

# St George's, Bickley, Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	101645
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	335763
<b>Inspection dates</b>	11–12 February 2010
<b>Reporting inspector</b>	Helen Hutchings

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fr Owen Higgs
<b>Headteacher</b>	Valerie Carrier
<b>Date of previous school inspection</b>	3 January 2007
<b>School address</b>	Tylney Road Bromley BR1 2RL
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## Introduction

This inspection was carried out by three additional inspectors. The majority of the inspection evidence was gathered through observation of teaching and learning and scrutiny of pupils' work. Inspectors spent over half of each school day observing 15 lessons, involving 11 teachers. Inspectors observed the school's work, and held meetings with representative groups of governors, staff, children and a representative from the local authority. They looked at the school's improvement plans, assessment information and curriculum planning. In addition, 44 parent and carer, and 21 staff questionnaires were received and analysed along with questionnaires from 149 pupils in Key Stage 2.

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

- How well pupils are achieving in all subjects, but particularly in science.
- The school's apparent strength in the care and guidance of its pupils.
- How well senior leaders check on the school's performance and their success in raising attainment.

## Information about the school

This above average-sized school has more girls than boys on roll. Most pupils are from White British backgrounds. A higher than average number of pupils are from minority ethnic backgrounds, and the proportion speaking English as an additional language is above that found in many schools. The proportion of pupils with special educational needs and/or disabilities is average, mainly related to learning or behavioural, emotional and social difficulties, but the proportion of those holding a statement of special educational need is high, as is the number of pupils joining the school throughout the year. There has been significant long-term staff illness since the last inspection. The school holds a number of awards, including Eco School and Financial Management Standard in Schools awards.

**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?**

**3**

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

**3**

### Main findings

St George's School is a satisfactory school where children make a sound start to their education. Pupils achieve satisfactorily and attainment is in line with national averages. Parents and carers commented positively about the school's good quality care, referring to the school as a 'happy, caring school'. Most aspects of pupils' personal development are good, including their spiritual, moral, social and cultural development. Pupils participate in a wide range of artistic, sporting and cultural activities for which the school holds an Artsmark. St George's is a harmonious community where pupils are respectful of each other, enabling them to work well together in lessons. Pupils respond well to adults' high expectations of behaviour. They feel safe and enjoy school because they know how to take care of themselves and that any incidents of inconsiderate behaviour will be dealt with effectively. Pupils' good understanding of health matters is recognised by the Healthy School award.

The main reason why progress is satisfactory rather than better is because pupils have not made consistent progress through the school. Progress is now more even and teaching is satisfactory overall. Some teaching is good, with precise learning objectives for the lesson, and conducted at a fast pace which challenges all pupils. However, this is not always the case and sometimes time is lost through overly long introductions or teachers do not expect enough of pupils in the time given to their tasks. Marking is regular and usually identifies how work could be improved, but pupils are not routinely required to carry out the 'jobs' identified for them to show that they have understood their teacher's comments.

Senior leaders and governors have a clear view of the school's effectiveness and planning is appropriately focused on improving pupils' attainment. For example, improvements are planned to develop outdoor provision in the Reception classes further. Work with local authority consultants is enabling staff to make better use of the information it holds and there is now a stronger focus on analysing the progress pupils make rather than their attainment level. Where there has been a significant improvement focus, for example in science in recent years, attainment has improved through the school. This indicates that the school has satisfactory capacity to improve.

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

- Develop teaching to accelerate pupils' learning and progress and raise their attainment, by:
  - making sure that learning objectives and pupils' success criteria are sharply focused on the precise learning to take place in the lesson

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- lessons are conducted at a fast pace, raising teachers' expectations of what pupils can achieve in the time given
- ensuring that pupils have opportunities to follow up the guidance given to them in teachers' marking
- disseminating the most effective practice already evident in the school.
- Improve monitoring and evaluation by:
  - making the scrutiny of pupils' work and monitoring of teachers' planning more rigorous
  - analysing monitoring data more rigorously to identify the impact of initiatives and to identify trends in performance.
- Build on the core of good practice in the Reception classes to improve provision, by:
  - giving children more opportunities to learn through more extended play-based activities
  - ensuring that outdoor provision matches the quality of the classrooms by the end of the academic year.

**Outcomes for individuals and groups of pupils****3**

Pupils' academic attainment is broadly average throughout the school. Results in the Year 6 national tests vary from year to year, reflecting the differing abilities and needs in each year group, but overall they are in line with national averages. All groups, including those who speak English as an additional language, those who have special educational needs and/or disabilities or who join at different times during the school year make satisfactory progress from their starting points. Attainment in English has been consistently better than in mathematics and science over the last few years, but recent assessments show that this is being effectively addressed and the gap narrowing.

Pupils particularly enjoy lessons and say that learning is most effective when they undertake practical, problem-solving activities. For example, pupils understood the success of writing instructions for a game when they used sports equipment to test each other's instructions out in groups. Pupils' good personal skills, such as their ability to work effectively together, have a positive impact on their learning. Similarly, pupils enjoy learning when they share their opinions or show others in the class the answer to problems using the interactive whiteboard.

Pupils take on a wide range of responsibilities enthusiastically, for example, as buddies for pupils new to the school, playground pals or dinner monitors. They enjoy sharing their ideas, including on how the Reception outdoor area could be improved. They are keen fund raisers, such as the recent school council event to raise money for Haitian earthquake victims. Curriculum visits and visitors to the school help pupils to broaden their experiences of people from different backgrounds and communities, and give pupils a good understanding of their role within their own community. For example, links with the British Legion enabled pupils to interact with veterans and learn about the relevance of the annual remembrance, with their work displayed at the Albert Hall.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

St George's is rightly proud of its approach to including pupils whose circumstances make them vulnerable and works hard to ensure that all pupils are supported well, enabling them to develop positive attitudes to school. Support is targeted well, for example with school administrative staff, the inclusion manager and educational welfare officer working closely together to improve the poor attendance of a few pupils. Some pupils who joined the school during the school year spoke of how their 'buddy' had helped them to settle into the school quickly, making a longer term friendship.

Staff are engaging well with the local authority on a programme to improve pupils' attainment. Teachers are supportive of one another but do not have enough opportunities to share their expertise, for example in curriculum planning to bring about more rapid improvements in teaching. All lessons have learning objectives, and in the most effective lessons these are clearly understood by pupils, such as when pupils used different symbols to construct their own pictograms. However, in some lessons pupils' success criteria are broad and require them to think about too many things, rather than focus on the most important learning point. Introductions to lessons are thorough,

<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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attempting to include all pupils in whole class discussion, sometimes effectively using 'talking partners' for pupils to share and articulate their own thinking, as in a lesson when pupils discussed how fairy stories had developed from oral storytelling. However, sometimes this is at the expense of taking learning forward quickly and in a few lessons, pupils are not required to do enough for themselves to consolidate their learning and the lessons are too teacher directed.

Input from consultants has helped teachers to make sure that their assessments are accurate. The tracking of pupils' progress is now rigorous and assessment information is being used satisfactorily to plan interventions to fill gaps in pupils' understanding, helping to accelerate their progress. The curriculum satisfactorily develops pupils' basic skills and teachers make some links between subjects, but recognise that more could be made of this to make learning more interesting and relevant. St George's has a particular focus on the arts through themed days, and specialist provision enhances pupils' experiences in music, physical education and dance. Pupils participate in a broad range of visits and visitors to enhance provision, including a residential trip for Year 6 pupils. Clubs cover a wide range of interests from cookery to golf, and pupils talk warmly about their involvement in these. While some are available for younger pupils, the majority are for pupils in Key Stage 2.

*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>3</b>

**How effective are leadership and management?**

Recruitment difficulties at senior level over the last few years have limited the school's capacity for improvement. However, this has now been addressed through the secondment of a deputy headteacher by the local authority while a permanent appointment is made. The headteacher and leadership team realise that, while teaching is monitored regularly, some other aspects of the school's work are not evaluated as rigorously to identify where further improvements can be made. For example, while assessment information is used to make comparisons with national trends, it is not always used well enough to identify what changes need to be made to teaching and the curriculum to bring about faster progress. Many governors are new to their roles and are supporting the school's drive to improve attainment. Governors are developing a more proactive approach, which will help them to hold the school to account more effectively. Safeguarding procedures meet statutory requirements and policies are reviewed regularly. The school has appropriate policies and procedures to promote equality of

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opportunity and community cohesion, but has not yet fully evaluated the impact of these on pupils' performance and experiences. The school's links with the church are strong, giving pupils opportunities to play a part in the school and parish community, often involving the school choir. A number of links promote pupils' understanding of life further afield, for example, links with schools in Africa and Spain have supported the school in gaining an International School award. Good links with external partners effectively enhance provision for pupils by giving them access to specialist support when this is beyond the expertise in the school or a broader range of activities, including sport with a local secondary school or specialist projects for higher-attaining pupils.

*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>3</b>

## Early Years Foundation Stage

Children in the Reception classes make steady progress from their broadly average starting points. Children enjoy the classroom activities and are developing independence. Children's behaviour is good, supporting positive relationships between peers and with adults. Adults plan an interesting range of activities, and resources and displays are well presented to engage children. The quality of children's writing seen in a lovely class version of Cinderella, shows that some effective teaching has taken place. However, the daily routine with frequent changes of task, does not always give children the opportunity to get highly involved in play-based activities, and this sometimes limits their learning. Observation and assessment systems are in place but the organisation of children's records in different places does not effectively support staff in having a clear picture of what needs to be learned next. The leader is new to her role and has made a satisfactory start in establishing the future direction. Improvements have been made to



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the outdoor provision and the school is aware that more is needed to match its quality with that of the indoor classroom.

*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**

Most parents and carers are positive about the school with a few wanting some improvements. However, only a very small minority returned inspection questionnaires. A few parents expressed concerns about the way the school manages pupils' behaviour but there was no evidence during the inspection to support these concerns. A few also felt that the school does not listen to their concerns or suggestions. Staff make considerable efforts to be available to listen to parents but recognise that more needs to be done to ensure that even more parents feel included and have already taken action to achieve this. The school website is currently being developed and 'parent mail' has been introduced in an effort to engage with families more effectively.

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

Ofsted invited all the registered parents and carers of pupils registered at St George's, Bickley, Church of England 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	50	19	43	2	5	0	0
The school keeps my child safe	25	57	17	39	1	2	1	2
The school informs me about my child's progress	18	41	22	50	2	5	0	0
My child is making enough progress at this school	15	34	24	55	5	11	0	0
The teaching is good at this school	17	39	23	52	4	9	0	0
The school helps me to support my child's learning	14	32	26	59	4	9	0	0
The school helps my child to have a healthy lifestyle	17	39	23	52	2	5	1	2
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)	25	34	22	50	2	5	1	2
The school meets my child's particular needs	27	39	23	52	4	9	0	0
The school deals effectively with unacceptable behaviour	22	27	24	55	5	11	2	5
The school takes account of my suggestions and concerns	13	30	22	50	8	18	0	0
The school is led and managed effectively	17	39	20	45	5	11	1	2
Overall, I am happy with my child's experience at this school	23	52	16	36	4	9	1	2

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.**



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15 February 2010

Dear Pupils

Inspection of St George's, Bickley, Church of England School, Bromley,  
BR1 2RL

Thank you very much for your welcome when we inspected your school recently. We enjoyed our visit and the conversations we had with you were very helpful in making our judgements about how well the school is doing. We think St George's, Bickley is a satisfactory school.

We would like to share with you what we thought are the strengths of your school:

- You are safe and happy at school because you get on really well.
- You are growing into sensible young people who willingly take on responsibility, for example as buddies for those new to the school, lunch monitors or playground pals.
- You make satisfactory progress in your work and your work is of a similar standard to that of other pupils of your age.
- Adults take good care of you and teach you how to take care of yourselves.
- Your good behaviour makes the school an enjoyable place to be.
- You have opportunities to do many things such as playing instruments, drama, singing and sport.

Adults in the school are always looking at how they can make things better. They will be looking closely at how effective the changes they make are in helping you to make more progress. These are some of the things adults will do to help you do even better, particularly in literacy, numeracy and science:

- Make sure that you understand your success criteria in lessons
- Not talk too long at the beginning of the lesson so that you have more time to try things out for yourselves
- Give you time to do the 'jobs' teachers give you when they mark your work
- Help children in the Reception classes to learn more through play activities
- Use some of your ideas to improve the outdoor area for reception children.

You can all help by continuing to work hard.

We wish you all the best for the future.

Yours sincerely

Helen Hutchings

Lead inspector

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