



# The Highway Primary School

## Inspection Report

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**Unique Reference Number** 101624  
**Local Authority** Bromley  
**Inspection number** 276553  
**Inspection date** 17 November 2006  
**Reporting inspector** Lynn Bappa

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

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<b>Type of school</b>	Primary	<b>School address</b>	The Highway
<b>School category</b>	Community		Orpington
<b>Age range of pupils</b>	5-11		BR6 9DJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01689 827990
<b>Number on roll (school)</b>	203	<b>Fax number</b>	01689 605779
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr Steve Hall
		<b>Headteacher</b>	Mrs Cheryl Sutton
<b>Date of previous school inspection</b>	30 October 2000		

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## **Introduction**

The inspection was carried out by an Additional Inspector.

## **Description of the school**

This is a smaller than average primary school in a socially mixed area. Fewer pupils than usual are entitled to free school meals. The proportions of pupils from minority ethnic groups and with English as an additional language are below average. Although the overall percentage of pupils with learning difficulties and disabilities is below average, the proportion who have a statement of special educational needs is above average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

The Highway is a satisfactory and improving school. It is a happy and harmonious place. Pupils attend regularly, enjoy lessons and other activities and make very good progress in developing their personal and social skills. By the time they leave the school, pupils have become well-rounded individuals because of their excellent spiritual, moral, social and cultural development. These aspects are praised by parents, one of whom commented, 'We absolutely love our school and the friendly family environment'.

Children make a good start to their schooling in the Foundation Stage and are well prepared for more formal learning when they enter Year 1. As one parent commented, 'This is my child's first school year and I could not be more pleased. She loves to go to school'.

By the end of Year 6, standards in English, mathematics and science are broadly average. Pupils' achievement is satisfactory and is improving. Standards in mathematics and writing have fallen in the last two years and the school has taken robust action to tackle this. These actions have accelerated pupils' progress in lessons and inspection evidence shows that standards have begun to rise. However, the initiatives have not been in place for long enough to have a significant impact on pupils' achievement in the long term. The school is on its way to meeting its challenging targets and prepares its pupils well for the next stage of their education. While teaching and learning are satisfactory, the school is rightly keen to improve the quality to good and better in order to raise standards further. Recent improvements to teaching have accelerated progress in lessons, but have not had time to make an impact on national test results. Learning is enriched by exciting and colourful displays, but too few of them present mathematics in an interesting and engaging way to the pupils.

The headteacher has a clear focus on raising standards and ensuring that pupils do as well as they can. She knows the school well and is quietly determined that pupils' achievements must not be allowed to slip again. There is a tangible sense of determination to do better. She is supported well by the deputy headteacher, staff and governors. A real strength of the school is the high quality of teamwork and commitment which ensures that everyone, including support staff, the lunch time supervisors and office staff play an integral part in moving the school forward. There is a very strong commitment towards making every child feel valued. Staff, parents and pupils are rightly proud of this aspect of school life.

### What the school should do to improve further

- Raise standards in writing and mathematics.
- Improve the quality of teaching and learning so that a greater proportion is good or better.
- Ensure displays in mathematics are prominent, interesting and stimulate the pupils' interest.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory and standards are average. By the end of the Reception year, most children are confident learners and have met the expected goals for their age. Standards in the rest of the school are average and improving. Recent initiatives, such as the introduction of intervention programmes for pupils who need additional support and the use of more rigorous tracking of pupils' progress, are proving successful at raising standards in writing and mathematics. The school recognises that this work needs to continue. Pupils with learning difficulties or disabilities gain the basic skills for learning and make sound progress because they are supported well. As one Year 3 pupil said, with a huge smile on her face, 'I'm a mathematician!'

## **Personal development and well-being**

### **Grade: 1**

Pupils speak with great pride of all the school does for them. Their personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Children learn to cooperate with each other in the Reception class and develop positive attitudes to their learning, which are subsequently maintained across the school. Pupils behave well, know how to keep safe and willingly ask for help when needed. They are keen to take responsibility and contribute extremely well to the school and wider community. All classes in the school have their own class charter, for example, and senior citizens receive tea, entertainment and 'charming conversation' from Year 2 pupils. They are proud to represent their class on the school council and feel their views are listened to. Members of the school council were very keen to explain how they recently took part in interviewing prospective teachers. Pupils take part in a good range of activities and clubs. They know the difference between right and wrong and appreciate the wider world of art and music. They participate enthusiastically in sports and show a good understanding of why it is important to take part in them. They can explain which foods are good for you and enjoy the tasty and nutritious meals they eat at lunchtimes. Pupils' very well developed social skills and improving achievement in literacy and numeracy prepare them well for the next stage in their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning have improved. Teachers have worked hard to improve standards in mathematics and writing. Although these improvements have not yet had time to have an impact on national test results, work in pupils' exercise books shows that standards are rising. Teachers have improved their assessment procedures so that it is easier to identify pupils who need extra help or who are at risk of underachieving.

Teaching in the Foundation Stage is lively and interesting and provides children with good opportunities to make choices, work in groups and to acquire essential skills. Teachers are good at establishing positive relationships, managing behaviour and motivating pupils to do their best. Excellent displays of work and other materials in classrooms and around the school enhance the learning environment but there are too few on mathematics. Support assistants work well with small groups of pupils who are vulnerable or who have learning difficulties and disabilities.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. Recent improvements to planning in mathematics and writing are beginning to be reflected in better standards. The school's inclusive approach means that pupils with learning difficulties and disabilities are very well supported. Increasingly, more able pupils are given challenging work. There are good links with local secondary schools and with the neighbouring pre-school. The school has started to plan a more creative and exciting curriculum that encourages pupils to think for themselves and stimulates their curiosity. The school provides a good range of extra-curricular activities and enrichment activities. Regular visits provide first hand learning experiences and promote pupils' social development. Year 4 pupils, for example, gave an excellent assembly on recycling, following their recent trip to the local waste management centre.

## **Care, guidance and support**

### **Grade: 2**

The overall quality of care, guidance and support is good. The quality of pastoral care is excellent and enables pupils to make outstanding progress in their personal development. The school is a very welcoming place for children. It is clear that every child matters at The Highway. Vulnerable pupils are very well supported. There are good procedures for child protection. The induction of children into Reception is thoughtfully planned, as is the support given to those pupils who arrive later in their education. As a result, children settle quickly. As one parent commented, 'I know my daughter is in a place where she is looked after emotionally and is able to concentrate on her day ahead'. A recent initiative to improve the social skills of potentially disaffected pupils has proved very successful. Academic guidance is satisfactory. The systems for monitoring children's progress have improved and teachers are now beginning to systematically track pupils' progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. This is because the educational direction provided has not yet resulted in ensuring that all pupils make good progress. The headteacher's good leadership has steered the school very well through a difficult period that included several staff changes, declining standards in mathematics and

writing and problems with the building. Staffing is now stable and the older pupils are enthusiastic about improvements to the accommodation. While it is still too early to see the full impact of all the initiatives put into place to raise standards, there are clear signs of improvement and the school is in a good position to build on these. The school knows itself well, takes good account of parental opinion and responds well to suggestions made by them. As one parent commented, 'I feel there has been a definite effort to improve communication between home and school'. Governors are supportive and have a growing understanding of the strengths and weaknesses of the school. The headteacher and staff have tackled the issues raised in the previous inspection report well. Provision for information and communications technology (ICT) is now good, for example, and teachers are beginning to make good use of interactive white boards to enhance the quality of pupils' learning. The success of the recent drive to raise standards in mathematics and writing provides a clear indication of the school's good capacity to improve.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for making me so welcome and sharing with me your thoughts about your school. I particularly enjoyed talking to Year 6 pupils when they showed me around the school and the excellent assembly given by Year 4 children. Well done to all of you! You obviously enjoy lessons and activities, and contribute much in making the school successful. I think that yours is a satisfactory school that is getting better in many ways. Your behaviour, positive attitudes to work and play and the ways in which you care for one another are very good. The headteacher and all the staff have obviously worked hard to improve the school. They certainly believe that all of you can achieve well, so it's up to you to prove them right and help the school move from being satisfactory to good in all parts of its work.

I have asked your teachers to make a few improvements to make the school better. Work has begun on helping you to improve your work in numeracy and writing. I have asked them to carry on doing this. You can play your part in this by always presenting your work well, making sure that your handwriting is neat and tidy and always working as hard as you can. I think your teachers have worked hard to make lessons better so that you learn more quickly. I have asked them to carry on doing this, so that even more lessons are good ones. You have some brilliant displays in your school, but not many of them are about your work in numeracy. I think it would help if there were more displays around the school that showed how much fun maths can be! You may have some good ideas to help your teachers with this.

I hope that you continue to enjoy your time at school and wish you well for the future.

Yours sincerely

Lynn Bappa

Lead Inspector