

Bromley Road Primary School

St George's Road, Beckenham, BR3 5JG

Inspection dates

13–14 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The quality of teaching has significantly improved since the previous inspection, and as a result all groups of pupils make good progress. Standards in reading and mathematics are now above average at the end of Year 2.
- Teaching is typically good throughout the school. Teachers use questioning well to probe pupils' thinking skills. All of the additional adults in the classrooms are very clear about their roles and support pupils' learning well.
- Children are safe and happy in the early years and they have fun with their learning.
- The school's policies and procedures to keep pupils safe are outstanding. Pupils say and demonstrate that they feel very safe. Behaviour throughout the school is good.
- The school's work to develop pupils' spiritual, moral, social and cultural development is effective.
- Parents and carers say that their children are happy and make good progress at the school.
- The focused work and determination of the headteacher, supported by a committed staff and governing body, have successfully improved teaching and pupils' achievement.

It is not yet an outstanding school because:

- Standards in writing are not yet as strong as those in reading and mathematics. It is too soon to see the impact of new initiatives to raise standards, particularly for the most able pupils. This is because these are not yet embedded throughout the school.
- Pupils' written work is not always consistently well presented.
- School leaders do not always monitor the quality of marking of any external staff. Consequently, at times, pupils are not clear about how to improve their work.

Information about this inspection

- The inspection team observed learning in 14 lessons and observed a whole school assembly. Five lessons were jointly observed with the headteacher and deputy headteacher.
- Meetings were held with key staff, six members of the governing body, a representative from the local authority and a group of pupils.
- Inspectors examined a range of documents, including the school’s own evaluation of its performance, the school’s information about pupils’ achievement, and school improvement plans. They scrutinised minutes of governing body meetings, and policies and procedures regarding the safety and well-being of pupils.
- A number of pupils were heard reading in Years 1, 2 and 3.
- Inspectors took into account the views of 43 parents and carers who completed the Ofsted questionnaire, Parent View. They examined any written comments by parents and carers, the school’s own survey and parents and carers who spoke to inspectors at the start of the school day. Also, inspectors considered 21 responses to the staff questionnaire.

Inspection team

Sharona Semlali, Lead inspector

Additional Inspector

Steve Wigley

Additional Inspector

Full report

Information about this school

- The school is slightly smaller than the average-sized primary school.
- There have been many changes to the staff. The deputy headteacher joined the school in April 2013.
- The governing body has reconstituted and reduced in size as a response to becoming a primary school. The governing body has a newly elected Chair and Vice Chair.
- A significant number of pupils join and leave the school throughout the school year.
- The school was previously an infant school. In September 2014, it expanded to become a primary school. There is currently one full-time reception class, three classes in Years 1 and 2, and one class in Year 3. There are no classes at present in Years 4 to 6.
- Just over half of pupils come from minority ethnic backgrounds. This is above the national average. There is no principal group as this is constantly changing.
- Almost a third of pupils are known to be eligible for the pupil premium. This is additional government funding provided to give extra support to those eligible for free school meals or children who are looked after. This proportion is slightly above the national average.
- The proportion of disabled pupils and those with special educational needs is also slightly above the national average.
- The school received support from a headteacher who is a National Leader of Education and from a headteacher who is a Local Leader of Education.
- An external provider manages the school's breakfast club which was not part of this inspection.

What does the school need to do to improve further?

- Secure outstanding teaching by ensuring that teachers consistently expect pupils to present their written work to a high standard.
- Raise standards in writing, particularly for the most able pupils, by establishing as everyday practice the initiatives that have been recently introduced.
- Ensure that all leaders closely monitor the quality of any marking undertaken by any external staff so that it reflects school policy.

Inspection judgements

The leadership and management are good

- The relentless drive, passion and clear focused initiatives by senior leaders, dedicated staff and governors have improved the school's performance from the previous inspection. As a result, teaching, pupils' achievement, the provision in the early years and behaviour and safety are now good. This is despite the significant changes that are taking place. Parents and carers say this is a school where their children are happy and settled.
 - The school has a wealth of information about pupils' performance and progress. It is analysed and used accurately and effectively by middle and senior leaders to plan their next points of action. It is used well to monitor closely the progress of the different groups of pupils, so that leaders are able to intervene quickly if their rate of progress slows. This is an example of how the school is promoting equality of opportunity.
 - The self-evaluation is concise and accurate. The school improvement plan is succinct. It has the correct areas for improvement. It is clear and has measurable milestones which are evaluated regularly. It is a useful tool for leaders and governors to check the impact of actions that are happening in the school.
 - Senior and middle leaders frequently check the quality of teaching, including observing lessons and looking at pupils' work. Teachers are given clear feedback, and they actively respond and act on the suggestions given. Teachers have lots of opportunities to visit other schools to see best practice, and have undertaken a wide range of professional development. Newly qualified teachers are well supported by the school and their induction is thorough. All of this has contributed to improvements in teaching. However, leaders at all levels do not yet closely monitor the quality of marking by staff that are not employed by the school to ensure pupils make the progress of which they are capable.
 - The spending of additional funding is helping to close the attainment gap between disadvantaged pupils and the others in the school. This is particularly the case in reading and mathematics. The governing body keeps a close eye on this to check that pupils are getting good value for money.
 - The range of subjects taught encourages pupils to have a thirst for knowledge and is preparing pupils well for life in modern Britain. It contributes well to their personal, social and academic achievement. For example, the school organises whole school trips to Crystal Palace on the train so that pupils can have a wider experience and understanding of their local area. However, it is too soon to see the impact that the new National Curriculum is having on developing pupils' writing skills.
 - The school does not tolerate any form of discrimination. Good provision for pupils' spiritual, moral, social and cultural development helps them to respect, and have a good understanding of, different cultures and religions. For example, pupils have strong links with pupils from a school in New Zealand and have sent much needed books to them after they had a fire.
 - Leaders use the sports funding to good effect to give professional support to staff, buy extra resources and enable pupils to attend dance and gymnastic festivals. This has improved teachers' subject knowledge in physical education. There is increased participation of pupils in lunchtime and after-school clubs.
 - The local authority provides the school with good support. This has helped it on its journey to become a good school.
 - The school fosters good relationships with other schools in the Bromley Learning Alliance, where they share good practice and expertise. Headteachers from two other schools have supported this school well.
 - Results from Parent View, as well as spoken and written comments from parents and carers, show that they are happy with all aspects of the school's work.
 - Safeguarding procedures are rigorous and fully meet requirements. They are highly effective in keeping pupils safe.
- **The governance of the school:**
- The governing body is made up of dedicated and committed members who want to improve continually and learn from any mistakes. Governors have just completed an audit of their own skills and had a review from the local authority. From the skills audit, governors know that, between them, they have a broad range of the necessary skills. They are making good use of these when allocating any responsibilities.
 - All governors have a thorough understanding of the school's strengths and weaknesses. They have a good awareness of the quality of teaching in all year groups. Governors know how well the school is performing. This is because they make regular visits to the school and observe the school's work. They ask challenging questions of school leaders about the different types of data that are available. Middle and senior leaders meet with governors and produce reports for them. Governors are not solely reliant on the information given by the school and often seek external validation when needed.

- The governing body has the last say in the decision as to whether teachers are rewarded. Any reward is linked to performance and pupils' outcomes. They have effective oversight of this process and know how the school tackles any underperformance.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They are eager to learn and have very positive attitudes towards their learning. Pupils, staff, and parents and carers feel that pupils' behaviour is good. This is confirmed by the school's documentation and the inspection findings.
- Pupils show respect and work collaboratively with each other in lessons. They accept and embrace all of the different and diverse cultures within the school.
- At lunchtimes in the dining hall, pupils sit calmly together while they eat their food. They walk sensibly around the school and need very little reminding about how to do this.
- Pupils take pride in their school environment which is litter free. If on the rare occasion any item of clothing is found on the floor they thoughtfully pick it up.
- Pupils actively take on different responsibilities, such as volunteering to become lunchtime monitors and reading buddies to the younger children. All of this prepares them to become committed and responsible people.
- School leaders and governors have placed high priority on improving attendance over the last couple of years. As a result, it is now similar to the national average.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe. Governors play a key role in ensuring that safety is of a very high standard. They carry out their own health and safety audit as well as having it externally validated.
- At playtimes, pupils say there is always someone to play with and the adults always look after them if they get hurt. The playground provides a safe and secure environment. Highly efficient routines at the end of break times ensure that there are safe movements around the school as pupils return to their classrooms.
- Pupils are aware of and understand the different forms of bullying. They say that there is no bullying in their school.
- Pupils are well aware of how to keep themselves safe when going out on school trips, crossing the road and when they use the internet.

The quality of teaching is good

- Senior leaders and governors have given a big focus to improving the quality of teaching since the previous inspection. As a result teaching is now typically good.
- The effective use of different types of skilful questioning helps to assess pupils' understanding and address any misconceptions quickly. For example, pupils in a Year 3 guided reading class benefited from a range of different questioning. It helped them to have an improved understanding of the challenging vocabulary used in the text.
- Stimulating resources such as classroom displays and the use of the interactive whiteboard help pupils to grasp difficult concepts quickly. For instance, in a Year 1 mathematics lesson, large straws given to a group of pupils effectively aided their understanding of how to partition numbers. In another Year 1 literacy lesson, the teacher cleverly displayed a range of interesting vocabulary or 'wow' words on a hanging umbrella. This inspired the pupils to use some of the 'wow' words in their writing.
- Teaching assistants and extra adults work well together to support all pupils. Teaching assistants have had plenty of professional development and as a result are not dependent on the class teacher to always direct them. They are able to use their own judgement to know when pupils need their extra support.
- Mathematics is taught well. Pupils have time to discuss and explain mathematical concepts with each other. Pupils' discussions in a Year 2 mathematics lesson helped them to describe what the 'x' and 'y' axes are on a graph. Good teaching ensures pupils know how to apply and use their mathematical skills in other subjects.
- Pupils' work in books shows that they have the chance to apply and use their literacy skills well in all subjects. Some of the teachers have had extra training in developing different ways to develop pupils'

writing skills. They have started to implement these, for example using books as stimuli; pupils wrote newspaper articles about Charlie and The Chocolate Factory. However, it is too soon to see the impact of this work, particularly for the most able pupils, as this is still in its developmental stages. In addition, teachers do not set high expectations for the presentation of work. Consequently pupils' work is not presented clearly enough, hindering their further achievement.

- Teachers' marking gives pupils clear guidance on how to improve their work. Pupils have time to respond to the comments made, which helps to move their learning forward. During lessons, pupils are becoming confident in assessing their own learning. However, marking by staff that are not employed by the school is not of the same high quality and this limits pupils' progress.

The achievement of pupils

is good

- Since the previous inspection, standards of attainment at the end of Year 2 have improved significantly. These are now above the national average in reading and mathematics. Standards in writing are average. Those pupils that join the school after the normal admission times make good progress that is similar to others in the school.
- Disabled pupils and those with special educational needs make good progress from their individual starting points. Their needs are recognised from an early stage. Appropriate support is quickly given when needed, which might include that from external agencies. Personalised support, often given through the pet and gardening clubs, helps to improve pupils' speaking and listening skills well.
- Even though there are gaps between the attainment of disadvantaged pupils and others in the school and others nationally, the gaps are narrowing quickly. The widest gap is in writing, of about one term.
- Pupils who have English as an additional language make rapid progress in learning English and in their attainment from very low starting points. By the end of Year 2, their level of attainment is above that of their peers nationally. This is due in part to the school's highly effective induction procedures for pupils who are new to the school and to the country.
- The proportion of pupils attaining the higher Level 3 at the end of Year 2 is above average in reading and mathematics. It is slightly below average in writing. The school is providing a writing club for this group, which has a good uptake of pupils. However, it is too soon to see the benefits from this in their work.
- The results from the phonics screening check in Year 1 in 2014 significantly improved and are above average. This is because phonics (the sounds that letters make) is taught well now. Pupils who read to inspectors demonstrated that they have the necessary skills needed to work out difficult words and have very good comprehension skills.

The early years provision

- Children start in the Early Years Foundation Stage with skills below the levels typical for their age, particularly in communication and writing. The quality of the provision enables all children to catch up quickly so that they are well prepared to start Year 1.
- All groups of children make good progress. Additional funding is effectively enabling the small gap between the disadvantaged children and the others to close quickly.
- Teaching over time is good in the early years provision. Planning takes account of children's needs and interests. For example, children demonstrated a considerable interest in The Gingerbread Man and were taken aback that he was eaten in the story. The classroom and outdoor areas effectively incorporated different activities based on The Gingerbread Man. There were high levels of engagement as children used junk models to design boats for the gingerbread man to cross the river.
- All areas promote children's writing and number skills well. For example, outside, children cooperated well in throwing a small hoop onto a numbered cone, helping them to recognise and learn their numbers in a fun way. This motivated them to write for a real purpose.
- All adults work closely to ensure children are kept safe at all times. They undertake thorough daily risk assessments. Behaviour is good. Children are good at sharing their ideas and playing together in the different learning areas.
- Leadership and management are good in the early years provision. Staff work well with parents and carers, involving them in their children's initial assessments. They encourage them to contribute to their children's 'wow' moments (significant experiences or examples of learning) and record them. These then become part of their children's records of achievement and work ('learning journals').

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	453742

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Stuart Dixon
Headteacher	Karen Minnis
Date of previous school inspection	26–27 February 2013
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