

Inspection of Bickley Primary School

Nightingale Lane, Bromley, Kent BR1 2SQ

Inspection dates: 4 and 5 May 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

This is a very welcoming and happy place to learn. Pupils respond positively to teachers' high expectations. This includes children in the early years. School staff and pupils treat each other with respect and kindness. The atmosphere around the school is calm and purposeful. Pupils work hard and proudly model the school's vision of 'all different, all equal, all achieve'.

Pupils behave incredibly well in class and during social times. They show positive attitudes towards their learning. Pupils work hard and are motivated to do well. As a result, learning is not interrupted by poor behaviour.

Relationships between staff and pupils are warm and nurturing. Pupils know who to talk to if they have a worry. They know they will be listened to, and this means they feel happy and safe.

Staff encourage pupils to value and respect difference. For example, pupils in Year 2 led an assembly celebrating different faiths, and visiting speakers share their knowledge of their own faith with pupils. These experiences support pupils to understand and respect those with differing beliefs and customs.

Leaders provide a wide range of clubs, including coding, sewing and multi-sports, which are well attended. These activities help pupils to develop their talents and pursue their interests.

What does the school do well and what does it need to do better?

Reading is prioritised here. Pupils are taught to read from the start of Reception. This is because leaders want every pupil to read fluently and develop a love for reading. Training is provided for staff and, as a result, they teach reading well. Adults check the sounds that pupils know regularly and systematically. Pupils who are finding reading difficult are given the help they need to catch up. Books are carefully matched to the sounds that pupils know, and this develops their confidence and fluency.

Pupils have positive attitudes to reading. They enjoy reading to the visiting dog, Barney, and have regular opportunities to visit the school library. These experiences develop pupils' love for reading.

Leaders are ambitious for every pupil to achieve well. They know what the school is doing well and what it needs to do to be even better. Leaders make sure that staff, including those in the early years, have the subject knowledge they need to deliver the curriculum. Teachers address pupils' misconceptions and explain subject content clearly. For example, children in Reception made a rocket out of two-dimensional shapes. They were able to name and identify a range of shapes and count the number of them accurately. This is because they have previously been taught about the properties of shape and what each number represents. However, in a few

subjects, leaders have not identified exactly which key skills, knowledge and understanding they expect pupils to learn from Reception to Year 6.

Pupils with special educational needs and/or disabilities (SEND) are supported effectively so that they can access learning alongside their peers. Leaders, teachers and other adults work together to identify the needs of pupils with SEND. Teachers and leaders adapt teaching and resources appropriately so that pupils with SEND develop independence and achieve well. Leaders seek advice and support from a range of external professionals, such as therapists and psychologists. These experts provide training and support for teachers and teaching assistants so the needs of pupils with SEND can be met.

Leaders provide opportunities for pupils to understand and regulate their feelings. Right from the start in early years, pupils manage their emotions well. They behave extremely well in lessons. Pupils are motivated to do well because of the expectations their teachers set for them. Therefore, learning is not interrupted.

Personal, social, health and economic education is well structured. Pupils are taught that families may look different. They said that the most important aspect of a family is feeling loved and safe. Pupils are taught about consent in an age-appropriate manner. For example, in Reception, children are taught about understanding others' feelings, and in Year 1, pupils are taught that touch can be used in kind and unkind ways.

Leaders aim for pupils to become responsible and respectful citizens. Pupils are taught about the importance of respect and democracy. They value and explore others' views. Lessons across the curriculum help pupils understand how to identify risks, and how to recognise healthy and unhealthy relationships.

Staff are extremely proud to work here. They value the support they are given by leaders to continually improve their practice. Leaders ensure that teachers receive focused and effective professional development. This includes teachers at the start of their teaching careers. Governors are committed to and ambitious for the school. Staff value the care and support they receive from senior leaders to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a key priority. Staff are well trained. Leaders provide regular and relevant training which helps staff to identify and report concerns quickly. Leaders respond swiftly to concerns raised. They engage effectively with outside agencies to secure the necessary support for pupils and families. Leaders carry out robust checks on staff before they are appointed.

Leaders provide opportunities for pupils to learn about possible risks. Pupils are encouraged to keep safe, including online. They know that they should not share

personal information online, and what to do if they come across inappropriate online content.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, leaders have not identified the key skills, knowledge and understanding that they expect pupils to learn from Reception to Year 6. This means that sometimes, pupils are not able to link their learning to what they already know and embed it in their long-term memory. Leaders need to ensure that they set out exactly what they expect pupils to learn in each subject from Reception to Year 6.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145585
Local authority	Bromley
Inspection number	10268899
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Board of trustees
Chair of Trustees	Ann Golding
Headteacher	Elizabeth Blake
Website	www.bickley.bromley.sch.uk
Date of previous inspection	Not previously inspected under section 5 of the Education Act 2005

Information about this school

- Bickley Primary School converted to become an academy school in May 2019. When its predecessor school, also called Bickley Primary School, was last inspected by Ofsted, it was judged to be good overall.
- Bickley Primary School is part of the Nexus Education Schools Trust.
- The school does not make use of any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher to discuss school development.

- Inspectors met with representatives of the local governing body, the trustees and the chief executive officer.
- Inspectors scrutinised a wide range of documents, including those related to safeguarding, pupils' personal development, attendance and behaviour.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, and art and design. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at pupils' work.
- Inspectors also spoke to leaders and looked at samples of pupils' work for science, physical education and French.
- The views of parents and carers and staff were also considered, including through Ofsted's surveys.
- Inspectors reviewed the arrangements for safeguarding by scrutinising records and through discussions with pupils and staff.
- Inspectors reviewed a wide variety of documentation provided by the school. This included leaders' self-evaluation, curriculum information and school policies.

Inspection team

Deborah Walters, lead inspector	His Majesty's Inspector
Martyn Patterson	Ofsted Inspector
Jacque Fairhurst	Ofsted Inspector

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