

# Mottingham Primary School

## Inspection report

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<b>Unique Reference Number</b>	101605
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	335754
<b>Inspection dates</b>	12–13 January 2010
<b>Reporting inspector</b>	Ann Sydney

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	375
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Ryder
<b>Headteacher</b>	Marion Drake
<b>Date of previous school inspection</b>	13 January 2010
<b>School address</b>	Ravensworth Road London SE9 4LW
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## Introduction

This inspection was carried out by three additional inspectors. Approximately 60% of their time was spent looking at pupils' learning, and 14 teachers' lessons were seen. The inspectors visited 21 lessons, including extra help sessions, and the breakfast club. They held meetings with governors, staff, pupils, parents and carers and talked to school improvement personnel. They observed the school's work and looked at attendance and assessment data and the required school policies. They also took into account the information from 36 questionnaires returned by parents and the views of staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress pupils are currently making in all year groups, particularly in mathematics and all aspects of English
- whether what the school is doing to improve attendance and punctuality is effective
- how well assessment and target-setting are used to raise standards.

## Information about the school

The school is larger than the average primary with a big variation in the numbers of pupils in each year group. As a result, Years 4 and 5 are taught in mixed-age classes. A significant number of pupils join and leave the school part-way through the year. Almost half the pupils are identified as having special educational needs and/or disabilities; most frequently they have difficulties with learning, behaviour and speech, language and communication. Provision is made for children in the Early Years Foundation Stage in the Reception classes. The school provides a breakfast club for up to 24 pupils and has a Special Opportunities Unit for up to eight pupils with severe learning difficulties. The acting headteacher was appointed in January 2010, having previously been the deputy headteacher. The school has several awards, including Investors in People and a Healthy School Award.

**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?**

**4**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to attainment, achievement, attendance and assessment.

The attainment of all groups of pupils in English, mathematics and science has been very low for several years at the ends of both key stages. One pupil said, 'I want to learn more, learn hard.' The governing body have not asked challenging questions about results until they were presented with data by the current acting headteacher last term. The school has concentrated on providing a safe and happy environment and it has succeeded in doing this, but until very recently it has not focused on standards with the same rigour. Assessment data have been unreliable, and Key Stage 2 results have fallen way below the school's expectations and results nationally.

London Challenge and the local authority have provided excellent support to the school in the past year, enabling staff and the governing body to get a more realistic view of the school's position. The curriculum has been improved and most parents, carers and pupils agree that behaviour is better. Expectations are rising fast and progress is accelerating. Current Year 6 pupils are on track to attain test results which are closer to last year's national average in mathematics, which would indicate good achievement. The acting headteacher has an excellent rapport with staff, pupils and parents and carers, and is skilled in interpreting data. Good teaching appointments have been made, plugging gaps in expertise such as in science. There is now no inadequate teaching, much that is good and some outstanding. However, many staff have been in post for a short time and it is too early to see the impact on pupils' achievement.

Attendance has been low for several years compared with similar schools, despite the school's efforts. The amount of authorised absence and the number of persistent absentees are both very high. Most parents and carers have been largely disengaged from the school. Recent efforts by the acting headteacher to improve links with parents and carers have been received warmly. Parents and carers describe staff as approachable and helpful but there is still much to do to keep them informed of their child's academic progress. Attendance, standards and the quality of teaching were key issues at the previous inspection. The accuracy of the school's self-evaluation has improved and is now good. The strengthened leadership and improved teaching and learning are already having an impact on achievement in mathematics and this demonstrates that the school has satisfactory capacity to improve further.

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## What does the school need to do to improve further?

- Within one year, raise pupils' attainment and improve achievement at all stages, so that neither is significantly below national averages, and ensure all teaching is consistently good or better.
- Increase attendance to 93.7%, the average for similar schools, within one year by
  - reducing authorised absence
  - developing closer links with parents and carers to show that their children are missing enjoyable and valuable learning opportunities.
- Ensure the assessment of pupils' work is accurate across the school and is carried out at least every half term and shared with pupils, parents and carers.

## Outcomes for individuals and groups of pupils

**4**

Pupils' books and observations in lessons show that progress is beginning to accelerate in some subjects and in most classes. There is no difference in the progress made by pupils with additional needs or those in the Special Opportunity Unit. Those pupils who have been in the school since Reception generally do better than those who arrive later. Pupils are now making good progress in mathematics in Year 6 and their attainment is now close to national expectations. Progress is slower in English, particularly in reading, and for younger pupils.

Pupils' personal development is good in many respects and pupils reported how they enjoy coming to school. Their behaviour is good; they know how to stay safe as a result of the school's good level of care, and they adopt healthy lifestyles. The satisfactory curriculum delivers good opportunities for spiritual, moral, social and cultural development and pupils from all backgrounds play and work well together. However, because of poor attendance and very low achievement and standards, pupils do not adequately develop the skills they will need in the future.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
	<b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

All teaching and learning observed was at least satisfactory, with some that was good and some outstanding. However, it is not yet consistently good enough to tackle the long legacy of underachievement. Teachers have good subject knowledge and displays are informative and attractive, but teachers are less confident using technology to enliven lessons. They are good at posing questions to assess how well pupils are progressing, and pushing them a little further. This, and many chances to rehearse their writing by talking with a partner, improves pupils' speaking, listening, writing and thinking skills. In the better lessons, work is well planned to meet a range of abilities and teachers evaluate their lessons thoroughly to adapt for the future. Generally the pace is good; pupils are motivated, and therefore behave well. In weaker lessons, learning intentions and success criteria are not shared with the pupils, and planning does not always acknowledge different ages within one class. There is sometimes too much repetition and expectations are too low, especially about presentation.

Teachers get a clear idea from whole-class review sessions about how well individuals are learning. Older pupils know their literacy targets and have descriptions of what they need to do to gain a higher level, but marking does not refer to these. Some marking is good but some has a limited impact on improving work because the same comments are repeated.

There have been significant improvements to the curriculum but these have yet to have an impact on standards. The curriculum is well planned to link subjects effectively, for example linking history, science and literacy in a lesson on Captain Cook and the prevention of scurvy. Pupils are enthusiastic and, as one said, 'I love learning because it's fun!' There are frequent opportunities for different types of writing, but not enough use is made of information and communication technology across the curriculum. There is a good range of clubs and activities, including a foreign residential trip to develop older pupils' confidence and independence and practise their French. Good use is made of other schools' facilities, for example in the provision for gifted and talented pupils. Transition arrangements are handled well, especially for the youngest children. The effectiveness of the range of interventions for pupils with additional needs, or who need

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a boost, has been evaluated and only those that worked well remain. The curriculum in the unit for pupils with severe learning difficulties is not personalised enough to deal with a potentially wide range of needs. Opportunities for integration are insufficiently structured or pursued with tenacity.

Parents and carers have a new confidence in the school because they see the acting headteacher and staff frequently and can bring concerns to their attention. Pupils know that their worries will be acted upon. Safeguarding procedures work well, especially for potentially vulnerable pupils, so that pupils feel safe in the school. Confidentiality is respected and there are close links with services beyond the school. The free breakfast club is appreciated by parents and carers and has led to some improvement in punctuality, but the school's efforts at improving attendance have not been successful. The school provides good guidance to pupils on keeping safe and healthy. Behaviour is managed consistently and this has led to improved behaviour and therefore more opportunities for learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The acting headteacher is ambitious for the school and has the backing of staff in the drive for improvement. She is raising expectations of what the pupils can achieve. She took swift action to improve relationships and consultation with parents and carers. Self-evaluation has improved at all levels. The governing body now have access to data and have improved their skills in holding the school to account. They have a realistic view of the school and are clear that there is much to do. Partnerships with other schools and with London Challenge and the school improvement partner have given the school the kick-start it needed, leading to improved teaching and learning and a better appreciation of performance. Senior managers and improvement partners are developing the monitoring skills of middle managers and improving the consistency of assessment. The school is a cohesive community. Pupils and staff have an easy rapport, and incidents of racist behaviour are rare. Links are made with schools locally and abroad but there is no evaluation of the school's work on community cohesion. The governing body promote equality satisfactorily through the curriculum, the inclusion of pupils from the Special Opportunity Unit and through their equalities policies. The school is rigorous in its safeguarding procedures. Careful financial management ensures that most classes can consist of one year group, but some subjects, such as science, are

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under-resourced. Bearing in mind pupils' low attainment and slow progress, the school provides inadequate value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children enter the Early Years Foundation Stage with skills and knowledge that are well below that of a typical four-year-old. They make satisfactory progress, but leave the Reception class with attainment that is still below what is expected for their age. For example, their skills in linking letters and sounds, reading and writing are behind where they should be. Phonics teaching is beginning to make an impact. Children settle quickly into school partly because the majority have had pre-school experience but also because of good induction. They cooperate and share well and make choices. Behaviour is good because children quickly learn the school's expectations. They are safe, secure and well supervised. Staff know what children should learn from the activities they provide. Teaching assistants are particularly effective. Although assessment systems are satisfactory, they do not give a clear picture of individual progress and longer observations do not draw conclusions from what is recorded. This means adults are sometimes unclear about what children need to do next. The outdoor area is used well. Leadership and management are satisfactory, although recent changes mean that action planning is still at an early stage. There is a clear focus on improving standards, working closely with parents and carers, and developing children's speaking and listening skills. Special needs are identified early and children who have additional needs are closely monitored. The transition to Year 1 is well planned and pupils have a gradual



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introduction to more formal learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

### Views of parents and carers

The proportion of parents and carers who responded to the questionnaire was lower is typical for a primary school. On the whole, parents and carers were very happy with the care given by the school and several praised the headteacher in particular.

Parents' and carers' main concerns were:

- That their children were not making enough progress, the inspectors agreed with this.
- The school does not meet their child’s particular needs. Parents had concerns about delays in providing specialist help. Inspectors noted that improvements are part of the school’s improvement plan.
- The school does not do enough to help parents support their child’s learning. Inspectors judged good links with parents have been made in the Reception classes, but have not yet spread to all the school.
- It does not prepare their children well enough for the future. The inspectors felt that transfer between classes is well handled, especially between the Reception classes and Year 1. It was not possible to judge arrangements for transfer to secondary school. Standards are low and this does not prepare pupils well for competition for places in selective schools at the end of Year 6.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mottingham Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 36 completed questionnaires by the end of the on-site inspection. In total, there are 255 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	53	17	47	0	0	0	0
The school keeps my child safe	18	50	18	50	0	0	0	0
The school informs me about my child's progress	16	44	16	44	4	11	0	0
My child is making enough progress at this school	10	28	15	42	9	25	1	3
The teaching is good at this school	13	36	20	56	1	3	0	0
The school helps me to support my child's learning	10	28	21	58	4	11	0	0
The school helps my child to have a healthy lifestyle	11	31	23	64	2	6	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)	9	25	17	47	4	11	0	0
The school meets my child's particular needs	9	25	18	50	8	25	0	0
The school deals effectively with unacceptable behaviour	14	39	18	50	3	8	1	3
The school takes account of my suggestions and concerns	13	36	20	56	3	8	0	0
The school is led and managed effectively	12	33	21	58	2	6	0	0
Overall, I am happy with my child's experience at this school	13	36	21	58	2	6	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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



14 January 2010

Dear Pupils

Inspection of Mottingham Primary School, London SE9 4LW

Three inspectors visited your school recently on two very snowy days to see how well the school provided for your education. We spoke to lots of people and visited all the teachers' lessons. Everyone was very friendly and helpful. Your behaviour was good in lessons and around the school and you told us how much you enjoyed being at Mottingham Primary.

The school looks after you very well so that you are safe and happy. We heard from some parents, and some of you, about how adults in the school have made a difference to your lives. Your school motto is 'safe, happy and learning'. We think you have achieved the first two but there is still some hard work to be done to become the very best learners.

We found that pupils have not been doing as well as they should for the last few years. Attendance is very low compared to similar schools. This means that we have given the school a 'notice to improve' which means that inspectors will come back in a few months to check that improvements are taking place in learning, attendance and information about your progress. Improvements have already begun. Teaching has improved in the past few months and already the older pupils are doing better in mathematics. You have a new acting headteacher who has introduced new ways of working, with the help of her advisors and leadership team. The next few months will be hard work for you all to show just what you can do.

You can all help by:

- coming to school every day (unless you are ill) and reminding your parents that you will miss exciting things to learn if you are late
- asking your teacher how well you are doing and what you need to do next to improve
- telling your teacher if work is too easy or too hard.

Very best wishes

Yours sincerely,

Ann Sydney

Lead inspector

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