

St George's Bickley CofE Primary School

Tylney Rd, Bromley, BR1 2RL

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. It is not good because

- The new leadership team has not had enough time to make sure that teaching leads to pupils making good progress in all year groups. While attainment is in line with the national average, few pupils make better than expected progress and achieve at the higher levels.
- New policies and practices designed to rapidly improve teaching and the outcomes for all pupils have not been in place long enough to show their impact.
- The work set in lessons is not always at the right level of difficulty for individual pupils. Often, tasks do not challenge pupils enough to enable them to make good progress.
- The quality of marking varies throughout the school. It does not always provide pupils with enough guidance to improve their work. Opportunities for pupils to make improvements in response to marking are not regular enough in every class.
- Pupils' presentation of work in their books is too careless and untidy.
- Features of the best teaching are not shared widely enough with all teachers to help them to improve.

The school has the following strengths

- The determined leadership of the new headteacher, together with recently appointed senior leaders, is beginning to improve the quality of teaching.
- Governors take strong action and hold staff to account for their performance.
- Children in the Reception classes get off to a good start and make good progress, especially when learning to link together the sounds that letters make. As a result, progress in reading is often good.
- Pupils behave well and have good attitudes to learning. They enjoy coming to school and attendance has improved since the last inspection.

Information about this inspection

- Inspectors observed 17 lessons, three of which were joint observations with the headteacher and deputy headteacher. In addition, inspectors scrutinised work in pupils' books and listened to pupils read.
- Meetings were held with the headteacher and deputy headteacher, members of the governing body, a representative from the local authority, pupils, leaders responsible for literacy and mathematics, and the inclusion manager.
- Inspectors took account of the 53 responses to the online parent questionnaire (Parent View) and the results of the school's own survey for parents and carers.
- Inspectors looked at a number of documents, including those relating to safeguarding and the school's analysis of the current standards and progress of pupils.

Inspection team

Penny Spencer, Lead inspector

Additional inspector

Olson Davis

Additional inspector

Gillian Coffey

Additional inspector

Full report

Information about this school

- This is a slightly larger than average-sized primary school.
- At the time of the inspection, the headteacher had been in post for six weeks and there have been considerable changes in senior leadership since the previous inspection.
- The proportion of pupils known to be eligible for the pupil premium (extra money provided to schools by the government for pupils known to be eligible for free school meals, children from service families and those children that are looked after by the local authority) is lower than average.
- There are no children from service families. The number of pupils who are looked after by the local authority in the school varies and is currently extremely small.
- The proportion of pupils from minority ethnic groups is slightly higher than average but the proportion who speak English as an additional language is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action, school action plus or with a statement of special educational needs is slightly higher than average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the quality of teaching, so pupils in all classes make good progress by ensuring that:
 - teachers consistently plan activities that are well matched to pupils' abilities
 - marking clearly shows pupils what they need to do to improve their work, and that all pupils are given regular opportunities to respond and correct their work.
- Make sure that the school's new systems result in improved teaching and achievement by:
 - developing the skills of newly appointed leaders in checking the quality of teaching and learning through lesson observations
 - increasing opportunities for teachers to observe good and outstanding practice, both in school and through partnerships with other schools.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils' progress is not yet good because it varies too much across year groups. It is good in Years 5 and 6 and pupils reach average standards in national tests. It is slower in other year groups, especially in Years 1, 3 and 4, where teaching is not so effective.
- Standards at the end of Year 2 and Year 6 are in line with the national averages but too few pupils make better than expected progress. Consequently, they do not reach the higher levels, especially in writing and mathematics.
- Disabled pupils and those with special educational needs make similar rates of progress to their peers and standards in 2012 were in line with those of similar pupils nationally.
- In 2012 all pupils from minority ethnic groups made expected progress in line with their peers. The current progress of pupils from minority ethnic groups is in line with all pupils in the school.
- Children enter the Reception classes with levels of skills and understanding that are generally below those typically seen for their age. They make good progress in the Early Years Foundation Stage. Achievement at the end of the Reception Year has risen slowly over time and is now broadly average.
- Most pupils are making good progress in reading as a result of improvements in the teaching of phonics (the linking of letters and sounds). They use this knowledge confidently to read unfamiliar words. Pupils enjoy reading and were keen to talk to inspectors about their favourite books.
- The progress of pupils who are eligible for the pupil premium is good in most year groups. In 2012 the average points score in English and mathematics was slightly below that of other pupils in the school but was in line with similar pupils' nationally. This is an improvement over previous years and gaps are closing rapidly.

The quality of teaching

requires improvement

- The good teaching that exists in the school, particularly in Years 2, 5 and 6, is not yet consistent across all year groups.
- Teachers often plan tasks that are too easy for pupils. Even where teaching is generally good, the more-able pupils often waste time, listening to the teachers' explanation of work set for other pupils, rather than being encouraged to work independently. In some cases even the most difficult work set for them does not stretch them enough.
- Where teaching is weakest, teachers do not recognise quickly enough when pupils are struggling or have completed the task. They do not adapt their lessons accordingly to ensure progress is maintained.
- Where marking is good, teachers give clear explanations of what pupils need to do to improve and there is evidence of pupils responding and correcting their work. However, this is not consistent across all classes. Marking in subjects other than English and mathematics is not regular enough to help pupils to move forward quickly.
- Presentation in books is often untidy and handwriting and spelling are not consistently improved. The use of many worksheets, especially in subjects other than English and mathematics, makes it difficult to assess pupils' learning or keep work tidy.
- Teaching in the Reception classes is good overall. Pupils have good levels of independence and the activities are engaging and exciting. Pupils were observed talking excitedly and creating jungle scenes with sand and real branches for small animals, or taking on the role of a vet in the animal clinic, as part of their work on animals. The outdoor environment has been improved since the last inspection and provides good opportunities for learning.
- Teaching develops pupils' social, moral and cultural skills well. Pupils work well together and support each other in lessons. They have a good understanding of life in other parts of the

world.

- The teaching of reading is good. A comprehensive restructuring of the teaching of phonics combined with specific training means that teachers are more confident in their delivery. The impact is seen in faster progress and improved attainment in the school's most recent assessments.

The behaviour and safety of pupils are good

- Pupils enjoy their lessons and show good attitudes to learning. They are keen to please and are polite and friendly towards visitors.
- Pupils show a great deal of resilience in lessons and try hard to do their best, even when teaching is not as good as it could be. However, a few pupils lose concentration in these lessons and this slows their progress.
- The overwhelming majority of parents and carers who responded to the online survey believe their children are well looked after and are happy at school. Inspectors endorse this view.
- Pupils have a good awareness of all types of bullying and were adamant that bullying was very rare. They are confident that members of staff will deal with any issues they may have.
- Pupils enjoy taking on responsibilities. They are proud to be members of the school council and to act as playground friends.
- Regular lessons ensure pupils know how to keep safe in a variety of situations including when on the internet.
- Attendance has improved steadily and is average.

The leadership and management require improvement

- The new leadership team has not been together long enough to bring about consistent, sustained improvements in teaching and achievement across the school. It is too early for the school's new procedures and policies to have had a clear impact on pupils' achievement
- The new headteacher is giving the school a very clear direction and there has been swift action to introduce systems for checking the quality of teaching and pupils' performance. These are now linked closely to rigorous performance management procedures and salary progression.
- There are not enough opportunities for teachers to improve their work by observing each other and sharing good practice. Although the school has developed useful partnerships with local schools the potential of these partnerships has not yet been fully developed.
- The mathematics subject leader and the inclusion manager were appointed in September 2012, joining the literacy leader. They have clear development plans for their areas of responsibility and have been instrumental in delivering training for teaching staff to improve practice, especially in the teaching of phonics.
- Since her appointment, the inclusion manager has improved the quality of teaching and support for disabled pupils and those with special educational needs. As a result progress for these pupils is improving. The impact of some work has yet to be fully evaluated because it has only recently started.
- The pupil premium funding is used effectively to provide specific support for this group of pupils and its impact is seen in the rapidly closing gap between the progress of this group and that of the rest of the pupils.
- Pupils enjoy a wide range of interesting topics and this is currently under review in order to take pupils' views further into account. The 'wild west' topic recently introduced for Years 5 and 6 has enthused pupils who expressed real pride in examples of poetry written as part of their study of

Native Americans.

- Equality of access for everyone is paramount to the ethos of the school and pupils enjoy a wide range of extra-curricular activities, including the opportunity to sing in one of the three choirs.
 - The local authority has provided valuable support for the school, including brokering support from a National Leader of Education. This has been particularly helpful in development of leadership capacity throughout the school.
 - **The governance of the school:**
 - Governance is good and offers a high level of challenge to the school. The governors are now working well to ensure that the school is moving forward. They are not afraid to make difficult decisions, especially related to staff salary progression and promotion and are well aware of the strengths and weaknesses of teaching and its impact on the pupils' progress. They are well trained and use their individual expertise to good effect in committees. Governors are competent to analyse assessment information to ensure pupils are making sufficient progress. They make sure the pupil premium is spent effectively and are now monitoring this closely to ensure it represents good value for money. They have a good overview of the finances of the school. Safeguarding procedures are good. Governors are well placed to make sure the school continues to improve.
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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

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| Unique reference number | 101645 |
| Local authority | Bromley |
| Inspection number | 400495 |

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

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| Type of school | Primary |
| School category | Voluntary controlled |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 297 |
| Appropriate authority | The governing body |
| Chair | Fr Owen Higgs |
| Headteacher | Geraldine Shackleton |
| Date of previous school inspection | 11–12 February 2010 |
| Telephone number | 020 84604266 |
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