stage are taught in three Reception classes.
- More pupils than the national average speak English as an additional language. Few are at an early stage of learning English.
- The proportion of pupils from minority ethnic backgrounds is above average with small proportions of pupils from a variety of ethnic backgrounds.
- The proportion of pupils who are supported through school action is below the national average. A below average proportion is supported at school action plus or with a statement of special educational needs. Most of these pupils have speech, language and communication needs.
- The proportion of pupils for whom the school receives the pupil premium (additional government funding for pupils who are looked after by the local authority, known to be eligible for free school meals and the children of service families) is above the national average. There are currently no children of service families at the school.
- More pupils join and leave the school part way through Key Stage 1 compared with other primary schools nationally.
- There have been a number of recent staff changes.
- A recent flood at the school meant that several teaching spaces were being refurbished at the time of the inspection and pupils received some of their education in temporary accommodation near the school.
- Breakfast and after-school clubs are not managed by the school and were not part of this inspection.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching by:
 - making sure teachers match work closely to the learning needs of individual pupils
 - making sure that tasks set are well selected to support pupils in learning new skills quickly
 - making sure teachers plan carefully the contribution that additional adults make, particularly during whole-class teaching, so they play a greater part in supporting the learning of individuals and small groups
 - making sure the monitoring of teaching identifies precise priorities for further improvement for individual teachers.
- Raise achievement by the end of Year 2 by:
 - making sure strategies are in place to enable pupils to build up their knowledge of reading, writing and mathematics skills rapidly as they progress through the school.
- Ensure leaders and governors evaluate the success of initiatives to secure improvement and the effectiveness of school's work by focusing sharply on their impact on raising pupils' academic standards further.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' achievement requires improvement because rates of learning across classes and subjects are too variable, and pupils are not consistently making as much progress as they could.
- The school's information on progress shows some pupils make better gains but this is uneven because of variability in the quality of teaching and because pupils have not rapidly built up their reading, writing and mathematics skills as they progress through Key Stage 1. As a consequence, pupils' attainment at the end of Year 2 has not improved securely since the previous inspection and remains broadly average in reading, writing and mathematics compared with national figures.
- Disabled pupils and those with special educational needs make similar progress to other pupils at the school. They benefit from working with additional adults and specialist therapists in small groups and individually outside the classroom, and additional help from staff during independent work.
- Overall, the achievement of pupils from minority ethnic groups, including pupils speaking English as an additional language, is broadly similar to other pupils. The school ensures that every pupil has an equal chance to learn and access to all the school has to offer.
- The data show that all groups of pupils who benefit from the pupil premium funding make similar progress to other pupils. The levels of attainment of these pupils, as measured by their average points scores at the end of Year 2 in English and mathematics, fluctuate from one year to the next because the progress they make is uneven. This means that from their starting points, they do not always catch up to attain as well as all pupils nationally.
- Children in the Reception classes make good gains from below age-related levels of skills when they join the school because the quality of teaching has improved since the previous inspection. As a consequence, children's attainment is rising and is closer to average by the end of the Reception Year than it was.
- Pupils who join the school part way through Key Stage 1 settle well and make friends quickly because pupils at the school are friendly and make them feel welcome.

The quality of teaching

requires improvement

- Teaching does not ensure that pupils make fast enough progress in their learning and so it requires improvement.
- Sometimes, tasks that teachers set pupils are not sufficiently well chosen to help them to practise specific key skills effectively and build quickly on what they know and can do already. Although pupils often work hard, when pupils spend too long going over what they have already learned, the rate of progress slows because pupils have limited opportunities to practise new learning and develop skills rapidly.
- In some lessons, the work teachers set is not demanding enough to capture pupils' interest and help them learn well. When all pupils are set fairly similar work to do despite the differences in their attainment, particularly during whole-class teaching, tasks are too easy for some and too challenging for others.
- Teachers' planning does not always make clear what additional adults need to do in lessons, particularly during whole-class teaching, in order to support pupils' progress. The impact on pupils' learning is diminished when additional adults are not used to help those who need additional guidance or make sure higher attaining pupils move on swiftly.
- During small group and individual sessions outside the classroom, well-trained and dedicated additional adults support pupils effectively to practise their basic skills and develop self-confidence.
- Activities in the Early Years Foundation Stage are well planned in the inside and outdoor areas to

help children to develop their skills. Adult-led activities contribute to children's better progress in developing their basic skills. For example, higher attaining children in a Reception class working with an adult outside practised counting up to 20. They enjoyed playing a throwing game, choosing a number written on the ground and throwing a hoop to see if they could ring the right number.

- In another Reception class, children enjoyed working independently using their knowledge of letters and sounds (phonics) to write labels on pictures they had drawn based on a story they had read earlier with the teacher. Another group of children carefully used their knowledge of phonics to write words containing the new letters and sounds they had recently learned.
- In all classes, improvements in teaching approaches make sure teachers involve pupils in lively activities and plan paired discussions so that pupils develop their listening, speaking and social skills through working cooperatively together.
- Relationships between teachers and pupils are good and staff are strong role models. Teachers manage classes effectively and adults make their expectations consistently clear. Well-established routines ensure time is not wasted when pupils move from one activity to another.

The behaviour and safety of pupils are good

- This is a happy school with a strong sense of community. Pupils enjoy school and are courteous and polite. Pupils from diverse backgrounds get on well together because the school fosters good relationships and tackles discrimination strongly.
- Pupils behave well in classrooms and outside areas. Occasionally, a few pupils need reminders about the behaviour that is expected. On these occasions, they respond readily to additional guidance from staff.
- Pupils' good behaviour and positive attitudes make a good contribution to learning in lessons. Pupils work hard to write neatly in English books, although they are not always as determined to take responsibility for setting their work out as neatly in mathematics.
- Pupils feel safe because they are well looked after by the teachers and other staff. Pupils say there is some name-calling that staff deal with effectively. Road safety and cycling proficiency, for example, help them to develop their awareness of unsafe situations and how to keep themselves safe from harm.
- Since the previous inspection, the school has tackled low attendance successfully so that it is now average and improving. Clear guidance, discussions with parents as well as regular celebration of the best attendance ensure the whole school community is clear about the importance of attending regularly.

The leadership and management requires improvement

- Leadership and management require improvement because teaching and pupils' achievement are not yet good.
- School leaders do not ensure that the quality of learning and the progress pupils make are consistently good.
- Self-evaluation is generally accurate but when leaders evaluate how successfully initiatives have secured improvement, they are not always measured specifically against their impact on improving teaching and pupils' achievement.
- Leaders and managers regularly monitor the quality of lessons. Although the monitoring of teaching is careful and identifies areas for development, specific priorities for improvement for individual teachers are not pinpointed precisely enough to bring about rapid improvement. This is why too much variability in teaching remains.
- The school demonstrates capacity to improve further. Since the previous inspection, the headteacher, senior leaders and governors have secured improvements to teaching and

children's learning in the Early Years Foundation Stage.

- Working closely together with the staff, they have also secured lasting improvements to pupils' attitudes and behaviour. Attendance rates have risen strongly as a result of the school's determined drive to promote regular attendance.
 - Changes to teaching methods have been rightly introduced to motivate pupils to enjoy their learning and help teachers involve pupils more fully in teacher-led sessions.
 - Other improvements to the way English and mathematics are taught are not as consistently established to ensure that pupils develop their literacy and numeracy skills more rapidly as they move through the school. Some recently appointed subject leaders have not been in post long enough to have developed their roles in securing further improvement.
 - Activities supporting pupils' spiritual, moral, social and cultural development are carefully organised to make sure these aspects of pupils' learning are well promoted. Celebrating festivals from a wide variety of faiths, charity fundraising and tending the school's garden as members of the gardening club help pupils develop thoughtful, caring and tolerant attitudes.
 - The local authority provides appropriate support in helping the school to improve the quality of teaching and learning, particularly in the Early Years Foundation Stage.
 - **The governance of the school:**
 - The governing body works closely with the school's leaders with a shared determination to drive improvements. Governors take their role in managing performance seriously: they check the progress that has been made against agreed success criteria to ensure that salary progression is aligned to performance. They receive regular evaluations of the school's performance and compare performance data with other schools locally and nationally. They know the quality of teaching, what is being done to tackle underperformance, what the school is doing well and where it must do better. They regularly check how well the school is making progress in securing improvements, although these measurements are not always as closely linked to how well teaching and pupils' achievement have improved as they should be.
 - Governors understand the uses to which the pupil premium is put, including extra sessions to boost English and mathematics skills and enrichment opportunities. They evaluate the impact of this money against the results these pupils achieve compared with other pupils at the school, although they do not rigorously check whether they are catching up quickly enough with all pupils nationally. Governors maintain firm control of the school's budget. They have supported the school well in ensuring the recent flood has not impacted negatively on pupils' learning and taken swift action to refurbish the school's buildings. Governors are well trained and highly committed to the school. They are careful to ensure that procedures to keep pupils safe meet requirements and are effective.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	101588
Local authority	Bromley
Inspection number	404772

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	233
Appropriate authority	The governing body
Chair	Andy Bostridge
Headteacher	Karen Minnis
Date of previous school inspection	23–24 November 2010
Telephone number	020 8650 5246
Fax number	020 8325 1621
Email address	admin@bromleyroad.bromley.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013



