

Hawes Down Junior School

The Mead, West Wickham, Bromley, BR4 0BA

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The headteacher, senior leaders and governors are effective. They have enabled the school to make rapid improvement since the last inspection.
- Pupils make good progress in their reading and writing skills because teachers and their teaching assistants provide stimulating experiences for them. All pupils, including the most able, make outstanding progress in mathematics.
- Pupils who are supported by additional funding and those who speak English as an additional language make good progress because their learning experiences are well matched to their needs.
- Disabled pupils and those with special educational needs make outstanding progress from their starting points because teachers provide them with activities that enable them to excel.
- Middle leaders work collaboratively and ensure that classroom tasks are well organised and contribute strongly to the development of all pupils.
- Pupils are well prepared for the next stages of their lives. In particular the school develops pupils' attitudes to learning extremely well.
- Pupils' behaviour in lessons and around the school is excellent. They feel very safe in school and their level of attendance is high.
- Parents and carers are extremely pleased with the school's work to keep their children happy and safe.
- Governors ensure resources are well allocated so that additional funding has good impact on the achievement of the eligible pupils.

It is not yet an outstanding school because:

- Teaching over time ensures pupils make good rather than outstanding progress overall.
- Some of the most able pupils do not reach their potential in higher-level reading and writing skills.

Information about this inspection

- Inspectors observed 18 lessons, five of which were joint observations with senior leaders. In addition, the inspection team made six shorter visits to lessons to focus on the aspects of literacy and numeracy across the school.
- Inspectors listened to pupils read, visited two assemblies and went out to the playground with pupils.
- Meetings were held with two groups of pupils, school leaders, subject leaders, members of the governing body and a representative from the local authority.
- Inspectors took account of responses to the online questionnaire, Parent View. Members of the inspection team also spoke to parents and carers as they brought their children to school.
- The inspection team observed the school's work and looked at a number of documents. These included school improvement plans, information on pupils' current progress, pupils' written work, the governing body minutes and records relating to behaviour, attendance and safeguarding.

Inspection team

Janev Mehmet, Lead inspector

Additional Inspector

Maureen Coleman

Additional Inspector

Teresa Davies

Additional Inspector

Full report

Information about this school

- This school is an average-sized junior school.
- The proportion of pupils eligible for support through the pupil premium is lower than the national average. This is additional government funding for pupils known to be eligible for free school meals and those who are looked after.
- The proportion of pupils from minority ethnic backgrounds is lower than the national average. There are a few pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is similar to the national average. The proportion supported at school action plus or with a statement of special educational needs is also similar to the national average.
- The school has a specially resourced provision for 10 pupils with severe and complex needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Improve teaching from good to outstanding by:
 - ensuring that all teachers have a better understanding of how to maximise progress for the most able pupils in higher-level reading and writing skills.

Inspection judgements

The achievement of pupils is good

- Achievement is good overall. The school has made rapid improvement since the last inspection to ensure pupils achieve well. As a result, all pupils, including pupils from minority ethnic backgrounds and the small numbers of those who speak English as an additional language, attain standards in reading, writing and mathematics that are higher than national expectations. They make good progress in reading and writing, and make outstanding progress in mathematics.
- Pupils eligible for additional funding attain higher standards in mathematics than their peers nationally. They achieve similarly to their classmates in English and mathematics.
- The most able pupils make good progress. They make better progress in mathematics compared to their peers nationally. However, in some classes, teachers do not always provide activities that are difficult enough, particularly in higher-level reading and writing skills. This prevents some of the most able pupils from making accelerated progress in reading and writing.
- Disabled pupils and those who have special educational needs, including pupils in the specially resourced provision, make outstanding progress from their starting points. Well-planned interventions to support literacy and numeracy skills play a key role in achieving this.
- Pupils enjoy reading and are able readers. The books that pupils read in class are specifically chosen to enable them to develop their imagination. This raises the love for reading across the school and is demonstrated by the vibrant displays of pupils' work around the school.

The quality of teaching is good

- The quality of teaching is good because teachers plan and deliver lessons that engage and motivate pupils across the whole school. Learning is fun, fast paced when suitable and relevant. For example, Year 6 pupils worked in groups to draw a model of one of their story characters. They then discussed the personality of this character and recorded key words on their model. They used their reading books to find the evidence to support their views.
- Teachers set a good example at all times through their respectful and positive attitudes towards pupils and each other. As a result pupils are confident and take their learning seriously.
- Most pupils develop their skills in reading and writing rapidly. Their teachers plan and deliver activities that help develop teamwork and independence. However the level of challenge regularly provided for the most able pupils is not always well matched to pupils' needs. This means some of them typically make good rather than rapid progress.
- Pupils develop their skills in mathematics extremely well because teachers and classroom assistants ask questions that develop pupils' thinking skills. Pupils respond well to activities that suit being fast paced and provide problem-solving opportunities for them.
- Teachers and their assistants understand how well pupils are doing because they regularly check progress. All pupils receive high-quality feedback and guidance in their books on how to improve, and respond regularly to their teachers' questions or tasks.
- Pupils who benefit from the specialist provision are taught exceptionally well. They are motivated and make rapid progress in lessons because staff work collaboratively and utilise every minute of the lesson to benefit pupils' learning. Inspectors observed the class working on 'tallying' and asking questions for their surveys. Pupils practised communication skills and mathematics together, which had a positive impact on their understanding of the lesson.
- Pupils are prepared extremely well for the next stages of their lives through their lessons and through opportunities outside of the classroom. They have a very strong understanding of responsibility and being part of a community. The school provides many opportunities to strengthen transition for all pupils. As a result, when they move to another class or the next stage of their education, they are confident and well prepared.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. The school community has a high level of respect and care for everyone in it. As a result, pupils behave extremely well at all times and are courteous towards each other and their teachers.
- Pupils' attitudes to learning are extremely positive. In their lessons, they listen well to instructions and always take part with high expectations for achieving their tasks. In Year 3, pupils worked hard in groups to discuss and plan a piece of writing about an imaginary creature. Following this, they demonstrated their skills in working individually to finalise their own pieces of writing.
- Pupils contribute positively to their school as 'student leaders'. They take responsibility for making decisions and organising aspects of school life. For example the recent parents' evening for prospective Year 3 parents and carers was organised by 'student leaders'. They planned the talks and introduced their school, overcoming some of the nervousness they had for public speaking.
- Pupils take part in the voting process for the student council and for 'Head Boy' and 'Head Girl'. They are confident and articulate. Pupils engage in gardening and raising money for some chosen charities. They perform plays and musical concerts, working collaboratively with pupils from other schools.
- Pupils who met with inspectors were keen to talk about their school and how it serves them particularly well. They mentioned the strength pupils have in becoming 'the best they can be', and described their efforts with the following statement: 'When you reach the top of the mountain, you find another one to climb.'
- The school's work to keep pupils safe and secure is outstanding.
- Pupils feel very safe in school and talk about their school and their teachers with great pride. Pupils say there is no bullying at their school, and they have a good understanding of how to keep themselves safe. They spoke about their anti-bullying campaigns and how their school raises awareness of internet safety.
- Pupils are very keen to attend school and arrive promptly to lessons. Attendance is above the national average. This is partly because of the dedication parents, carers and pupils have to the school. Parents and carers are unreservedly in agreement that Hawes Down Junior School keeps their children safe, and that the behaviour of its pupils is a strength of the school.

The leadership and management are good

- Leadership and management are good because the headteacher has worked diligently and collaboratively with his team to eradicate poor teaching since the last inspection. Consequently, the school has made rapid progress and has strengthened the school community.
- Middle leaders work effectively to ensure the vision of the school is delivered. They check and develop team members consistently well, encouraging reflection and good practice in order to develop staff's skills in teaching and in leading learning.
- The detailed analysis of how well pupils are doing in their subjects provides clear, focused next steps to drive further improvement. Teaching and achievement are not yet outstanding overall because some of the most able pupils do not always reach their full potential in reading and writing.
- Leaders and managers ensure that teachers and classroom assistants receive regular training to improve their practice. The headteacher and his team regularly visit other schools, and invite teachers to their school in order to share good practice and strengthen teaching skills.
- All staff, including teaching assistants, use information on pupils' progress well to inform their teaching. This enables most groups of pupils, including disabled pupils, those with special educational needs, those eligible for the pupil premium and pupils who speak English as an additional language, to achieve well.
- The subjects pupils learn are extremely well organised by teachers. Pupils enjoy and achieve

well in learning opportunities that are creative and develop academic, artistic and sports skills. Pupils play a range of musical instruments, take part in many different school activities and learn about other cultures, religions and countries. Assemblies are very rich in reflection time and enable pupils to empathise with children from other parts of the world. Consequently, the school successfully ensures that all elements of spiritual, moral, social and cultural learning are to be found as pupils learn across a range of subjects.

- The school makes excellent use of the additional sports funding by promoting physical education and pupils' health and well-being through clubs and activities linked to sports skills. Pupils take part in rugby, basketball and dance, football, netball and a range of sports with disabled peers. They compete in teams locally and nationally, and have a heightened awareness of sportsmanship, responsibility and humility. These themes run through the school in lessons and assemblies.
- Pupils achieve well overall, and all staff are supported to perform at their best. Consequently, the school is inclusive and enables all staff and pupils to do well because it maintains high expectations for equal opportunities.
- Safeguarding practices meet the statutory requirements.
- The local authority has provided effective challenge and support for the school since the last inspection. It has been a 'critical friend' in moving the school on and has taken part in reviews and lesson observations, as well as providing specific training for all teachers.
- **The governance of the school:**
 - The governing body has worked diligently to improve itself since last inspection. As a result, governors now have a good understanding of their roles and their accountability. School leaders are both supported and challenged to meet the needs of all staff and pupils. Governors work proactively to maintain strong links with parents, carers and staff. They attend all school events and visit teachers' classes regularly to keep up to date with developments. Governors attend a range of training. They have an excellent understanding of the school's information on pupils' progress and achievement, and the quality of teaching. They ensure that teachers are suitably rewarded for good performance related to the quality of their teaching and pupils' achievement. Governors allocate additional funding in the best interests of the pupils concerned. Consequently, these pupils make good progress from their starting points.

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

Unique reference number	101590
Local authority	Bromley
Inspection number	442118

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

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	269
Appropriate authority	The governing body
Chair	David Fowler
Headteacher	Matt De Freitas
Date of previous school inspection	10 January 2013
Telephone number	020 8777 4174
Fax number	020 8249 2897
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