

Mottingham Primary School

Inspection report

Unique Reference Number	101605
Local Authority	Bromley
Inspection number	355036
Inspection dates	12–13 May 2011
Reporting inspector	David Shepherd

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	265
Appropriate authority	The governing body
Chair	Hilary Ryder
Headteacher	Marion Drake
Date of previous school inspection	12 January 2010
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Introduction

This inspection was carried out by three additional inspectors who observed 17 lessons led by 12 different teachers. Meetings were held with the senior staff, a group of pupils and the Chair of the Governing Body. Inspectors observed the school's work, and looked at safeguarding documentation and the school's analysis of its data. Questionnaires from 92 parents and carers, 18 staff and 113 pupils were received and analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Why do boys appear not to perform as well as girls in reading and writing in Year 6?
- To what extent are the improvements in progress, indicated in data for 2010, sustainable?
- How consistent are teaching and assessment throughout the school?
- What is the impact of the monitoring carried out by senior and middle leaders on pupils' progress and attainment?

Information about the school

This school is larger than most primary schools and draws its pupils from the local area. A large majority of pupils are from a White British background, with very small minorities from Caribbean, African and any other White backgrounds. Overall, the proportion of pupils from minority ethnic backgrounds is above average, although the proportion speaking English as an additional language is below average. An above average proportion of pupils have special educational needs and/or disabilities; the proportion of pupils who have a statement of special educational needs is also above average. Higher-than-average proportions of pupils are known to be eligible for free school meals. The numbers of pupils leaving or joining the school during the year is well-above average. The Early Years Foundation Stage consists of one Reception class. The school has gained a Healthy Schools award. A privately run after-school club for child care purposes managed by Bromley MyTime is based at the school and is subject to a separate 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?

2

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Mottingham Primary School is a good and rapidly improving school. Children get off to a good start in the Early Years Foundation Stage. This continues through the school and pupils, including those with special educational needs and/or disabilities and those for whom English is an additional language, make good progress in line with their capabilities. This is because teaching is good. Good care, guidance and support mean that pupils enjoy school, feel safe, get on well together, lead healthy lifestyles, behave well and play their part in enabling the school to run smoothly.

Pupils' attainment at the end of Year 6 has risen sharply over the last year and is average in English and mathematics. This is especially the case for pupils who have been at the school since Year 2.

Relationships between pupils and adults are consistently good, and this is a key feature of lessons. As a result, pupils try hard to please staff. Teachers ask probing questions which encourage pupils to think carefully and develop independence in their learning. Nevertheless, inconsistencies remain in the quality of teaching across the school. The purpose of lessons is included in planning, but what pupils at different levels of ability are expected to learn is not. The result of this is that pupils are not always set challenges appropriate to their abilities. Marking is encouraging but does not always provide enough guidance for pupils, and where next steps are indicated, pupils are not always given enough time to respond to suggestions made. This means that marking is not leading to improvement effectively enough. The curriculum is enriched by a wide variety of visitors to the school and visits to places of interest. Effective links with outside agencies and other schools are leading to improved outcomes for pupils.

The headteacher and deputy provide a clear sense of purpose, and strong teamwork between the headteacher, staff and the governing body is a notable feature of leadership and management. Senior staff and middle leaders are developing the skills necessary to carry out their roles but, with the focus quite rightly being on raising attainment in reading, writing and mathematics, most middle leaders have not yet had sufficient opportunities to monitor progress and attainment in their areas of responsibility. The result of this is that they have not yet had a strong enough impact on learning. Links with parents and carers are good. The governing body is keen and supportive. Self-evaluation is accurate and appropriate priorities for development are identified. This, along with the positive relationships throughout the school and the school's success in raising attainment, demonstrates the school's good capacity to sustain further improvement.

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What does the school need to do to improve further?

- By April 2012, improve the overall quality of teaching and assessment by ensuring that teachers consistently:
 - identify what pupils of different abilities are to learn in lessons
 - indicate in marking the next steps in learning and provide pupils with opportunities to correct their mistakes.
- Ensure that monitoring and evaluation by senior and middle leaders lead to accelerating progress and rising attainment across the curriculum by:
 - training staff in the skills of monitoring and evaluation
 - providing opportunities for senior and middle leaders to monitor and evaluate progress and attainment in their areas of responsibility.

Outcomes for individuals and groups of pupils

2

Pupils' achievement is good, given that they start in Year 1 with skills that are generally below average, and progress to the point where test results, as well as standards seen in lessons and books by inspectors, are broadly average. Pupils settle down quickly to their work. For example, in Year 6, pupils applied themselves enthusiastically to searching a text to develop an understanding of a character from their book, *The Boy in the Striped Pyjamas*. Year 5 pupils worked industriously as they wrote their sections of the Hindu story of Ganesh. Pupils with special educational needs and/or disabilities and those with English as an additional language make good progress because they have good support to help them succeed. The school has succeeded in raising boys' attainment in reading and writing in Year 6, and now the attainment of boys and girls in these subjects is similar throughout the school. This is because teachers have provided good opportunities for pupils to read and write in different subjects and this has engaged boys in particular.

Pupils have a good knowledge and understanding about healthy eating and the importance of exercise. They enjoy physical activities in lessons, and at lunchtimes and playtimes, which help promote further their healthy lifestyles. The impact of the Healthy Schools award can be seen by their very positive responses in their questionnaires. Pupils behaved well in the lessons seen, and sometimes their behaviour was exemplary. Pupils make a good contribution to the school and local communities. For example, all pupils in Year 6 act as prefects and carry out their roles on different occasions, such as during assemblies, on sports day and guiding parents and carers around school on parents' and carers' evenings. Pupils have raised money for a wide range of charities at home and abroad. Elected pupils represent their peers on the school council. Pupils reflect thoughtfully upon some of the broader issues in life, such as their community responsibilities. Attendance is improving and is now average. This reflects pupils' increasing enjoyment of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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' planning and classroom organisation are, in the main, effective in enabling lessons to flow smoothly, although lesson plans do not always reflect intended outcomes for pupils of different abilities. Teachers and teaching assistants provide good guidance and support for pupils in their groups during lessons, although on a few occasions not enough guidance is given to pupils who are working independently to ensure they make the progress of which they are capable. Teachers and teaching assistants support pupils with special educational needs and/or disabilities and those with English as an additional language well on an individual and/or group basis within the class and this helps pupils in their understanding of particular aspects of their work. This additional teaching helps pupils to make good progress. The content of lessons is often very interesting and this encourages pupils to work hard. Activities are sometimes divided into small steps and this helps pupils to develop their writing effectively.

Provision to promote pupils' personal development is included effectively throughout the curriculum. Enrichment activities are varied and visits to places of interest, including residential stays, are popular with pupils, as is the contribution of visitors to the school. Pupils' reading and writing skills are reinforced regularly in learning in subjects such as science, history, geography and religious education, and this helps boys in particular to improve their literacy skills.

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Good arrangements for pupils joining the school at the beginning of the school year and at other times ensure that they settle quickly. In replies to their questionnaires, most pupils responded that they were looked after well by staff. The high number of pupils with special educational needs and/or disabilities are identified swiftly and good provision is allocated to meet their needs. The school enlists the support of all appropriate agencies and works well with parents and carers to meet pupils' special social and emotional needs. As one parent wrote, 'My son has been at the school for eight months and in that time his confidence has come on heaps.' Procedures for promoting attendance are good as indicated by the sharp rise in the figures, which are now average. Transition arrangements are good from the Reception class into Year 1 and from Year 6 to secondary school.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Morale is high because staff feel that their contributions are valued by the headteacher and senior leaders. There is a strong sense of teamwork where everyone is pulling together to achieve goals because the headteacher, ably supported by the deputy headteacher and senior leaders, has successfully instilled a sense of ambition and drive to improve the work of the school. The school identifies appropriately the strengths and weaknesses of teaching and learning and incorporates the areas for development into plans of action. Monitoring and evaluating progress and attainment in subjects other than reading, writing and mathematics have not been school priorities to date, and so information on pupils' learning across other areas of the curriculum is more limited.

The school has good relationships with parents and carers; as one parent, reflecting a typical view, wrote, 'The school has an excellent headteacher and the school has improved.' Initiatives such as the family worker, weekly newsletters, informing parents and carers about what their children are learning, surveys of parents' and carers' opinions and parent and carer progress meetings all help to promote this positive relationship. Parents and carers are invited into school on a number of occasions, such as for consultation evenings and exhibition evenings.

Governance is satisfactory. The governing body has been reconstituted during the past year and is ambitious for the school to do well, is supportive and shows high levels of commitment to the school. However, it has not yet had time to have a significant contribution to improvements. Safeguarding procedures are good. Almost all the parents and carers who responded to the questionnaire feel their children are extremely safe in school. All the staff who responded to their questionnaire agree with parents and carers. Staff are rigorously vetted and trained regularly in child protection procedures. Links with

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the local authority, medical services and local schools help to promote effectively the personal development and well-being of pupils.

The school promotes equality well for the different groups of pupils in the school and tackles any racist behaviour and discrimination effectively. This enables all groups of pupils to achieve well. Community cohesion is satisfactory. Pupils have a good knowledge and understanding of their local community but their understanding of the wider national and international communities is not as comprehensive.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children join the Reception class with skills and abilities that are generally well below the levels typically expected for their age. They make good progress from these starting points in all areas of their learning. Children with special educational needs and/or disabilities and those with English as an additional language also make good progress in line with their capabilities.

Children enjoy their learning and work well independently. They are looked after well and are kept safe. They are given good opportunities to chat to adults about what they are doing. They practise the sounds letters make, read, write, count and play with toys and other equipment. Behaviour is good and children get on well with each other and with the adults. The outside learning environment is particularly stimulating and well organised and provides children with an enjoyable range of activities which help develop understanding and skills in all areas of learning. The inside environment includes a good range of activities but the writing and role-play areas do not include enough exciting resources to attract children. The balance between adult-led and child-initiated activities is good. The Early Years Foundation Stage is well led and staff work well together as a team and have a good understanding about early years provision. Children's progress is monitored and

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recorded systematically on a daily basis. Records of children's achievements are beginning to provide a more detailed picture about their progress and attainment. Links with parents and carers are good. Induction procedures are good and children quickly settle into school routines.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The response rate from parents and carers to the questionnaire was average. Their views were positive. Approximately one fifth of the questionnaires returned included written comments, about half of which were positive. Parents and carers say that their children enjoy school and are kept safe. The school helps parents and carers to support their children's learning at home, meets their needs well and keeps them informed about their progress. One parent wrote, 'I am very happy with my child's progress and very happy with the school and its staff.'

A few parents and carers wrote that their children were not making enough progress and that communications with parents and carers were not always good. Inspectors found that there were differences between classes in the quality of teaching and learning, and this is why some individuals do not always make good progress. The school is continually reviewing its communications with parents and carers to improve them all the time.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 92 completed questionnaires by the end of the on-site inspection. In total, there are 265 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	61	33	36	2	2	0	0
The school keeps my child safe	56	61	35	38	1	1	0	0
My school informs me about my child's progress	39	42	51	55	2	2	0	0
My child is making enough progress at this school	42	46	44	48	3	3	0	0
The teaching is good at this school	54	59	33	36	4	4	0	0
The school helps me to support my child's learning	43	47	45	49	4	4	0	0
The school helps my child to have a healthy lifestyle	29	32	57	62	4	4	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)	32	35	53	58	2	2	0	0
The school meets my child's particular needs	35	38	53	58	3	3	0	0
The school deals effectively with unacceptable behaviour	35	38	51	55	3	3	1	1
The school takes account of my suggestions and concerns	34	37	49	53	6	7	1	1
The school is led and managed effectively	50	54	39	42	2	2	1	1
Overall, I am happy with my child's experience at this school	56	61	30	33	5	5	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



16 May 2011

Dear Pupils

Inspection of Mottingham Primary School, London SE9 4LW

Thank you for making us so welcome when we visited your school recently. We enjoyed meeting and talking to you. You go to a good school where adults work hard to prepare you for the future. Here are some of the best things we found.

- You enjoy school and get on really well with each other.
- You feel safe and understand the importance of eating healthy foods and taking exercise.
- You like your teachers and teaching assistants and try your best to please them.
- You are well behaved and make a good contribution to the school.
- You have good teachers who look after you well.

We have asked your headteacher, teachers and the governing body to do two things to make your school better.

- Let you know what you are expected to learn by the end of each lesson and how well you have done, and give you time to carry out the improvements suggested in marking.
- Check on how well you are learning in all lessons.

All of you can help by continuing to work very hard.

Yours sincerely

David Shepherd

Lead inspector

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