

Bishop Justus Church of England School

Inspection report

Unique reference number	134666
Local authority	Bromley
Inspection number	382055
Inspection dates	2–3 May 2012
Lead inspector	Carmen Rodney HMI

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

Type of school	Academy converter
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	1086
Of which, number on roll in the sixth form	185
Appropriate authority	The governing body
Chair	Simon Parker
Headteacher	Kathy Griffiths
Date of previous school inspection	28 January 2009
School address	Magpie Hall Lane Bromley Kent BR2 8HZ
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Age group	11–18
Inspection date(s)	2–3 May 2012
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Introduction

Inspection team

Carmen Rodney

Her Majesty's Inspector

Samantha Morgan-Price

Her Majesty's Inspector

Roger Fenwick

Additional inspector

Brian Skelton

Additional inspector

This inspection was carried out with two days' notice. Inspectors visited 38 lessons, observed 37 different teachers, and held meetings with members of the governing body, middle and senior leaders, three groups of students and a few parents and carers. They evaluated students' attainment and progress over three years, and reviewed policies, the school's self-evaluation and development plan and minutes of governing body meetings. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They received four letters and considered 500 responses to the questionnaires sent to parents and carers, 159 students' questionnaires and 97 responses from staff.

Information about the school

The school is much larger than the average-sized secondary school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of students on school action plus, or with a statement of special educational needs, is slightly above the national average. Predominantly, these students have behavioural, emotional and social difficulties, moderate learning and specific learning difficulties and speech, language and communication needs. The proportion of students from minority ethnic groups is above average with less than one-sixth speaking English as an additional language, of which very few are at the early stage of learning the language.

The school meets the current floor standards, the minimum standards expected by the government.

Bishop Justus has specialist status for music. The school contributes to professional development and postgraduate programmes as a member of Bromley Schools Collegiate. Among its many awards are Healthy Schools, CPD Mark, Eco School and Geography Quality Mark. The school became an academy converter in March 2011.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	1

Key findings

- Bishop Justus is a good and strongly improving school, where the mantra, 'every child an achiever irrespective of their starting point' underpins the provision. Most parents and carers acclaim this highly inclusive school, its growth and development. They entrust their children to its care primarily because they are secure in knowing their children are very safe and happy, make good progress and the school provides 'excellent pastoral and academic support'. However, the school is not yet outstanding because, over time, the quality of teaching is not leading to students achieving highly in most subjects.
- Exemplary leaders and managers, including the governing body, have been unrelenting, and very successful, in their drive to make the school more effective. As forceful and persuasive leaders, they have motivated staff by spelling out the ambitious vision for improvement. In particular, important developments since the previous inspection have contributed to consolidating the school's good performance. As a result, the school is very well placed to improve further.
- Attainment in the 2011 GCSE examinations was above average for all groups in relation to a range of measures, particularly in English. Nevertheless, these results masked slower rates of progress in mathematics, in particular for high ability students. However, progress is currently good because suitable intervention strategies, better tracking and highly effective pastoral and academic care are used to drive improvement.
- The quality of teaching is good. Teachers have a more secure knowledge of how to engage and sustain students' interest; consequently, progress is better, behaviour is good and attendance is above average for secondary schools.
- The sixth form is satisfactory. From a low starting point, students were initially not well matched to the academic courses offered. Nevertheless, careful review of provision and outcomes by the outstanding senior team has resulted in them

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successfully taking steps to develop teaching, information guidance and support and the use of assessment data. The curriculum is more diverse and requirements for entry to AS- and A-level courses are more demanding. These changes are leading to improving outcomes and to students being better matched to appropriate courses.

What does the school need to do to improve further?

- Further develop teaching to ensure all students, in particular high ability boys, make consistently good or exceptional progress in relation to their starting points by:
 - teachers increasing the level of challenge in all lessons
 - teachers providing more opportunities for students to develop their ideas
 - ensuring assessment information is used accurately and consistently to match work to students' needs and marking is regular and provides them with information on how to improve their learning.

The sixth form

- Further, raise and sustain achievement in the sixth form to ensure that students' needs are fully met.

Main report

Achievement of pupils

In the majority of lessons observed, students from all groups made good progress. Close attention to developing a personalised curriculum and regular monitoring and evaluation linked to well-selected intervention strategies promote good achievement. For example, across year groups, low attaining students achieve well. This includes those with statements of special educational needs, who follow the 'Realise' curriculum, which is especially adapted to meet their needs. This is leading to the attainment gap being narrowed in relation to their peers and the national average. It has been possible because of the attention given to individuals with specific learning needs, for example those in the dyslexic group, and the careful way in which the school monitors performance by gender, ethnicity and ability and matches targeted interventions to needs.

In 2011, attainment was above average for all groups of students in the GCSE examinations. Whereas students consolidated and sustained high standards in English, they achieved broadly average results in mathematics and made slower progress. Senior leaders have now tackled effectively the extreme difficulties the school faced in recruiting specialist teachers. Previous shortcomings in the subject are no longer barriers to students' current achievement; they are making good progress in the subject, as confirmed in the Year 10 external examinations and internal and validated data.

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Observations of lessons and scrutiny of students' work showed most making progress in line with expectations over time based on higher expectations and challenge. However, the application of cross-curricular skills, in particular numeracy, remains inconsistent; technical accuracy is not always addressed when work is marked. Attention to improving literacy skills is more evident across the curriculum. For example, in subjects, key vocabulary is explored, while in English, there is very good emphasis on using technical terms accurately. Students, in discussions, when asked what best supported their learning, spoke for many, 'Challenging work – teachers provide 50% of our learning but it is up to us to do the rest to achieve well.' This response explains why students expressed a zest for learning, and a 'wish to have a 30-hour day to do more lessons!'

Quality of teaching

A universal strength of teaching across departments is the strong subject knowledge and enthusiasm of teachers. As a result, teaching is good and occasionally outstanding. In the good or outstanding lessons, teachers' excellent relationships with students create a calm working environment, which propels them to do their best. Strengths, linked to the impact of carefully planned training, include: well-structured planning; fast pace; challenge; probing and productive questioning; excellent use of information and communication technology as a reference point; a range of tasks linked to carefully selected resources; feedback; evaluative peer and teacher assessments; and summaries that identify key skills that have been consolidated and extended.

In the outstanding lessons, students are fully stretched when teachers guide them through demanding activities. For example, in a Year 11 English literature lesson, students demonstrated mastery when using complex literary terminologies to explore the social context of Steinbeck's *Of Mice and Men*. They made rapid progress in explaining their grasp of the text because of the structured approach to whole-class, group and individual work, to write the opening paragraph worthy of GCSE grades A*/A. Students, in response to the questionnaire, indicated that their teachers do all they can to improve teaching; a view echoed by virtually all parents and carers who responded to the questionnaire.

In the few satisfactory lessons, teachers miss opportunities to increase students' progress and subject knowledge quickly. They talk at length and this reduces the time spent on active learning. Assessment information is not used rigorously to meet individual needs and extend learning well and occasionally, when students' concentration wanes, they are not challenged. This is particularly so with a few high attaining groups. Books are marked regularly, but not always with enough guidance or follow up the next steps in their learning as well as they might.

The promotion of students' spiritual, moral, social and cultural development is a strength in all areas of provision. The Christian ethos underpins the learning environment leading to students displaying a mature understanding and respect of different faiths, people and cultures. Spiritual, moral, social and cultural values are

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threaded through the curriculum, including the pastoral provision. Students have a heightened understanding of right and wrong, through themed days, and project work on other cultures such as Black history month.

Behaviour and safety of pupils

Students enjoy being in the school, feel that it is very safe and speak enthusiastically about cherishing their time there. Students' attitudes to work and behaviour in lessons have improved over time. Increased accountability in relation to monitoring of teaching and learning combined with highly effective pastoral work has resulted in the vast majority of students applying themselves to their learning. Systems for monitoring and supporting students are applied rigorously and, as a result, there are very few disruptions in lessons. Students are emphatic that such instances are dealt with effectively and quickly. They also explain that there are few instances of bullying, indicating that there is a 'zero tolerance' and it is the bullies that would worry. Regardless of cultural differences, students see themselves as 'one body' and are intolerant of any form of discriminatory behaviour. This inclusive approach was demonstrated by a Year 10 student who expressed dismay at the level of external bigotry heard because Bishop Justus does not accept such poor behaviour.

The inspection evidence does not support the views of a minority of parents and carers who feel that behaviour remains a concern. Students proudly speak about a transformed school where harmony exists and unacceptable behaviour is monitored and dealt with promptly and decisively.

Leadership and management

The school is exceptionally well led by a motivational headteacher who receives very good support from the senior team and an outstanding and committed governing body. Together, they form a cohesive team that inspires all staff. There is an unrelenting drive and passion to deliver the school's vision. Their determination to improve further is reflected in the rigorous monitoring and evaluation programme, which is validated externally. This approach has driven up the overall quality of teaching, partly as performance management is closely linked to professional competencies and aligned to students' progress. Professional development is a continuous process and partnership work with local schools and training partners is used effectively to spread the benefits of good practice and accelerate students' progress. For example, such is the level of motivation that staff voluntarily use 'IRIS' (recorded teaching) to review their practice before receiving feedback from students and leaders about areas for improvement. The school does not stand still and is uncompromising in its approach to improving outcomes for all students. Parents, carers and students recognise the high level of commitment. In response to the questionnaires, the overwhelming majority of parents and carers said they would recommend the school to others.

Middle leaders are developing their roles well, and there are examples of outstanding practice. They are fully involved in evaluating work and using data regularly to

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ensure that there is no slippage in applying equality of opportunity, an outstanding aspect of the school's work. Arrangements for safeguarding meet requirements and the rigorous systems are outstandingly good.

The curriculum is kept under review and generally meets students' needs. Further developments since the previous inspection have ensured that it provides breadth, balance and depth. Through the flexibility of its provision, the most able students are offered additional academic courses to extend them while those with specific learning needs benefit from targeted support. Because achievement is closely tracked, students can move across ability groups. Transition arrangements, particularly in the sixth form, ensure students are very well prepared and informed about courses and their next steps. A particular strength of the curriculum is the outstanding contribution to students' personal development, especially their spiritual and moral development. Themes covered in subjects and assemblies support students' development as reflective thinkers, able to have identify with others. The specialist status and an outstanding range of enrichment activities are used exceptionally well to reach out into the community, and to enrich students' experience as well as to nurture their skills and talents.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



4 May 2012

Dear students

Inspection of Bishop Justus Church of England School, Bromley, BR2 8HZ

Thank you for the warm and friendly welcome when we, as inspectors, visited your school. The questionnaire responses and our discussions with four representative groups of students provided us with very clear messages about your school. We were impressed by your confident approach when speaking to us formally and informally. Your very good communication skills shone through, indicating why you continuously beat renowned competitors in debates. Well done.

Bishop Justus is providing you with a good and improving education. The senior leaders have very high ambitions for your education. They are determined to ensure that you do the best, and the mantra, 'all can achieve regardless of starting point' is always at the forefront of their thinking. For example, in 2011, over two thirds of the first group of sixth form students went on to university; this year, the first student has been accepted by an Oxbridge university. There is a sharp focus on improving results. Over the years, GCSE results have been well above average. The teaching is good, and the curriculum has been carefully designed to reflect the different ability groups. These are linked to the outstanding enrichment activities and the specialist status to develop your skills and interests. The school is highly effective in shaping your minds, preparing you for the next steps and for living in a diverse society. You are very well informed about equality of opportunity and place high value on your school's ethos and the way in which it contributes to you identifying with others.

Although your school is relatively new, it has a good reputation of which you can be proud. The leaders and all staff know that it has not reached that special goal, for Bishop Justus to be among the top performing schools in the country. There is still more to do. We have therefore asked the school to ensure that all teaching is consistently good or better to accelerate your achievement, and to strengthen further the sixth form. We have also asked them to ensure assessment information is used accurately and consistently to match work to your needs and for all marking to give clear guidance about improving your work. We wish you well for the future.

Yours sincerely

Carmen Rodney
Her Majesty's Inspector

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