

## Ofsted inspections of Bromley schools 2017

School	Date of inspection	Phase	No. of pupils	Grade	Trend	Ofsted recommendations for next steps
Chislehurst School for Girls	December 2017	Secondary	1112	2	↑	<p>Improve pupils' progress further by:</p> <ul style="list-style-type: none"> <li>ensuring that teachers routinely plan activities that support the progress of lower attaining pupils</li> <li>improving the attendance of the small proportion of disadvantaged pupils who are persistently absent</li> <li>using the newly developed assessment information on A-level courses to raise students' outcomes.</li> </ul>
Balgowan Primary School	November 2017	Primary	682	2	→	<p>Accelerate progress for the middle ability pupils and the most able pupils by:</p> <ul style="list-style-type: none"> <li>ensuring that learning opportunities are sufficiently demanding in lessons</li> <li>providing work in writing and mathematics that is challenging and deepens pupils' knowledge.</li> </ul> <p>Improve pupils' progress in subjects other than English and mathematics by systematically analysing and tracking pupils' progress across the wider curriculum.</p> <p>Further improve the leadership skills of middle leaders so they are well equipped to implement and develop strategic plans and contribute more effectively to school improvement.</p>
Harris Girls Academy Bromley	November 2017	Secondary	785	1	↑	<p>As the sixth form grows, build on the strong teaching and learning to ensure that students achieve the highest grades in all subjects.</p>
Midfield Primary School	November 2017	Primary	424	1	↑	<p>Improve accuracy of the assessment of children's progress through the nursery.</p>
Holy Innocents Catholic Primary School	October 2017	Primary	216	2	↑	<p>Make sure that the most able reach their full potential by:</p> <ul style="list-style-type: none"> <li>providing work that is suitably matched to their needs, ensuring that challenge is consistent across the school</li> <li>ensuring that questions targeted at the most able challenge their thinking</li> <li>providing a variety of literature and reading opportunities to improve comprehension skills.</li> </ul>

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						<p>Improve pupils' progress in writing by:</p> <ul style="list-style-type: none"> <li>• providing frequent opportunities for pupils to write at length, where appropriate, across the curriculum</li> <li>• providing opportunities for pupils to apply their reading comprehension skills in their writing</li> <li>• ensuring that children in early years have the opportunity to engage in writing from when they first arrive in school.</li> </ul>
Trinity CE Primary School	September 2017	Primary	504	2	→	<p>Accelerate progress, particularly for disadvantaged pupils, in order that the proportion reaching the higher standards in reading, writing and mathematics increases in each phase by:</p> <ul style="list-style-type: none"> <li>• ensuring that pupils are given more opportunities to demonstrate a deeper understanding in their learning.</li> </ul> <p>Continue to develop middle leaders so that they contribute effectively to improvements in their phase, subject or area of responsibility.</p>
St. Mary Cray Primary Academy	September 2017	Primary	219	2	↑	<p>Raise the quality of teaching from good to outstanding by working with teachers to eliminate inconsistencies, for example in providing feedback to pupils and ensuring that teachers take every opportunity to develop pupils' language skills.</p> <p>Increase both pupils' ability to be self-disciplined and their resilience so that they can make faster progress and work in greater depth.</p>
Bromley Trust Alternative Provision Academy	September 2017	PRU	87	2	→	<p>Leaders should embed their new assessment and monitoring systems so they can more effectively track pupils' progress across the curriculum.</p> <p>Refine how leaders and governors set targets for pupils' attainment and subject achievement as part of their improvement planning.</p> <p>Teachers need to ensure that they challenge the most able pupils in their learning so that they consistently make the progress of which they are capable.</p> <p>Continue to improve attendance, particularly at key stage 4.</p>
St Peter and St Paul Catholic Primary School	July 2017	Primary	217	2	↑	<p>Increase the rates of pupils' progress further still across year groups and subjects by providing pupils, including the most able, with learning opportunities that challenge their thinking to deepen their learning.</p>

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						Improve attendance, particularly for those pupils who are eligible for free school meals and those who have special educational needs and/or disabilities, so that it is in line with the national average.
Raglan Primary School	June 2017	Primary	432	2	↑	<p>Improve the consistency and quality of teaching and learning by ensuring that:</p> <ul style="list-style-type: none"> <li>teaching consistently challenges the most able, including those in the early years</li> <li>teachers quickly identify when pupils are ready to move on in their learning</li> <li>adults in the early years intervene more quickly with children to move their learning forward.</li> </ul> <p>Strengthen the role played by subject leaders in driving forward developments in their areas of responsibility now that training and coaching have given them the skills and expertise.</p>
La Fontaine Academy	June 2017	Primary	216	2		<p>Further strengthen teaching, learning and assessment to help all pupils make consistently good progress by ensuring that:</p> <ul style="list-style-type: none"> <li>best practice is shared across the school</li> <li>the most able pupils, including those who are disadvantaged, are set tasks which challenge them, particularly in mathematics</li> <li>provision for children working below age-related expectations in Reception classes consistently meets their needs</li> <li>provision for pupils who have special educational needs and/or disabilities consistently and effectively meets their needs</li> <li>incidents of low-level disruption in lessons are reduced.</li> </ul> <p>Continue to take effective action to improve the attendance of disadvantaged pupils.</p>
Harris Academy Beckenham	June 2017	Secondary	1031	1	↑	<p>Improve pupils' personal development by ensuring that all pupils, including sixth-form students, participate more regularly in the wide range of enrichment activities on offer.</p>
Biggin Hill Primary School	June 2017	Primary	355	2	↑	<p>Strengthen the quality of teaching in mathematics by ensuring that teachers consistently provide pupils with opportunities to</p>

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						<p>explain their mathematical reasoning and understanding when they solve problems.</p> <p>Improve the impact and influence of middle leaders by ensuring that they are fully effective in checking the quality of teaching and pupils' progress to further raise achievement in their relevant subjects.</p> <p>Continue to improve the attendance of pupils who are eligible for free school meals, so that their attendance matches that of pupils nationally.</p>
Scotts Park Primary School	May 2017	Primary	503	2	↑	<p>Ensure that teachers match work to pupils' abilities more accurately to embed and deepen pupils' learning, thereby maximising rates of progress and attainment for all, but particularly for the most able.</p> <p>Refine the school's assessment systems so that pupils' progress can be tracked and analysed more efficiently from their different starting points.</p> <p>Improve pupils' progress in the foundation subjects by: – systematically analysing and tracking pupils' progress – monitoring the coverage of these subjects more closely.</p>
Harris Primary Academy Shortlands	April 2017	Primary	177	1	→	<p>Ensure that all teachers act swiftly and effectively to help pupils who are less able, particularly in mathematics, when they misunderstand new ideas or vocabulary.</p>
Kemnal Technology College	March 2017	Secondary	647	3	↓	<p>Rapidly improve leadership and management by ensuring that:</p> <ul style="list-style-type: none"> <li>• leaders and governors rigorously evaluate the impact of pupil premium funding on the progress of disadvantaged pupils from their different starting points</li> <li>• leaders develop the curriculum, particularly for key stage 4 and the sixth form, so that it best meets the needs and aspirations of all pupils so that they are well prepared for their next steps</li> <li>• leaders and governors, including those in middle leadership roles, sharpen improvement planning, achieve consistency in assessment practice and raise standards in their related subject areas</li> <li>• all teachers consistently apply school policies, including those for behaviour and assessment.</li> </ul>

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						<p>Improve the quality of teaching, learning and assessment, particularly in humanities and science, and in academic courses in the sixth form, by all teachers:</p> <ul style="list-style-type: none"> <li>• having the highest expectations of what pupils are capable of achieving</li> <li>• routinely challenging pupils, including the most able, by using learning activities better suited to pupils' different starting points</li> <li>• checking pupils' knowledge, skills and understanding before they move on to new activities.</li> </ul> <p>An external review of the school's use of pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.</p>
St John's CE Primary School	March 2017	Primary	274	3	→	<p>Improve the teaching of writing and mathematics, so that pupils make at least as much progress as they do in reading, by teachers:</p> <ul style="list-style-type: none"> <li>• giving pupils opportunities to practise and consolidate their mathematical skills</li> <li>• ensuring that pupils use ambitious vocabulary when writing</li> <li>• persistently demanding that pupils apply their spelling, punctuation and grammar skills when writing extensively.</li> </ul> <p>Stretch and challenge the most able, including the most able disadvantaged, so that a high proportion of them exceed expected standards in writing.</p> <p>Improve the effectiveness of middle leaders by:</p> <ul style="list-style-type: none"> <li>• making sure that the actions they take are having an impact on accelerating the progress pupils are making</li> <li>• ensuring that the initiatives they are driving are implemented consistently to achieve good or better quality of teaching and learning in all year groups</li> </ul>