



# Highfield Junior School

## Inspection Report

**Unique Reference Number** 101664  
**LEA** Bromley LEA  
**Inspection number** 276568  
**Inspection dates** 28 September 2005 to 29 September 2005  
**Reporting inspector** Ian Hartland HMI

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

<b>Type of school</b>	Junior	<b>School address</b>	South Hill Road
<b>School category</b>	Foundation		Shortlands
<b>Age range of pupils</b>	7 to 11		Bromley, Kent BR2 0RL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02084602597
<b>Number on roll</b>	383	<b>Fax number</b>	02084668236
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr W Sanders
<b>Date of previous inspection</b>	28 February 2000	<b>Headteacher</b>	Mrs N Stockdale

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 28 September 2005 - 29 September 2005	<b>Inspection number</b> 276568
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## **Introduction**

The inspection was carried out by two of Her Majesty's Inspectors and one additional inspector

## **Description of the school**

The school is bigger than most primary schools with 383 pupils on roll. Standards on entry are above average. The proportion eligible for free school meals is below the national average as is the percentage with special educational needs. The number of pupils from minority ethnic communities is slightly above average. The majority of pupils are from Shortlands and Bromley town.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 2**

Highfield provides a good quality of education for its pupils. The school sees itself in this way and inspectors agree. Pupils leave the school at the end of Year 6 with standards that are well above average. Their work in English is particularly good. All pupils, including those with learning difficulties, make very good progress in their learning. Pupils very much enjoy being at school and their behaviour is excellent. They have positive attitudes and feel safe and valued as individuals. Staff take very good care of pupils. Teaching is good overall because teachers make lessons lively and interesting to ensure pupils learn. Marking is good but teachers could make better use of information gathered from assessments and improve planning accordingly. When a teacher is the only adult in a classroom, too often there is too little support to enable all pupils to make good progress. Leadership and management are good. The newly appointed headteacher has made a very good start with decisive action to bring about improvements. Senior staff have an accurate view of what the school does well and what needs to be improved. However, some aspects of the work of subject leaders are undeveloped. Links with other organisations are used well to support pupils' learning and development. Parents hold the school in high regard and are very happy with what it offers. The school uses all resources well and provides good value for money. The school has a good capacity to improve and the potential to become an outstanding school.

### **What the school should do to improve further**

1. Make better use of assessment data to analyse patterns of achievement in order to inform school improvement planning.
2. Develop the role of subject leaders to enable them to contribute more effectively to school improvement.
3. Ensure planning takes account of the targets set for all pupils.
4. Extend the presence of additional adults in classrooms to support the learning needs of all pupils.

## **Achievement and standards**

### **Grade: 2**

The school judges that standards at the end of Year 6 are well above average and inspectors agree. Pupils enter the school with an above average attainment and in the 2004 national tests achieved standards which were well above similar schools. The 2005 un-validated results paint a similar picture. A significant number of pupils attain the higher levels in English, mathematics and science with results in English continuing to rise year on year. The vast majority of pupils are reaching the challenging targets set by the school. Pupils at the school make well above average progress in English and mathematics; progress in science is above average. Overall, boys are making slightly better progress than girls. The school judges that pupils with special educational needs make good progress and inspection findings confirm this. Factors that have contributed significantly to this picture are the good quality of teaching and, for pupils with learning difficulties, the well constructed plans for each of them. The progress of higher

attaining pupils is good with more of them reaching higher levels of attainment than expected nationally.

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

### **Grade: 2**

Overall the school regards the personal development of pupils to be good and the inspectors agree. The school maintains a good level of attendance and is working to improve this further by discouraging parents from taking holidays in term time. Pupils' attitudes and behaviour are outstanding. The school is free from any form of oppressive behaviour. There is very effective provision for pupils' moral and social development. Pupils demonstrate a high level of maturity with refined social skills and have assumed some important responsibilities within the life of the school. Spiritual and cultural education is generally good although not yet extensive across all subjects and the school is anxious to develop learning about life in a diverse society. Pupils are actively encouraged to participate in every aspect of the school's community life and they respond with maturity. They are given every opportunity to ask questions and offer opinions. During the inspection several pupils commented that the school had taught them courtesy and social skills that they had 'taken home to help us deal with difficult situations calmly and without getting angry.'

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school has an accurate overall view that teaching and learning are good but limited amount of information on areas of strength and weakness. In the best lessons the pupils are actively engaged from the start, for example through reviewing previous learning in order to build on it. Stimulating activities are provided which securely develop the pupils' knowledge and understanding. Teachers are beginning to use interactive whiteboards well and pupils are given some opportunities to work directly with the boards. Good questioning by the teachers enhances the pupils' speaking and listening skills and enables their learning to be tested and extended. Where teaching is less effective, the planning takes insufficient account of the pupils' targets and does not enable them all to make as much progress as they could. Pupils are too little involved in assessing their own and each other's work. In some lessons, additional adults give good support to the pupils with special educational needs, however the extent of the support varies considerably and is too infrequent in lessons other than English and mathematics. An appropriate range of data is collected on pupils' performance in English and mathematics to track their progress; practice in other subjects varies widely. The school has recently begun to compare the performance of its pupils with those in other schools in order to set challenging targets and to identify which pupils are not doing as well as they should. The pupils have a reasonable awareness of what levels they are aiming at, but do not all understand what they need to do in order to reach them. Regular marking of pupils' work provides good guidance

for improvement. The pupils with special educational needs are accurately identified and their progress is securely monitored. Support for the pupils identified as gifted lacks co-ordination.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a broad and balanced curriculum which meets statutory requirements while offering a good range of extra-curricular activities. The potential for subjects across the curriculum to work together, for example to boost the pupils' progress in information and communications technology, is under-developed. Care is taken to ensure that the school's curriculum builds effectively on the pupils' previous learning. The pupils study French and citizenship as additional subjects and value the opportunities to work in creative areas such as art, where the school holds an Arts Mark Gold award and drama where the school puts on regular productions.

## **Care, guidance and support**

### **Grade: 2**

The school offers its pupils very good care and guidance in a safe and highly supportive environment. The well-being and overall welfare of pupils is a priority which pupils recognise and respond to. Child protection together with health and safety procedures are conscientiously followed and carefully documented. All staff know their pupils very well, who in turn know that they are valued and matter as individuals within the school community. Parents are right to be very pleased with the care the school offers and the way their children in turn become mature and caring individuals. Pupils spoke of the quality of support in place to deal with their problems or difficulties and that they have every confidence in their concerns being listened to and acted upon. They were especially appreciative of the 'Listening Ear' sessions where they can discuss any worries in confidence with a dedicated member of the school's support staff. Overall, academic guidance needs further development and greater consistency. Pupils are not sufficiently clear about their own progress across subjects and the setting of targets lacks effective coordination.

## **Leadership and management**

### **Grade: 2**

Inspection evidence confirms the school's view that leadership and management overall are good. The school evaluates its work accurately. The school's understanding of how it is performing is improving with further training planned to help it to evaluate itself in a more penetrating and systematic way. The newly appointed headteacher has made a very good start in reinvigorating the drive for improvement with a clear view of the direction the school should take. Appropriate actions have rapidly been introduced to address weaknesses. The monitoring of the quality of teaching is becoming more rigorous. Subject leaders have an emerging understanding of the quality of provision in their area of responsibility, but there are inconsistencies in ways in which achievement

is measured and in the action taken to bring about improvement. Parents are strongly represented on the governing body which has ensured the school meets its all its legal responsibilities. Governors play an active and effective role in the work of the school and have the expertise to monitor it effectively. Parental responses to a questionnaire are full of praise for the genuine care shown to their children and the progress they make at school. Accommodation and resources are used well and managed effectively. Good links with external agencies enrich and support the work of the school. The school has a good relationship with the local community, and strong links with other schools and colleges. The school has the potential to become an outstanding school.

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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>	<b>School Overall</b>	<b>16-19</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>	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	NA	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	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	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

I am writing on behalf of the team of inspectors who visited your school recently to let you know what we think about the school. Thank you for your help in talking to us about the work you do and what you think about the school.

Like you, we think your school is a good school. We believe that everyone in your school takes good care of you and you get on very well with each other. You told us that you feel safe and know that there is always someone to talk to if you have a problem. Teachers listen to what you say and the School Council makes things happen. We know you enjoy coming to school because you told us that teachers try hard to make lessons interesting so that you can learn more easily and we saw this for ourselves, for example when you learn maths through activities that are like games. We saw that you too work hard in lessons and as a result you all do very well especially in the tests you take in Year 6. Your behaviour is excellent in lessons and around the school. Your parents are very happy with the school and all that it provides for you in and out of lessons. Your new headteacher has lots of good ideas to make the school even better and to help you to learn more.

The school could do some things better. Firstly, teachers need to check up more carefully on your progress and to let you know how well you are doing so that it is easier for you to improve your work. Secondly, some teachers who look after subjects, need to check on how well everybody in the school is getting on in their subject. Lastly, we think that there need to be more grown ups in lessons to help you do your work.

Yours sincerely,

Ian Hartland HMI, Lead Inspector