



Bishop Justus CofE School

Inspection Report

Unique Reference Number 134632
LEA Bromley LEA
Inspection number 282624
Inspection dates 7 December 2005 to 8 December 2005
Reporting inspector Ramesh Kapadia HMI

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

Type of school	Comprehensive	School address	Magpie Hall Lane
School category	Voluntary aided		Bromley
Age range of pupils	11 to 18		BR2 8HZ
Gender of pupils	Mixed	Telephone number	02083158130
Number on roll	415	Fax number	02083158131
Appropriate authority	The governing body	Chair of governors	Revd Michael Camp
Date of previous inspection	Not applicable	Headteacher	Mrs Kathy Griffiths

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Introduction

The inspection was led by one of Her Majesty's Inspectors, who was accompanied by two Additional Inspectors.

Description of the school

In September 2004, Bishop Justus was established as a new church school to provide extra school places in Bromley. It has been over-subscribed for Years 7 and 8, but also has a small group of Year 9 pupils because of delays in building the school. It is still incomplete but Phase 2 is scheduled to be ready in 2006. About a quarter of pupils are from the ethnic minorities and a small number speak English as an additional language. About a third of pupils have special educational needs (SEN). The pre-inspection questionnaire was returned by about 140 parents, representing about a third of parents.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This young school has made speedy progress within severe external constraints; its overall effectiveness is satisfactory. Its first year proved very challenging, but much progress was made to deal with a range of complex problems. The headteacher only had a single term to recruit pupils, appoint staff and establish its initial temporary facilities, as well as planning for the new building. The progress of its Year 9 pupils, whilst slower than in other schools, is satisfactory from a relatively unpromising start on a different site; younger pupils are also making sound progress. There is some variation between subjects with more strengths in mathematics than in science. Teaching is satisfactory and partly constrained by relatively large classes of mixed ability in Years 7 and 8. The curriculum is good and particularly well planned to meet the special needs of pupils in Year 9. Personal development is outstanding with regards to spiritual development. Learning is sometimes not as good as it might be because of the behaviour of a minority of pupils. Attendance is good in Years 7 and 8 and improving in Year 9. The school is well led by a dedicated headteacher and her leadership team, supported by an experienced senior management group and committed staff. They have worked with vigour and determination to provide a productive educational environment, overcoming a delayed opening of the new building. The school is beginning to collect a good range of data to track progress of pupils and is aware of the need to use the information more effectively in planning teaching and setting specific targets for improvement. The governors have worked hard to establish a range of policies and support the school well, for example on the bid to achieve specialist status. The school's self evaluation is sound and generally well founded. The school judged all areas, apart from overall effectiveness and achievement as good. Inspectors agree with these grades, except on teaching and on care, guidance and support.

What the school should do to improve further

* Ensure that all teachers make effective use of the data on pupils' prior attainment and special needs to improve achievement by setting pupils realistic, challenging targets * Improve the quality of teaching by matching work more closely to pupils' specific learning needs* Establish a greater consistency of expectation in terms of behaviour and attitude to learning in all classrooms.

Achievement and standards

Grade: 3

Overall, standards are near national averages and achievement is satisfactory. It is better in the current Year 8 than in Year 9, where the pattern of learning has been disrupted. Since the school has no published data on tests and examinations, it is not possible to make robust comparisons for particular groups of pupils. The judgement is based on the school's internal data, as well as direct inspection evidence. Pupils' attainment in Key Stage 2 tests on entry to the school is slightly above average. There are, however, a high proportion of pupils with special educational needs. The school

tracks the progress of individual pupils carefully, through regular assessment of work during term time and using optional national tests at the end of Years 7 and 8. School records show that progress is slightly below national expectations but improving. Provided this is maintained, the school's relatively modest targets for the 2006 Key Stage 3 tests in English, mathematics and science, will be met or exceeded. Whilst there is some variation in teacher assessment between subjects, attainment is near the national average in most subjects.

Personal development and well-being

Grade: 2

Pupils' personal development and well being are good. The school is a harmonious supportive community. Pupils are developing good social skills and an understanding of moral issues, and produced a video called Making Poverty History. The school's emphasis on positive attitudes and behaviour has helped pupils develop a strong sense of responsibility for themselves and others. The school provides daily assemblies as well as an organised worship programme. Christian values are reflected in all aspects of school life making pupils' spiritual development an outstanding feature. The majority of pupils are polite and courteous and feel their views are valued. However, there is a small minority who disrupt learning in some lessons and this view is supported by a significant number of parents. The school is aware of this and is reviewing procedures to ensure pupils are able to enjoy learning without unnecessary disruption. Pupils agree that the school responds quickly to incidents of bullying and the school has put strategies in place to support pupils to deal with potential bullies, using outside agencies to train a group of Year 8 and 9 pupils as mentors to support their peers. Pupils are encouraged to follow a healthy lifestyle, drinking water during lessons. The school's enrichment programme offers a course on the benefits of healthy eating. The canteen provides a healthy food menu, which pupils enjoy. Attendance has improved and is above the national average, and is especially good in Years 7 and 8. The school is aware that the attendance of some year 9 pupils needs to be improved and has various strategies in place. Fixed term exclusions were high last year but are sensibly used for serious misdemeanours and the number has reduced considerably in the autumn term. Effective support structures have been put in place for pupils with behavioural problems, with a programme of reintegration for those who have been excluded. Pupils are given many opportunities to take responsibility, for example by serving on the school council and participating in activities which enhance the school's environment, such as planting trees. Pupils develop sound cultural skills and make a good contribution to the local community for example by organising a Christmas fair and supporting the work of charities.

Quality of provision

Teaching and learning

Grade: 3

Inspectors judge that the teaching is satisfactory rather than good, as assessed by the school. While there are examples of good teaching in a range of subjects, the best practice is not yet consistent across the school. The number of teachers has increased significantly and many teachers are still coming to terms with understanding the range of pupils' learning needs fully. The best lessons are well planned and effectively executed, engaging pupils well. This was observed in an outstanding mathematics lesson which used real-life examples to illustrate complicated statistical ideas. Most lessons seen were satisfactory or better; however the pace and timing of activities were not always well judged. Teachers work hard to engage pupils in lessons and whilst progress is usually satisfactory, it is sometimes too slow. The school recognises a key area for development is the improved management of behaviour to ensure that all pupils are engaged in their work. Resources are used effectively, especially interactive white boards, to reinforce learning. Teaching assistants, who are assigned to subject areas, support pupils reasonably well. The school recognises the need for better use of assessment data to match work to the needs of different groups of pupils more effectively. Good practice in marking and assessment of work is developing but is not yet consistent across all subjects. An internal survey showed that the majority of pupils are not aware of the level at which they are working, nor of how to improve their work.

Curriculum and other activities

Grade: 2

The school's curriculum is good. All national curriculum subjects are provided. In addition, drama and dance are taught as separate subjects in years 7 and 8. Delays to the installation of machinery in workshop areas have limited practical aspects of design and technology in the autumn term. However, the school has planned imaginatively to ensure that the curriculum will be fully covered. Technical difficulties have also limited access to Information and Communication Technology (ICT) this term but has been agreed to be a priority for all subject areas. The curriculum has been reviewed, and the school plans further developments to introduce personalised learning to meet the varying needs of pupils. Some steps have already been taken through adapting the curriculum for low attaining pupils in Year 9, with a greater focus on work-related learning. There is a good range of after school activities and clubs for all pupils including music, sports and drama. Education for health, safety and citizenship is also good.

Care, guidance and support

Grade: 3

Inspectors judge that the quality of the school's care, guidance and support is satisfactory rather than good, because of the need for educational support plans. Pupils, including the most vulnerable are well cared for, and child protection is secure;

appropriate risk assessments are undertaken and ensure pupils' safety. A mentoring programme tracks the academic and personal development of Year 9 pupils on a weekly basis. There are plans for such tracking in Years 7 and 8, but these have yet to be realised. There is good collaboration within the school to ensure pupils' well-being and safety, and to increase their confidence and self-esteem. Pupils are being given sound guidance to help make the right choices before they enter Key Stage 4. Pupils with SEN and those at the earliest stages of learning English are reasonably supported in lessons by teaching assistants and through partnerships with outside agencies. However, records of these pupils' needs are not sufficiently precise to enable teachers to plan lessons, which specifically address pupils' individual learning needs. The school has begun to produce detailed individual support plans but these are not yet in place for all pupils with SEN.

Leadership and management

Grade: 2

The leadership and management of the school are good, not least in achieving so much in starting a new school with limited time and finance. There is a strong sense of direction from headteacher, who has evoked fierce loyalty amongst an experienced senior management team and staff who are committed to the school's unique Christian ethos. The school's improvement plan is succinct, with the aim of providing high quality learning and teaching in a Christian environment. There are appropriate priorities relating to the 14-19 curriculum and the development of specialist status as a means of raising achievement. After dealing with a range of difficulties in its first year, many relating to external problems outside the school's control, there are indications that the school's vision is being realised in a strong inclusive ethos. Parents are involved in the life of the school. The school achieved Investors in People (IIP) status in its first year, demonstrating the professional development of all staff, both teaching and non-teaching. It has a sound capacity for self evaluation and improvement. A strong focus on raising aspirations in Year 8 last year enabled satisfactory progress to be made. The school recognises that overall progress needs to be improved in some subjects, pointing to the effects of changing sites. Current data for pupils in Year 8 indicate that their progress is faster in the subjects of English and mathematics than in Year 9. Teaching is monitored by the headteacher, and has resulted in some actions such as valued staff development on behaviour management, which is slowly having some effect. There is also a stronger focus on introducing a range of teaching styles, including more active learning by pupils and the use of assertive discipline techniques. The school is fully staffed, but teachers sometimes have to teach outside their main area of expertise. The governors are supportive of the school and are planning a programme of visits to monitor aspects such as behaviour and assessment. They have supported the planned bid for specialist status in music. Collaboration with six local schools and the renowned Bromley Youth Music Trust has helped to raise half of the required sponsorship money. The school is housed in a modern new building with very good facilities. The school's budget is very tight and overall it gives good value for money.

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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?	3	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	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	3	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	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?	3	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	3	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

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	Yes
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	Yes
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 very much for welcoming us so warmly and showing us round when we came to inspect your school on 7 and 8 December 2005. We enjoyed talking to you and hearing what you feel about the school. You have a wonderful new building and staff who have worked very hard to make it a good place to be.

The particular strengths of the school we have noted are: * your headteacher provides good leadership, well supported by all her staff* there is a strong Christian ethos in the school* there is a good range of subjects which you can study* you attend the school regularly.

Of course, there are always things that could be better, and we mentioned two in the report: * your learning could be better if there were better attitudes to lessons and behaviour by a few of you* teachers set targets, plan work more closely linked to your needs, and explained more clearly how you could improve your work. Good luck with your work and your future.