



# Bickley Primary School

## Inspection Report

**Unique Reference Number** 131553  
**LEA** Bromley LEA  
**Inspection number** 282226  
**Inspection dates** 24 May 2006 to 25 May 2006  
**Reporting inspector** Beryl Richmond AI

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

<b>Type of school</b>	Primary	<b>School address</b>	Nightingale Lane
<b>School category</b>	Community		Bromley
<b>Age range of pupils</b>	4 to 11		BR1 2SQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	020 8460 6790
<b>Number on roll</b>	209	<b>Fax number</b>	020 8460 6791
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Jasmine Berry
<b>Date of previous inspection</b>	22 January 2001	<b>Headteacher</b>	Rosamund Skinner

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 24 May 2006 - 25 May 2006	<b>Inspection number</b> 282226
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Bickley is an oversubscribed one-form entry primary school, which was opened in 1998. Most children benefit from pre-school provision and their starting points in reception are average with some children being above average. The proportion of pupils with learning difficulties and disabilities is increasing but still below the national average. Few pupils are known to be eligible for free school meals. A very small proportion of pupils are from ethnic minorities and very few of them are learning English as an additional language.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

The school rates its overall effectiveness as good and the inspection team agrees. Leadership is good overall. It sets a clear direction for the school through a strong shared ethos that encourages pupils to develop well personally and to do their best. Standards are above average overall. Pupils' achievement is good overall but some higher attaining pupils do not reach their full potential, particularly in mathematics. The school's assessment systems have recently become more systematic to ensure that most pupils' needs are met more effectively but they are not yet fully embedded particularly with regard to higher attaining pupils. The school has improved standards well in writing in Years 1 and 2 but a similar improvement is yet to be confirmed in Years 3 to 6. Partnerships with other organisations are good and contribute well to pupils' personal development. Provision is good in the Foundation Stage. Teaching and learning are good overall with some teaching being outstanding. The curriculum is good. Whilst fully complying with all statutory requirements, it has also been adapted well to meet the needs of its pupils, to provide a wide range of interesting opportunities and to enable pupils to learn well about their own and other people's cultures. Personal development is given high priority so that pupils become responsible learners who work together well. Opportunities for pupils to contribute to their own school community and other communities are outstanding. Care and concern for pupils' well-being are good. The school gives good value for money.

The school has successfully addressed most of the issues in the previous report and has demonstrated that it has a good capacity to improve further.

### What the school should do to improve further

- Improve achievement of the higher attaining pupils, particularly in mathematics.
- Use assessment more effectively to match tasks accurately to meet all pupils' needs, but particularly the needs of the higher attainers.

## Achievement and standards

### Grade: 2

Pupils achieve well overall because of good teaching and learning. New better systems ensure that pupils' progress is now being monitored more systematically but these systems are not yet fully embedded. Although standards are above average overall in Years 1 to 6, some higher attaining pupils are not achieving as well as they could, particularly in mathematics. The school has improved standards in writing well at Years 1 and 2 and is working to improve them in Years 3 to 6. There is a particular focus on improving boys' writing. In Year 6 in 2005, not enough pupils achieved the higher level 5 in writing and mathematics but because there is only one year's data, it is not possible to analyse trends. The school is confident that standards are better this year but this has yet to be confirmed in test results. Pupils' targets are usually challenging but not always challenging enough for some of the higher attainers. In order to bring about

an improvement in standards in mathematics the school has been focussing on improving problem solving, but the impact of this work is yet to be evaluated.

Children usually enter the Reception year with average or above starting points. Their language and mathematical development is good but there is a need for the school to focus on their personal and social development. Children usually achieve satisfactorily and by the time they start in Year 1, about one fifth of the class are above average.

Pupils with learning difficulties and disabilities and the very few pupils learning English as an additional language achieve in line with other pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Attendance is above average and pupils enjoy coming to school. Relationships between adults and learners are good, as is pupils' behaviour. Pupils have positive attitudes towards learning and enjoy lessons. The school develops pupils' self esteem well and social skills clubs help those who need further guidance. The school council is well established and pupils' opinions are considered and acted upon, for example in the provision of outdoor games equipment. There are good opportunities for social and moral development and pupils are courteous to visitors and to one another. Spiritual development is good and pupils learn about other faiths through lessons, visits and visitors to the school. They are encouraged to reflect on the lives of others. Pupils have excellent opportunities to learn about their own culture and those of others and this is a strength of the school. They know how to keep themselves safe and about the importance of maintaining a healthy lifestyle. Pupils make an outstanding contribution to their own community, by undertaking a range of responsibilities around their school and to the wider community by fund raising for those less fortunate than themselves. They are preparing well for their future economic well being by developing good basic and personal skills.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good overall with some being outstanding. In an outstanding English lesson in Year 5, all pupils were enthused to write because of lively, knowledgeable teaching that catered for the needs of all the pupils in the class. Children are getting off to a good start in the Foundation Stage because they are given opportunities to make choices, which help them develop as independent learners through participating in lively, enjoyable activities.

Teaching assistants make a valuable contribution to pupils' learning, particularly in group work and in specialised teaching sessions. Teachers generally use time in lessons well and most deliver their lessons in a lively manner. Good use is made of information and communication technology (ICT) to explain, model and demonstrate. On the very few occasions where teaching is satisfactory or inadequate, there are missed

opportunities for speaking and listening that prevent the full participation of all pupils in whole class sessions. In some classes, planning is not adjusted well enough to cater for the higher attainers.

Where learning is good or better, teachers have high expectations. Pupils have good opportunities to develop language skills through discussion and explanation and have a clear understanding of what they need to do to improve. In an inadequate lesson, the behaviour of some pupils prevented effective learning. Teachers' feedback is a growing strength because it helps pupils to know how well they are doing against clearly identified success criteria but this is not consistent in all classes. In some lessons, tasks are not challenging enough for the higher attaining pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good because it provides a range of interesting and exciting learning opportunities. Teachers plan appropriate coverage of all subjects and include the needs of those with learning difficulties and disabilities. Provision in the Foundation Stage is exciting and stimulating. The writing, ICT and science curriculum in Years 1 and 2 have all been improved in recent years and this is having a positive impact on pupils' achievement. The school's personal, social and health provision is good. It helps pupils to develop independence, self-confidence, and the ability to make choices. Pupils have frequent opportunities to work together in teams and to develop enterprise skills through activities like fundraising for charities. The school has good provision for pupils' appreciation of their own and others cultural traditions. There is a good focus on the creative curriculum. Pupils are taught how to keep healthy. There is a good variety of visits and visitors. Pupils visit Dulwich Museum, for example, and Year 6 pupils benefit from a residential visit in the summer term. These visits add to the pupils' enjoyment and provide opportunities for all pupils to achieve well. The school provides a good range of extra-curricular activities including French, choir and sporting activities. As one pupil said 'Quite a good school PE wise'.

## **Care, guidance and support**

### **Grade: 2**

The quality of care, guidance and support is good overall. Care and support are good and the school has a caring, supportive ethos where pupils feel secure. One parent's comment that 'Bickley Primary School offers a caring, supportive environment for my daughter' is typical of the feedback received from parents. Health and safety routines, child protection and risk assessments are fully in place. Vulnerable pupils and those with learning difficulties or disabilities are identified at an early stage and highly skilled teaching assistants meet their needs. They are given support so that they achieve as well as other pupils. Pupils are encouraged to show respect for and to be kind to each other, and strategies such as the 'buddy bench' and 'friendship stop' ensure that they feel cared for and happy. Pupils' academic guidance is satisfactory because although they are aware of their targets for improvement and their progress has always been recorded, it is only recently that the school has put in place good tracking systems of

pupils' progress and consequently this has had a detrimental impact on the progress of some pupils in the past.

## **Leadership and management**

### **Grade: 2**

The leadership and management of the school are good. The headteacher sets clear direction for the school and is well supported by the senior management team. They have begun to develop satisfactory systems to monitor and evaluate pupils' performance. The changes introduced a few years ago to improve writing have had a positive impact on standards, particularly in Years 1 and 2. The school has successfully addressed the issues from the last inspection report with regard to pupils having enough time to record their investigations in science and having opportunities to use their ICT skills across the curriculum. All staff share a common view about the future direction of the school centred on improving standards.

The school has monitored its performance satisfactorily, including by observing lessons, and this has helped guide the development planning of the school. This is clearly linked to the performance management of staff, where targets are set for improving standards and achievement. Self-evaluation, which includes taking account of the views of all parents and pupils, in different ways, including through questionnaires, has been effective in enabling the school to improve but the evaluation of initiatives is not always fully explained. Effective leadership has ensured that most pupils have an equal opportunity to learn and progress. Challenging targets are set although they are not always challenging enough for some of the higher attainers, particularly in mathematics. There are good systems in place to support pupils' personal and social development. The school has reviewed its curriculum to ensure that it meets the needs of its pupils. By addressing successfully pupils' personal needs, behaviour has been maintained as good and by identifying areas of weakness, like writing, there have been good improvements in pupils' achievement and standards. Such successes indicate a good capacity to improve. Subject leaders play an important role in bringing about improvements in standards.

The work of the governing body is good. They provide support for the headteacher and the school but they are not fully involved with the monitoring and evaluation of the strengths of the school and areas for development.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

### **Pupils**

I am writing to let you know how much we enjoyed our visit to your school. We think that your school is good and we found it to be a very friendly and happy place. Thank you for making us welcome and for helping us.

Here are the important things that we want you to know: \* You enjoy coming to school and joining in the wide range of activities that your school offers you. \* Your behaviour is good and you get on well with each other and with your teachers. \* You work well together, especially in group activities, and most of you are achieving well. \* You contribute well to your school community by being members of the School Council and very well to the wider community by your many fund raising activities for different charities and support for local organisations. \* Teachers and teaching assistants teach and look after you well. Some teaching and learning are outstanding. \* You benefit from a wide range of interesting opportunities.

These are the things that we think could be better: \* We think that some of you could do even better in mathematics. \* We have asked your headteacher and teachers to check on your progress even more carefully than they do now.

Beryl Richmond

Lead Inspector