

# Beaverwood School for Girls

## Inspection report

---

<b>Unique Reference Number</b>	101674
<b>Local Authority</b>	Bromley
<b>Inspection number</b>	307774
<b>Inspection dates</b>	7–8 November 2007
<b>Reporting inspector</b>	Samantha Morgan-Price HMI

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

---

<b>Type of school</b>	Comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11–19
<b>Gender of pupils</b>	Girls
<b>Number on roll</b>	
School	1280
6th form	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Ransley
<b>Headteacher</b>	Mrs K Raven
<b>Date of previous school inspection</b>	30 September 2002
<b>School address</b>	Beaverwood Road Perry Street Chislehurst BR7 6HE
<b>Telephone number</b>	020 8300 3156
<b>Fax number</b>	020 8300 3251

---

<b>Age group</b>	11–19
<b>Inspection dates</b>	7–8 November 2007
<b>Inspection number</b>	307774

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and four Additional Inspectors.

## Description of the school

The school is a large girls' foundation technology college. Pupils come from a range of ethnic backgrounds with the majority being White British. The proportion of pupils that are eligible for free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities, including those with statements of special educational needs, is around the national average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pupils, staff and governors are rightly proud of this good school, which has outstanding aspects. Pupils are extremely positive about the quality of education and the pastoral care provided. Since its last inspection five years ago, the school has improved the quality of education on offer and the impact of this is most evident in the school's 2007 GCSE results. The school has targeted its efforts over the last two years on raising attainment at Key Stage 4 and this has been achieved. Results are now above national averages and above the school's own targets. There is clear evidence that the challenging targets set for 2008 will be met and leaders and managers are focusing on raising standards at Key Stage 3. The highly effective revised curriculum is now having a positive impact. The headteacher, ably assisted by her leadership team, middle managers and governors, provides good leadership and a clear vision for the future.

'Enjoy and achieve' is at the heart of the school's aims for pupils. The girls enter the school with average attainment and with highly effective targeted support they go on to make good progress as they move through the school because the curriculum and care, guidance and support are outstanding.

Pupils demonstrate very positive attitudes and they are highly motivated. They support each other well and readily take on responsibilities within the school. The majority of lessons are good or better. Teachers plan lessons well and use information and communication technology (ICT) effectively in their classes. Many teachers accurately assess the progress pupils make. In a few lessons, teachers do not always match the tasks accurately to pupils' ability resulting in some pupils not being challenged by the work set. Some assessment of written work does not always provide clear feedback to pupils on areas for improvement.

Pupils know that they can call on their teachers at any time and not just for support on academic issues. The level of commitment by teachers is evident and forms a large part of the school's success.

The school is run well. A committed governing body and leadership team support the headteacher effectively. Together they have driven through improvements that have had a significant impact on the 2007 results. Pupils benefit from the school's technology status by being able to access increased ICT both outside and within the classroom. Of particular note is the positive 'can do' ethos expressed by all staff. Every element of provision is rigorously evaluated and clear priorities identified. Leaders have worked hard to improve the opportunities for higher attaining pupils to achieve well and there are very good results in some subject areas, for example English. The school has outstanding capacity to improve.

## Effectiveness of the sixth form

### Grade: 2

The overall effectiveness of the sixth form is good. It provides pupils with two years of good teaching and a good curriculum combined with outstanding care, guidance and support. Pupils, many of whom would not normally be studying A levels, enter the very inclusive sixth form with below average standards but leave with standards that are at the national average. This represents good progress overall. Standards are above the national average for pupils taking vocational qualifications and this represents very good achievement. The curriculum offers an extensive, relevant choice to the vast majority of pupils, many of whom remain at school until

the end of Year 13. The school has recognised that the breadth of curriculum will be further improved by the planned borough partnership arrangement to extend curriculum opportunities. Pupils readily take opportunities to support the school. Some, for example, mentor younger pupils in lower year groups. Leadership and management of the sixth form are highly effective. The head of sixth form plays an integral role in developing the consortium curriculum.

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

- Ensure that all teachers provide pupils with activities that are sufficiently challenging and use marking to show pupils how to improve.

## **Achievement and standards**

### **Grade: 2**

#### **Grade for sixth form: 2**

Standards at the end of Key Stage 4 have risen sharply because of changes to the curriculum. Pupils currently in Year 10 and Year 11 have achieved well from their starting points. Standards at the end of Year 11 in 2007 were above the national average and pupils exceeded their challenging targets. In English, all groups of pupils make good progress and, while this is the case for many other subjects, the percentage reaching higher grades was lower in mathematics and science. In Key Stage 3, pupils make satisfactory progress from their broadly average starting points and reach broadly average standards at the end of Year 9. Fewer pupils than nationally reach the higher levels in English and science. The school is concentrating its efforts on improving this and is making good progress in both subjects. More pupils are on target to achieve high grades in science in 2008 than in previous years. Pupils with learning difficulties and/or disabilities make at least good progress overall and in Years 10 to 11 some pupils make very good progress in vocational subjects.

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

### **Grade: 1**

#### **Grade for sixth form: 1**

Pupils' personal development including their spiritual, moral, social and cultural development is outstanding. There is a strong community spirit and pupils' backgrounds are respected. Pupils make a very important contribution to the school and develop their knowledge, skills and understanding of citizenship extremely well. The care and attention given by older pupils to the needs of younger ones is excellent. Sixth formers organise events for the whole school, and this develops their leadership skills. Pupils are confident, courteous, and attentive in lessons. Behaviour is good and is often excellent but parents are rightly concerned that there are a few isolated instances of disruption in classes where teaching is weaker. Pupils are well aware of the importance of being fit and healthy and the majority take part in clubs and activities outside school, which develop their cooperative and competitive instincts. They understand how to stay safe but sometimes need reminding about precautions in practical lessons. They enjoy the outstanding curriculum and consequently, the attendance rate is improving. They have good relationships with their teachers because they are asked for their opinions and these are fed into school planning. They feel that their views are valued and this helps develop their maturity. Pupils are appreciative of everything that is on offer to them, especially the technology which has come with specialist status and which substantially contributes to their good workplace skills.

## **Quality of provision**

### **Teaching and learning**

**Grade: 2**

**Grade for sixth form: 2**

Teaching and learning is good or better in most lessons. Most teachers plan their lessons well using a wide range of strategies and activities that engage and focus learning. Teachers make very good use of data about the pupils they teach; however, in a few lessons the tasks given to pupils are not suitable and do not always provide sufficient stretch and challenge.

Teachers use a very good range of resources in their lessons to enhance learning for pupils including the extensive and skilful use of the electronic interactive whiteboards.

Many teachers accurately assess pupils' understanding and progress in lessons and use this information very effectively both within the lessons to build pupils' confidence to succeed and to inform future planning. Assessment of written work does not consistently provide clear feedback to pupils on what they have done well and how they can improve; nor is it always clearly linked to their current progress towards their targets.

### **Curriculum and other activities**

**Grade: 1**

**Grade for sixth form: 2**

The curriculum in Years 7 to 11 is outstanding. The school has responded extremely well to the needs of its pupils by extensively modifying the curriculum, the impact of which has been evident in the last two years. All statutory requirements are met. The delivery of subjects such as modern foreign languages in Years 7 to 9 is now better targeted to pupils' needs. The curriculum at Key Stage 3 has also been enhanced by the introduction of creative activities and the 'learning to learn' project. The new range of relevant vocational subjects in Key Stage 4 has had a dramatic and positive impact on the achievement of pupils. It has also been a major factor in improving attendance and retention rates and has enabled the school to effectively link careers and enterprise activities. All pupils take at least one technology subject to GCSE, reflecting the school's specialist status. Pupils extensively use ICT and subject areas make good use of computers and interactive white boards. In ICT, the well-developed web-based resources provide very good support to guide pupils' learning.

The school is able to offer a range of very effective support structures within the curriculum for pupils with learning difficulties and/or disabilities. Pupils are well supported for their future economic well-being especially in the areas of personal development and key skills.

There is a wide range of extra-curricular activities offered to pupils covering many areas including sport, expressive arts and support in individual subjects. These are popular with the pupils, who attend on a regular basis.

### **Care, guidance and support**

**Grade: 1**

**Grade for sixth form: 1**

The quality of care, guidance and support for all pupils, including those with learning difficulties and/or disabilities, is outstanding and is reflected in their outstanding personal development.

The procedures for safeguarding pupils are robust. Induction arrangements for new pupils are outstanding and those with additional needs are identified early. There is a range of extra classes and support linked to faculties, for those who need it. Many pupils arrive in school with a sense of failure having not gained entrance to the local grammar schools, and the school works hard at developing pupils' self-esteem and confidence so that they achieve well. Excellent transition arrangements for Years 7, 9 and 11 as well as effective individual support contribute to this. Provision for gifted and talented pupils is outstanding with on-line resources that pupils can access from home. Attendance has improved because of the rigorous efforts of the school in following up absence, tightening up on procedures, for example by offering competition and rewards for good attendance. Academic progress is monitored very well so that pupils who are not on course to meet their challenging targets are offered highly effective extra help.

## **Leadership and management**

### **Grade: 2**

#### **Grade for sixth form: 2**

Leadership and management are good. The leadership of the headteacher and her senior team has been decisive in improving the quality of education across the school. There is a real sense of teamwork and commitment to realise the shared vision of ensuring pupils reach their potential. The school's self-evaluation outlines what needs to be done and involves the support of staff and governors. The leadership team and governors are aware of where further improvements are to be made and there is a strong desire to address these areas. The impact of this is evident in the school's 2007 results across all groups of pupils at Key Stage 4. Leaders and managers recognise that there is still more work to be done to improve the examination results of pupils at Key Stage 3. The school has very effective quality assurance systems in place that continue to drive up standards particularly in underperforming subjects.

Resources are effectively deployed and there are effective budget monitoring systems in place. Issues regarding staff shortages in some subject areas, such as science have been resolved. The school has used the workforce reforms very constructively and support staff play increasingly important roles. The newly appointed heads of department and other middle managers are having an immediate positive impact in many aspects of the school's work. Resources linked to specialist status have been beneficial in supporting pupils' learning in many subjects. The school is an active member of the borough's 14 to 19 consortium; it also has strong links with local primary schools, which enable Year 7 pupils to settle into life at the school quickly.





## Annex A

## Inspection judgements

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

### 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	2
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes
How well does the school work in partnership with others to promote learners' well-being?	1	1
The capacity to make any necessary improvements	1	1

### Achievement and standards

How well do learners achieve?	2	2
The standards <sup>1</sup> reached by learners	2	3
How well learners make progress, taking account of any significant variations between groups of learners	2	2
How well learners with learning difficulties and disabilities make progress	2	

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	1
The extent of learners' spiritual, moral, social and cultural development	1	
The extent to which learners adopt healthy lifestyles	1	
The extent to which learners adopt safe practices	2	
How well learners enjoy their education	1	
The attendance of learners	2	
The behaviour of learners	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

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

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	
How effectively leaders and managers use challenging targets to raise standards	2	
The effectiveness of the school's self-evaluation	1	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
Do procedures for safeguarding learners meet current government requirements?	Yes	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

09 November 2007

Dear Pupils

Inspection of Beaverwood School for Girls, Chislehurst, BR7 6HE

As you are all aware, your school was recently inspected and this letter is to tell you about results of the inspection. I would like to thank you for making the team of inspectors feel welcome in the school, for your comments and opinions as well as for helping us to find our way round during the visit. We enjoyed meeting some of you, visiting your lessons and finding out about what you do in school. It was very clear that you enjoy life at Beaverwood School and that you are proud of your school and its history.

The inspection team found that Beaverwood is a good school that provides a wide range of opportunities to give you a good all-round education. As you move through the school, you receive outstanding care, support and guidance, which help you to develop as individuals and achieve well. Your school is extremely well led and run by your headmistress, ably supported by her leadership team and middle managers. Your teachers work hard to make your lessons interesting and engaging, using excellent resources, many of which they develop especially for you. You appreciate the excellent ICT resources that have been provided and understand how these help you to increase your learning.

The leadership team recognise that the school can and needs to continue to improve. We have asked them to ensure that all teachers provide you with challenging lessons and that when your work is marked that you are clearly shown how to improve.

I would like to wish all every success for the future.

Yours faithfully

Samantha Morgan-Price HMI

Lead Inspector