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27 May 2011

Mrs Philippa Otton
The Headteacher
Laburnum Grove Junior School
Laburnum Grove
Bognor Regis
West Sussex
PO22 9HT

Dear Mrs Otton

Ofsted monitoring of Grade 3 schools: monitoring inspection of Laburnum Grove Junior School

Thank you for the help which you and your staff gave when I inspected your school on 26 May 2011, for the time you gave to our phone discussions and for the information which you provided before and during the inspection. Please pass on my thanks to the children, staff and Chair of the Governing Body who were so welcoming.

There have been very few changes in the school's context since it was last inspected. The school is a well-established community school and admits pupils from a wide range of social and economic backgrounds. The proportion of pupils known to be eligible for free school meals is just below the national average. The number of pupils with special educational needs and/or disabilities is well above that found in most schools. Pupil mobility remains high with significant numbers of pupils moving both in to and out of the school across all year groups.

As a result of the inspection on 15 and 16 September 2009, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school has made good progress in making improvements and good progress in demonstrating a better capacity for sustained improvement.

My visits to a sample of lessons indicated that pupils' achievement overall is improving and is now good in English and satisfactory in mathematics. This is



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supported and confirmed by the school's thorough analysis of information on pupils' performance. Attainment still varies with the different nature of each year group but is rising steadily and is broadly average. The attainment and progress of more-able pupils has improved especially in English. For example, in 2009, very few pupils gained the higher Level 5 in writing. As a result of a strong emphasis on developing pupils' writing skills, in 2010, almost a quarter of pupils reached this higher level – well above the national average. Pupils' learning and progress are now good due to improvements in the quality of teaching, particularly a strong focus on assessment. In 2010, the large majority of Year 6 pupils made at least the progress they should in English and mathematics. Current Year 6 pupils are well on course to repeat or improve on this performance.

A calm and positive learning environment exists throughout the school. Behaviour both in lessons and around the school is excellent and pupils work and play well together. Pupils are keen to do well and are enthusiastic about their learning, especially where the tasks are interesting and engaging. Teachers have high expectations and pupils are clear about what it is they are expected to learn. As a result, the quality and standard of pupils' writing has improved, with pupils able to write in a range of styles and use some exciting vocabulary. There is a growing understanding amongst the staff about how the pupils learn best and teachers are flexible in looking for strategies to make this happen. This has led to some innovative approaches to teaching where pupils, especially the more able, have to think about how they learn as well as what they are learning. The fast pace of teaching and learning in lessons keeps pupils focused on their work and is supported by good-quality, rapid oral feedback during whole-class sessions.

Improvements in teaching are well supported by the marking and assessment systems used in all classes. Outcomes are used effectively to maintain an overview of whole-school, class and individual performance. Pupils receive good feedback about the quality of their written work but are sometimes less clear about the standard and how it might be improved. Pupils with special educational needs and/or disabilities receive high-quality support in lessons from the skilled and well-trained teaching assistants. They ensure that provision is supportive and appropriate to pupils' needs and so their progress is good.

The headteacher and all the staff, supported by members of the governing body, are united in their commitment to helping all the pupils in their care to achieve their best through meeting all their needs. This vision creates a very caring, supportive family atmosphere with high-quality care and support, and all feel valued. Thorough self-evaluation draws on a wide range of information to give a clear picture of strengths as well as a focus on key priorities for improvement. Local authority advisers have provided very good support for school improvement which has been carefully tailored to the school's needs. The school appreciates the challenge to improve provided by the local authority consultants and its School Improvement Partner.



I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Christine Jones
Her Majesty's Inspector



Annex

The areas for improvement identified during the inspection which took place in September 2009

- Help pupils to be more independent in their learning and know what they need to do next by:
 - embedding the new strategies to support writing at a higher level
 - encouraging pupils to respond to advice.

- Increase the proportion of pupils reaching Level 5 in English and mathematics, by:
 - ensuring that more-able pupils are consistently provided with work that challenges them
 - sharing best practice in supporting these pupils across the school.