



Hawes Down Infant School

Inspection Report

Unique Reference Number 101591
LEA Bromley LEA
Inspection number 276545
Inspection dates 11 October 2005 to 12 October 2005
Reporting inspector Paul Missin AI

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

Type of school	Infant	School address	The Mead
School category	Community		West Wickham
Age range of pupils	4 to 7		Kent BR4 0BA
Gender of pupils	Mixed	Telephone number	02087774420
Number on roll	141	Fax number	02087771076
Appropriate authority	The governing body	Chair of governors	Mrs Jane Firth
Date of previous inspection	15 May 2000	Headteacher	Mrs Gillian Duffin

Age group 4 to 7	Inspection dates 11 October 2005 - 12 October 2005	Inspection number 276545
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Hawes Down Infant School is smaller than most schools. The number of pupils attending has been dropping in recent years, although numbers are stabilising now. The proportion of pupils with special educational needs is broadly average but the proportion with statements of special educational needs is very high. This is largely because the school has a Special Opportunities Unit for pupils with complex learning needs. The proportion of pupils entitled to free school meals is low. The number of pupils moving in and out of the school and the socio-economic context of the school are similar to most schools. Attainment on entry is above average. The acting headteacher has been in post since September 2004.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Hawes Down Infant School is a good school with several outstanding features. This finding confirms the school's own view of its effectiveness. It is a friendly, welcoming school where the needs of all pupils are met very effectively. Teachers are very skilful in organising lessons that interest and challenge pupils, but procedures to check the progress that pupils are making in subjects other than English, mathematics and science are not yet fully developed. The care and support given to pupils in the Special Opportunities Unit (SOU) and the way that they are fully included in the school's work are very impressive. As a result of these strengths pupils make good progress in the standards they achieve in curricular subjects and also in their personal development. The good provision in the Foundation Stage leads to above average standards by the end of the Reception Year and pupils continue to make good progress in Years 1 and 2. By the end of Year 2, standards in reading, writing and mathematics are well above average. All adults in the school show a very caring attitude to pupils and their welfare is a high priority. Pupils are treated sensitively and respectfully and as a result the relationships in the school are very good. Pupils enjoy coming to school; they behave well and show good attitudes to their learning. This impacts very positively on the good progress they make. The acting headteacher has made an excellent start to her time at school. She has maintained the school's strengths and she has quickly secured the confidence of parents and governors. Some of the other leadership roles are not yet sufficiently developed. There is a very strong ethos and shared vision by the whole staff team. The school has a clear view of its strengths and where it needs to improve in order to be even better. The school has made good improvement since the last inspection. Good progress has been made in addressing the main and minor issues identified in 2000 and the several strengths noted have been further consolidated. The school now provides good value for money and has a good capacity for improvements to be continued.

What the school should do to improve further

* Further develop the senior leadership roles in the school. * Develop systems to assess and record the progress pupils make in subjects other than English, mathematics and science.

Achievement and standards

Grade: 2

When they enter the school, most pupils are reaching standards that are above those expected for their age. Data indicates that, for many, social skills are least well developed. Pupils make good progress in the Foundation Stage and by the end of the Reception Year many have acquired all the Early Learning Goals and have begun work within the National Curriculum. By the end of Year 2, pupils' good progress continues and most achieve standards in reading, writing and mathematics that are well above average. Analysis of the data from national tests is affected by pupils in the Special

Opportunities Unit (SOU) who, although make good progress, do not always reach the national standards. Pupils of all abilities make good progress. The needs of more able pupils are met very well. By the end of Year 2, the proportion of pupils reaching the higher Level 3 in reading, writing and mathematics is very high compared with all other schools. The good provision for pupils with special educational needs, those in the SOU and those with English as an additional language help them to make good progress in their learning.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Evidence from discussion with pupils and from the results of the school's own recent questionnaire show that pupils like coming to school. This is confirmed by parents. One commented, 'My children run to school each morning'. Pupils enjoy their work and are proud of their achievements. Pupils' spiritual, moral, social and cultural development is good. They pray in assemblies and reflect quietly on issues during some lessons. They have an excellent appreciation of the responsibilities of living in a community and caring for the world. Behaviour in class and around the school is consistently good and the way that all pupils work and play together impacts very well on their capacity to learn and willingness to try new things. Pupils have a very good understanding of healthy lifestyle. They know the importance of healthy eating and drink water regularly. The excellent work on making pupils aware of environmental issues through the 'Eco School' award and the Eco committee helps to encourage mutual respect and appreciation of the natural world. Pupils feel safe and know to whom they could turn if they needed help. They already have some opportunity to share their views of the school through circle time and literacy reviews and this will be further encouraged as the newly formed school council becomes further established. Pupils enjoy taking responsibility in each class and would value more opportunities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning across the school is good. This is also the school's judgement. The quality of the teaching is a significant reason why pupils of all abilities make good progress in their learning and in their personal development. Teachers have a clear understanding of the needs of all pupils. They manage pupils sensitively. Another strength is the clever and stimulating way that activities are explained and introduced. Pupils are encouraged to feel valued and supported and this increases their capacity to learn. Teachers ensure that planned activities extend more able pupils and also involve pupils with special educational needs. Work done in the school since the last inspection has helped teachers to ensure that their marking of pupils' work shows them how to improve and that lesson planning is more effective. Teachers also ensure that pupils' personal and social skills are developed well. Good opportunity is

provided for them to discuss what they are learning about and all adults are good role models for the pupils to copy. The use of the outdoor activity area for pupils in the Foundation Stage has also improved since the last inspection. Assessment procedures in literacy, numeracy and science are good. Important strengths are in the careful tracking of the progress made in writing and regular assessments of investigation skills in science. Assessments are carried out regularly and thoroughly during the year and data are used well to set targets in writing for each pupil. Other strengths are in the careful tracking of the progress pupils make in writing and the regular opportunity provided for teachers and pupils to talk about their learning including, for example, 'how I feel about reading and writing'. The school is beginning to use data from national tests but individual co-ordinators are not yet sufficiently familiar with test data in their subjects.

Curriculum and other activities

Grade: 2

The overall curriculum is planned well. It is suitably broad and balanced and meets all requirements. It promotes pupils' basic literacy and numeracy skills effectively but develops other areas as well. Evidence from displays around the school and from the work shown to parents in a class assembly on the Rain Forest, for example, shows that art and design, design and technology, music and geography are all promoted well. Currently, opportunity in information and communication technology is restricted by lack of access to an appropriate number of computers. This need has been recognised by the school. The Foundation Stage curriculum is well planned. Enrichment to the curriculum is excellent. The school provides a very rich programme to add interest to topics and to bring subjects alive. There are a very good number of visits to places of local and national interest and an impressive number and variety of visitors to the school enhance provision in areas such as music, art and cultural appreciation. The provision of extra-curricular activities is also outstanding. Clubs include a very wide range of sporting and aesthetic subjects. Attendance at these is good and this encourages pupils' outstanding personal development.

Care, guidance and support

Grade: 1

The care of pupils, their welfare and opportunity for all of them to be fully involved in the school's work is outstanding. A significant strength is the way in which pupils in the SOU are carefully and sensitively integrated into the full life of the school. One parent was very pleased with the school's approach, 'No other school could have done it', they said. All adults in the school community share this caring ethos and so there is a very impressive consistency of approach across all aspects of the school. Parents are very pleased with the level of care and concern shown by the school. One wrote, 'The school has a wonderful happy, caring ethos. The welcoming atmosphere, the care and interest in individual pupils make this a great place to be associated with'. Policies for safeguarding pupils, including child protection and risk assessments are clear and applied as necessary. The welfare needs of pupils in the Foundation Stage and the

SOU are met very well. All adults ensure that these pupils feel safe, secure, relaxed and ready to learn.

Leadership and management

Grade: 2

The acting headteacher has made an excellent beginning to her leadership of the school. A significant strength has been the way in which she has continued the very good ethos of the school and has led the school very purposefully through some challenging circumstances. She has quickly secured the full confidence of parents and governors and has ensured that initiatives to continue to improve the school have been fully implemented. However, a number of parents are concerned that the headteacher is continuing in an acting capacity rather than as a permanent appointment. The school's finances are managed well and this provides a clear view of the decisions which need to be taken in order to bring the present deficit budget into balance by 2006/07. The roles of the subject co-ordinators are currently being revised and several are very new to their posts. The roles of the senior leaders working together in a management team are not yet fully developed. The school's evaluation processes are good. The school's own judgements about its effectiveness are in line with these inspection findings. All the issues raised in the previous inspection have been addressed well and strengths in care, teaching quality and curricular provision have been consolidated and the school has a good capacity for further improvement. Governance of the school is good. Some minor weaknesses have been improved since the last inspection. Governors are well aware of the school's strengths and areas for development.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	NA
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for your welcome when I visited the school recently. I came to see how well you were doing. I enjoyed seeing you at work in your classrooms. I liked the way in which you listen carefully to your teachers and to each other and share your good ideas. I was pleased to 'visit' the Rain Forest with Orange Class during their special assembly. The models of the animals were very realistic.

I think your school is a good school. Several of you told me how much you liked it and how caring all the adults in school were. I think that you are looked after very well. I also spoke to several of your parents and they were especially pleased at the way in which you all work and play well together and how children in Red Class are helped and encouraged to be a full part of the school. You told me about some of the really good things that you do and how much you enjoy your lessons. I think this is because teachers are clever in the way they find interesting things for you to do and how they show you how to get better. I think you do very well in literacy and mathematics and I saw a lot of the interesting things which you do in science.

You told me how much you liked your teachers and the headteacher. I think they all work hard to keep the school looking nice and display your work well. Several of your parents said that they thought that your headteacher led the school well. I agree. She has worked hard with all the other people at school to make the school better since the inspectors came last. The headteacher and other senior teachers have some good ideas of how to improve further, such as ensuring that you do as well as you can in literacy and mathematics and continuing to make lessons interesting for you. But they need to work more closely together to achieve them. Your teachers are working hard to get you more computers and whiteboards and to show how you are getting better at different subjects. Thank you again for making me welcome. I hope you enjoy the rest of your time at school and do well in the future.