

# Hawes Down Junior School

The Mead, West Wickham, Kent, BR4 0BA

## Inspection dates

10–11 January 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- There is too much variation in the progress made by different groups of pupils in reading, writing and mathematics.
- Leaders' expectations of what pupils can achieve are not high enough to ensure that all make good progress.
- Although lessons are planned thoroughly, teachers do not effectively use assessment information to meet the needs of all groups of learners.
- The quality of marking lacks detail and is variable. Pupils are not given enough opportunities to respond to teachers' feedback. Consequently, pupils often do not know how to improve their work.
- Teachers do not regularly check pupils' understanding and activities are not always sequenced to ensure that all pupils, especially the more able, make good progress.
- Leaders have not analysed and used information on pupils' progress well enough to ensure that different groups of pupils make good progress.
- Although the governing body is very supportive of the school's work, not all members are able to challenge leaders on issues related to pupils' progress because further training is needed to enable them to carry out their roles confidently.

### The school has the following strengths

- Pupils behave well and attend school regularly. There are good relationships between the teachers and pupils.
- Pupils say they feel safe at school and praise the school's rewards systems.
- Leaders have invested a considerable amount of time, resources and activities in successfully extending and enhancing pupils' spiritual, moral, social and cultural development.
- Pupils in the additional resourced mainstream setting make good or better progress in lessons and in their social and communication skills. The setting is well led and teaching assistants organise effective support programmes for pupils.

## Information about this inspection

- The inspection team observed 16 lessons, of which three were joint observations with the headteacher. The team also had many meetings and discussions with the headteacher to gain an accurate evaluation of the progress that pupils make throughout the school.
- The team spent time in the additional resourced mainstream setting observing the quality of teaching and support that is given to pupils with severe behaviour difficulties, social and communication difficulties, severe learning difficulties and hearing impairment.
- Meetings were held with the senior link adviser from the local authority and members of the governing body. The team also had an additional meeting with members of the governing body who were responsible for overseeing the promotion of pupils' spiritual, moral, social and cultural development and monitoring the impact of this aspect of the school's work.
- Inspectors considered parents' and carers' views of the school through discussions and the 63 responses to the online questionnaire (Parent View). There were also discussions with pupils and staff.
- The team examined a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation. They looked at attendance figures, pupils' work, the school's improvement plan, behaviour records, and external reviews of the quality of teaching.

## Inspection team

Janice Williams, Lead inspector

Additional inspector

Joanna Jones

Additional inspector

David Storrie

Additional inspector

## Full report

### Information about this school

- The school is an average size junior school; the number of girls on roll is above the national average.
- The proportion of pupils known to be eligible for additional support through the pupil premium is below the national average.
- The percentage of pupils from minority ethnic backgrounds is above the national average with the majority being from Mixed, Asian, Black or Black British heritage.
- The percentage of pupils who speak English as an additional language is above the national average.
- The proportion of pupils supported by school action is above the national average, as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is an additional resourced mainstream setting which provides learning in a small class setting for 10 pupils with severe and complex communication, behaviour and learning difficulties. The provision is equipped with a sound loop for its hearing-impaired pupils and there is a separate secure playground for pupils to play and interact in a nurturing environment. The school does not use any alternative provision.

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

- Improve the quality of teaching and learning so that it is consistently good or better by:
  - ensuring that marking is more detailed with better-quality feedback given to pupils so that they know how to improve their work
  - creating more opportunities for pupils to reflect and respond to teachers' feedback so that they can accelerate their progress
  - checking pupils' understanding regularly and sequencing activities more effectively to ensure that pupils, especially the more able, are engaged in challenging activities that meet their individual needs
  - ensuring all lessons move at a brisker pace by providing a variety of activities that extend pupils' knowledge and skills.
- Accelerate the progress of all groups of pupils in reading, writing and mathematics by:
  - ensuring that pupils' progress data are used more effectively in planning lessons
  - ensuring that leaders and staff have high enough expectations of what pupils can achieve, and set ambitious targets for pupils' progress
  - creating more opportunities for pupils to use and apply mathematical skills in real-life situations
  - ensuring that pupils' targets are written in clear and simple language so that pupils understand what they need to do to move to the next level
  - ensuring that activities in guided reading sessions focus more on developing pupils' reading skills and are closely matched to pupils' reading targets.
- Strengthen leadership and management at all levels by:
  - presenting and organising data on pupils' progress in a format that can be understood and used by all staff to help accelerate achievement
  - ensuring that all leaders are involved in analysing information on pupils' progress and use this information to identify and monitor areas for improvement
  - providing more training opportunities for governors so that they can accurately evaluate the

work of the school and effectively challenge and hold leaders to account for pupils' progress.

- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the progress made by different groups of learners is too variable throughout the school. Over the last three years, the rate of pupils' progress has slowed in mathematics and the current Year 5 pupils are making slower progress, especially in writing, than those in other year groups.
- Pupils join the school with attainment that is generally above average. Over the last three years, attainment by the end of Year 6 has fluctuated, and attainment fell to broadly average in 2011. In 2012, national test results rose and pupils' attainment overall was higher than the national average. However, attainment was better in writing and mathematics than in reading. Most groups of pupils attained in line with the national average in English.
- Information on pupils' ability levels is not used effectively to plan activities that are closely matched to pupils' needs. While some pupils make steady progress and there are pockets of good progress across the school, pupils' achievement overall is not good because expectations of what they can achieve are often not high enough.
- Progress in different subject areas varies across the school and is not consistent from year to year. Boys, girls and pupils from different ethnic backgrounds make erratic progress in reading, writing and mathematics.
- While pupils' progress in reading is currently better than in previous years, pupils do not always achieve well because some activities in guided reading sessions do not develop pupils' reading skills well enough. In some cases, the work given does not match pupils' reading targets or the guidance given for improvement is in the form of long sentences that pupils cannot remember or use accurately to improve their reading skills.
- Most pupils do not make good progress in mathematics because mathematics lessons are often based on repetitive tasks. Occasionally, near the end of the lesson, more challenging activities are given, but there is sometimes insufficient time to focus on the solutions and pupils are not given enough opportunities to apply their knowledge of mathematics to real-life situations.
- The average point scores in national tests of pupils eligible for support through the pupil premium is below that of other pupils. This is also the case for disabled pupils and those with special educational needs in the main school. However, pupils in the additional resourced mainstream setting make good or better progress because their progress is rigorously tracked and staff use this information to ensure that they receive high-quality support from teachers and specialist advisers.

### The quality of teaching

### requires improvement

- The quality of teaching requires improvement because, in a large number of lessons, pupils do repetitive tasks and the work given does not offer appropriate challenge to ensure that all groups make good progress.
- Although pupils' work is marked regularly, the quality of feedback is variable. While some marking is detailed and helpful to pupils, teachers do not always provide enough guidance and targets set for individual pupils are not clear enough. As a result, pupils often do not know how to improve their work and accelerate their progress.

- Pupils are given too few opportunities to read teachers' comments for improvement and respond to comments. Some teachers do not follow up to ensure that their guidance has been acted upon.
- Although teachers plan detailed lessons, the work set is sometimes too easy or too hard for particular groups of pupils. In a majority of the lessons seen, teachers did not check pupils' understanding frequently enough and activities were not sequenced effectively to ensure that pupils, especially the more able, made good progress.
- In most lessons, pupils are given time near the end to assess their own learning. However, most pupils' comments in books were that they found the work 'easy'. Far too many activities are repetitive and consequently lessons rarely move at a rapid enough pace to ensure good progress. In one mathematics lesson observed, pupils made slow progress because they spent too long identifying patterns to a solution and writing down the numerous solutions, even after they could confidently explain the pattern.
- Relationships between teachers and pupils are often good. Teachers have good subject knowledge and there is an inclusive atmosphere in lessons where all pupils' opinions are valued. As a result, all pupils are confident and work well with their peers. In the good lessons seen, pupils were engaged in their learning and there was a positive climate for learning.
- In the main school, disabled pupils and those with special educational needs make similar progress to their peers, with some achieving well over time. Teaching assistants often make a positive contribution to learning for these pupils. They are skilled in planning tasks to support learning and are able to assess accurately the progress made by these pupils in lessons.
- The quality of teaching in the additional resourced mainstream setting is consistently good or better. Pupils' achievement is at least good, and sometimes outstanding, because information on their progress is used effectively to plan interesting and engaging lessons that are closely matched to individual needs. Pupils from the unit receive excellent support from very experienced teachers and the curriculum is enriched with activities that develop their communication skills.

### **The behaviour and safety of pupils are good**

- This is a very caring environment where all pupils feel valued. Parents and carers, and pupils, all praise the work of the teachers in providing good-quality pastoral care. They also describe the school as an inclusive and supportive learning atmosphere.
- Pupils say that they feel valued because the teachers make every effort to get to know them quickly and look after them. In lessons, pupils work well with their peers and there is a high level of respect that is shown by all pupils. Pupils' attendance is above the national average.
- When lessons are sequenced appropriately with many engaging activities, pupils' behaviour can be outstanding. However, in lessons where the tasks are repetitive, pupils can become a little noisy, or they passively work on the numerous problems and become too dependent on the teacher.
- The school celebrates and rewards good behaviour, including through the house system. Pupils feel they all make a valuable contribution to their house and try to do 'nice' things to get the shield award at the end of the term. The team that wins the shield gets to wear different clothes in their house colour to school. This motivates pupils to behave well around the school.
- Pupils are aware of how to keep themselves safe in different situations. They know how to use the internet safely. Year 6 pupils prepare a weekly 'sharing assembly' where they create their slide-shows which demonstrate a wide range of information and communication technology (ICT) skills.
- Pupils have a good awareness of the different forms of bullying and are confident that any incidents will be dealt with by the school.

- Significant progress has been made by all pupils in additional resourced mainstream setting to ensure that their behaviour is often good or better. Pupils in the unit participate in whole-school activities and events. They join the mainstream students on residential trips and have represented the school in musical productions and whole-school team events.

## The leadership and management

## require improvement

- Leadership and management require improvement because leaders do not have high enough expectations of what pupils can achieve. The targets set for pupils' achievement are not ambitious enough and this limits progress across the school. Leaders track the progress of individual pupils but there is not yet enough focus on monitoring of the achievement of different groups of learners throughout the school. Nevertheless, leaders are now gaining a clearer idea of the school's key priorities and are aware of the need to raise expectations.
- The school has a system for tracking pupils' progress but this information is organised and presented in a complex way. Teachers do not analyse the information for themselves and, as a result, lessons do not always cater for the learning needs of different groups of pupils.
- Leaders have various support programmes in place to help promote good progress in English and mathematics, but these programmes are not tailored closely enough to the needs of different groups of learners and so the impact of this work is limited.
- The head of the additional resourced mainstream setting manages this provision well. She thoroughly tracks pupils' progress and continuously evaluates the support offered, changing this when necessary to ensure that pupils make good or better progress in lessons and in their social and communication skills.
- The local authority has offered minimal support to the school based on the outcome from the previous inspection. The headteacher has worked with external consultants to evaluate the quality of teaching in the school and has accurately identified some priorities for improvement.
- The pupil premium is used to fund additional support programmes in literacy and numeracy. This has helped to bring about improvements in the achievement of some of these pupils in mathematics.
- All leaders, including governors, ensure that the curriculum and other activities extend pupils' spiritual, moral, social and cultural development. There is a dedicated leader who monitors the activities to ensure that all four areas are strongly developed in the school. Pupils are encouraged to participate in numerous activities. Consequently, pupils have a clear awareness of how to behave in different situations and listen attentively to their peers.

### ■ The governance of the school:

- Governors are very supportive of the school's work. They carefully manage the deployment of the school's resources through weekly meetings with the headteacher. However, they have relied on information from external consultants to evaluate the current teaching in the school but not the quality of teaching over time. As a result, governors are generous in their evaluation of how the school compares with other schools nationally. The governing body is aware of how teachers' performance is managed, but their involvement in this process is limited. They are aware that the pupil premium grant is used mostly to assist in providing additional support programmes for those pupils eligible for support through this funding. However, they have not held leaders to account for the progress made by all groups of pupils. Governors have invested a considerable amount of resources in developing pupils' spiritual, moral, social and cultural development. Governors need further training on how to effectively monitor and evaluate the school's work, including through the use of performance data. They have ensured that all safeguarding requirements are fully met.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	101590
<b>Local authority</b>	Bromley
<b>Inspection number</b>	402857

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

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	251
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Hawkins
<b>Headteacher</b>	Matt De Freitas
<b>Date of previous school inspection</b>	3 July 2008
<b>Telephone number</b>	020 8777 4174
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