

Bidbury Junior School

Inspection report

Unique reference number	116053
Local authority	Hampshire
Inspection number	379192
Inspection dates	8–9 February 2012
Lead inspector	Keith Sadler

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	179
Appropriate authority	The governing body
Chair	Jacque Cook
Headteacher	Julie Wood
Date of previous school inspection	17–18 June 2009
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Age group	7–11
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Introduction

Inspection team

Keith Sadler

Additional inspector

Janet Watson

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 16 lessons led by 10 different teachers or practitioners. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; the school development plan; leaders' monitoring records; and pupils' work. Questionnaires completed by 100 parents and carers together with those from staff and from pupils in Key Stage 2 were analysed and their responses taken into account.

Information about the school

Bidbury Junior is a below average sized school. Most of the pupils live in the immediate vicinity. Most pupils are of White British heritage and there are a few from minority ethnic backgrounds. Very few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of disabled pupils and those with special educational needs is above average. Many of these pupils have social and emotional difficulties. The school meets the current floor standard. There is a breakfast club which is managed by the governing body and is included in this inspection. In addition, there is an after-school club which is not managed by the governing body and is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key findings

- This is a satisfactory school. It is improving rapidly because senior leaders' and governors' commitment to improvement is shared by the staff.
- Achievement is satisfactory and improving. In English, pupils make satisfactory progress to attain standards that are in line with the national average. In writing, previous underachievement is being eliminated; even so, progress is hampered by poor handwriting and restrictions in pupils' use of grammar and punctuation. In mathematics progress is accelerating, though pupils' mental calculation skills are below average.
- Even though teaching has improved recently and much is now of good quality, scrutiny of pupils' work and school data show that, over time, teaching is satisfactory. Teachers generally provide interesting activities that capture the pupils' interest. Even though most lessons are planned well to meet the varying learning needs of the pupils, in some there is too little challenge for the more able. There is some good practice in the use of assessment, although there are inconsistencies in teachers' marking of work.
- Parents and carers are overwhelmingly supportive and are almost unanimous in the view that their children feel safe in school. However, a small minority say that lessons are disrupted by bad behaviour. Inspection evidence shows that behaviour is satisfactory overall and recent improvements mean that pupils' behaviour, both in lessons and around school is often good.
- The headteacher, senior staff and governors have worked with some success to strengthen teaching and learning since the last inspection, but they are aware that more needs to be done to raise achievement. All staff with responsibilities make a good contribution to the school's effective monitoring and evaluation processes.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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What does the school need to do to improve further?

- Accelerate progress in writing and mathematics by:
 - improving pupils' handwriting and presentation skills
 - extending pupils' grammar and punctuation, particularly for middle ability pupils
 - strengthening mental calculation skills.

- By January 2013, improve the quality of teaching by:
 - removing inconsistencies in teachers' marking of pupils' work, particularly in making the next steps in learning clear
 - strengthening teachers' planning by making sure that activities are more consistently matched to pupils' learning needs, particularly for the more able.

Main report

Achievement of pupils

Almost all parents and carers who returned questionnaires said that their children were making good progress. Inspection findings indicate that, over time, achievement is satisfactory. However, there is evidence of recent improvement and, in many of the lessons seen during the inspection, pupils made good progress. Pupils' attainment on entry into Year 3 is broadly average. In the past, their achievement has been patchy; this has led to variable standards at the end of Year 6. In mathematics, for example, pupils are now attaining expected levels, though standards were below average in the 2011 tests. Currently, pupils' weak mental calculation skills, even for the most able, slow their learning. In English, standards are average. Good achievement in reading is characterised by pupils' good knowledge of letters and sounds. Standards in reading are above average by the end of Year 6. Pupils in Year 6 enjoy reading a good range of novels and more able pupils successfully explain their preferences, comparing and contrasting authors such as Roald Dahl and J. K. Rowling. In writing, there has been a successful focus on improving achievement from some previously slow progress. A successful system of individual and small group support and close attention being paid to those in danger of falling behind is resulting in all groups now making at least satisfactory progress. This was evident in a Year 6 lesson in which pupils were successfully re-drafting a newspaper article as a radio report. Peer analysis was used well and pupils discussed the merits of others' work. Even so, the progress of some pupils is restricted because their use of grammar and punctuation is relatively limited. The good focus on increasing opportunities for writing across the curriculum aids pupils' progress. Year 3 pupils, for example, produced some good quality historical report writing following a visit to Highclere Castle. Even so, across all year groups, pupils' relatively weak handwriting skills hamper their extended writing because for some it remains a laborious activity.

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The attainment of boys and girls is similar. Disabled pupils and those with special educational needs make the same progress as others because of the support they receive. Similarly, more able pupils make satisfactory progress, although the proportion of pupils gaining the higher levels at the end of Year 6 has been below average. However, initiatives such as an after-school club for higher ability pupils in mathematics and the close grouping of pupils in English are starting to pay dividends and more pupils are currently attaining at higher levels in both Year 5 and Year 6. Pupils say that they enjoy learning. As one Year 6 pupil said, 'Our teachers get in there straight away and we like that, as we learn quickly.'

Quality of teaching

Parents and carers hold very positive views on the quality of teaching their children receive. Pupils are now making greater progress because teaching has improved recently. Teaching is making a significant contribution to the pupils' spiritual, moral, social and cultural development. For example, pupils' social development, particularly of their interpersonal skills, is supported well by the many opportunities that teachers provide for them to work in pairs and small groups. However, scrutiny of pupils' work and of the school's comprehensive data shows that over time, although improving rapidly, teaching is satisfactory overall. Teachers manage pupils well. The impact of the planned curriculum is evident in improving progress. They use their knowledge of subjects well and illustrate key teaching points confidently, making good use of new technologies. In most lessons, teachers question pupils incisively and move learning on at a brisk pace. For example, in a Year 5 mathematics lesson when pupils were calculating the cost of items, the teacher was able to extend the pupils' learning with probing questioning which elicited the extent of the pupils' understanding.

Teachers' assessments are becoming more accurate and the information is used increasingly well to plan lessons that meet the needs of all groups of pupils. However, this is not yet fully consistent and, on occasion, work is too easy, particularly for the more able. Marking is often of good quality and is comprehensive and supportive. However, there are inconsistencies because teachers do not always ensure that next steps in learning are made clear to pupils.

Behaviour and safety of pupils

Almost all pupils said that they feel safe in school because 'all the adults help us'. This is confirmed by parents and carers, who were almost unanimous in saying that their children are safe. Parents and carers have less positive views about behaviour, with a number making comments regarding how poor behaviour interferes with their children's learning. However, improvements mean that behaviour is currently good or better in almost all lessons and also around the school. This results from a well-defined and coherent behaviour policy which pupils understand and respect. This policy is successful in that behaviour has improved and the school has reduced the number of exclusions. Staff manage pupils well and relationships in classrooms are good. As one Year 6 pupil said, 'Some children have an anger problem but it is dealt with really well by our teachers.' Those with social and emotional difficulties are

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managed well, and the good and wide-ranging programme of high quality support enables these pupils to play a full part in lessons. There is a good quality personal and social development programme. This ensures that pupils are helped to be aware of the various risks they face in and out of school, such as when using the internet or when walking and cycling, and how to respond to these. Pupils are aware of different types of bullying, including cyber bullying, and know how to deal with these. They are particularly appreciative of the opportunity to report any distress that they may feel by using the effective website that enables them to report any concerns. Good levels of pastoral care ensure that there is sensitive support for pupils and families whose challenging circumstances may make them vulnerable. A number of parents and carers made appreciative comments about how the school has helped them through times of difficulty. Others commented on how the good quality breakfast club is enjoyed by their children, and this was confirmed by the inspection.

Leadership and management

The overall impact of leadership and management on pupils' progress is satisfactory. However, with the support of the local authority, there has been a significant improvement. There is a clear commitment to improvement that is shared by all the staff and governors. Teamwork is strong and many staff commented on how proud they are to be a member of the Bidbury team. Discrimination of any kind is not tolerated and the promotion of equality is good, and demonstrated by the close attention that is paid to ensuring that all pupils are able to access all the school has to offer. Information from good quality monitoring procedures enables staff and governors to check the impact of innovations such as the recent move to school-wide grammar and punctuation sessions, which are starting to have a positive impact on achievement in writing. In addition, good quality evaluation reports relating to teaching are used well to determine professional development requirements for members of staff. Monitoring information is used well to inform the strategic plan which is a good tool for development. However, the school has a too-generous view of its own effectiveness.

Senior leaders have rightly focused on strengthening literacy and numeracy and this has resulted in good quality curricular provision in these basic skills. Staff are now turning their attention to ensuring that the quality of the whole curriculum is lifted to good levels by increasingly linking subjects together and refining the themes being taught. The wide range of extra-curricular activities successfully complements the whole curriculum in effectively supporting pupils' spiritual, moral, social and cultural development, with many parents and carers commenting on the good range of musical activities available to their children.

The governing body provides strong strategic leadership. Under the excellent leadership of the chair, successful systems have been developed to check and evaluate the success of the school's plans. Close attention is paid to ensuring safeguarding arrangements are robust and meet regulatory requirements.

Even though the impact of leadership and management has not yet fully translated

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into securing good achievement for pupils, the strong improvements in teaching and learning, linked to the successful systems to monitor and evaluate the work of the school, demonstrate a sound capacity for securing further improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



10 January 2012

Dear Pupils

Inspection of Bidbury Junior School, Havant PO9 3EF

I am writing to thank you for your help when we came to visit your school and also to tell you what we found. We enjoyed our visit and I particularly enjoyed listening to your singing practice. I thought you sang beautifully and we can understand why you are proud of your choir!

Yours is a satisfactory school, which means that some things are done well and other things could be improved. You told us that you enjoy school. Even though many of you said that behaviour is not good in your school, it was good in all the lessons that we saw. You have positive attitudes that help you in your learning. Your parents and carers told us that you are happy and feel safe, and we agree with them. Your teachers try hard to make lessons interesting for you, and most lessons are good and you now learn well. But in some lessons, the work is too easy for you, particularly those of you that find learning easy, and this means that you do not achieve as well as you could. You told us that you enjoy all the trips and visits that you make. These things help to make sure that you enjoy learning. The staff look after you well and take good care of you.

We have asked your headteacher and staff to take some action to make sure that improvements continue. We have asked them to make two particular improvements in lessons. First, to make sure that your teachers give you work that challenges you, particularly for those of you that find learning easy. Second, we have asked that when they mark your work, teachers make sure that the next steps in your learning are made clear for you. We have also asked that in English, your handwriting improves and also your grammar and punctuation. In mathematics, we have asked that your teachers make sure that your calculation skills are improved. You can help by making sure that you practise your tables and also you work hard to make sure that your handwriting is neat.

We hope that you continue to enjoy school and learning.

Yours sincerely

Keith Sadler
Lead inspector

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