

Riders Junior School

Inspection report

Unique Reference Number	115908
Local Authority	Hampshire
Inspection number	357843
Inspection dates	11–12 November 2010
Reporting inspector	Hazel Callaghan

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	229
Appropriate authority	The governing body
Chair	Caroline Dearlove
Headteacher	John Dean
Date of previous school inspection	11 October 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons taught by nine teachers and various other aspects of the school's work. They looked at documentation related to the safeguarding of children, the school's strategic plan and its records of pupils' attainment and progress, as well as the governing body minutes and reports written about the school. Some 77 parent and carer questionnaires were also reviewed. Meetings were held with various staff, some pupils and members of the governing body.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The extent to which pupils in Year 6 are able to reach age-related standards in reading, writing, mathematics and science, and explore the rates of progress made by the more-able, particularly in English.
- How teaching and the curriculum meets the needs of all pupils, especially those with special educational needs and/or disabilities and those more-able.
- How pupils are engaged in understanding how well they are doing and what they need to do in order to improve. How pupils are prepared for the next stage in learning and their adult lives through the development of workplace skills such as regular attendance and an understanding of the diversity of cultures in the United Kingdom.
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Information about the school

Riders Junior is an averaged-sized school of its type. The vast majority of its pupils come from families of White British heritage. The proportion of pupils identified as being eligible for free school meals is double that found nationally. More than half of the pupils have been identified as having special educational needs and/or disabilities, which is much higher than average. The main concerns are pupils' specific or moderate learning difficulties and behavioural, emotional and social problems. The school shares the site with Riders Infant School and a pre-school group. It runs a breakfast club which is shared with the infant school and run by the governing body. The school has gained a number of awards, the most recent being the Marjorie Boxall Quality Nurture Group and Bronze Eco awards. The school is working towards the reinstatement of the enhanced Healthy Schools Award.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Riders Junior is a good school. It has a number of outstanding features. This is due to the excellent leadership of the headteacher whose vision and drive for improvement have led the staff forward successfully. He has worked effectively with the able support of the deputy headteacher, alongside staff and members of the governing body to ensure pupils are making the best of their potential. Much has been achieved since the previous inspection. Good elements of the provision have been maintained and, in several cases, improved, so they are now extremely strong, especially those related to safeguarding and partnerships with outside agencies, which are both now outstanding. The excellence of the school's care, guidance and support is also recognised by parents and carers, who are highly complimentary about the 'caring and supportive headteacher and staff'. 'Riders Junior is a school that really cares' was a comment typical of many. Pupils feel extremely secure and safe in this friendly and harmonious environment. Together with good teaching and a stimulating curriculum, these factors are ensuring that pupils make good progress in their learning, with some making rapid gains in their learning. The school's self-evaluation is effective and strategic plans for further improvement are well focused. These factors, the improvement since the last inspection and the good support and challenge by members of the governing body ensure a good capacity for further improvement.

Pupils' attainment has been steadily rising over the last four years and is now broadly average. Although pupils' attainment in writing has not risen as quickly as it has in reading, mathematics and science, the gap is closing. The vast majority of pupils, including those with special educational needs and/or disabilities and those eligible for free school meals, achieve extremely well in mathematics and in science. In English, pupils' achievement, though satisfactory, has significantly improved in the last year and all pupils, including the more-able pupils, now make good progress. This has already had a significant impact on raising attainment, especially for more-able pupils. Writing has rightly been a priority and new strategies to help improve pupils' skills and confidence in this area are having a positive impact.

The development of teaching has been a high priority to ensure that pupils' learning accelerates. The provision for pupils with special educational needs and/or disabilities is very strong, particularly the support and encouragement given to vulnerable pupils. Recently, there has been an increased focus on improving the learning of more-able pupils, which is proving successful. Nevertheless, in a few lessons, the level of challenge is not high enough for all pupils.

Pupils behave well, are polite to visitors and caring of each other. All the pupils who responded to the questionnaire said they enjoy school. They want to do well and this also promotes their successful learning. They show empathy for those who are in trouble or less well off than themselves. They respond strongly to opportunities to raise money for

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charities and to work in the local community picking up litter, for example. They have fewer opportunities to meet, work and play with others from different backgrounds, cultures and religions, and this is an aspect of their development that is not as effectively promoted as the rest. Attendance which has been a considerable concern in the past is also improving rapidly because of the extremely effective systems put in place.

What does the school need to do to improve further?

- Raise pupils' attainment in writing so that it equals that in reading, mathematics and science by increasing the levels of challenge for all pupils. Provide more opportunities for pupils to meet, work and play with people of a variety of cultures, faiths and backgrounds so their understanding of the diversity of society with the United Kingdom increases.
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Outcomes for individuals and groups of pupils

2

Although pupils' attainment in writing is lower than in reading, mathematics and science, it is also 'on the move' because pupils are now making good progress in this area of their learning. Pupils' good progress starts in Year 3 and is clearly evident in the lessons observed and in pupils' work. Pupils are keen to improve. This was evident in a Year 6 lesson when pupils were looking at a piece of writing produced by someone in the class and considering what needed to be done to 'upgrade' it so that it was of a better standard. In discussing these activities with the pupils, they said how helpful it was. They could support each other with their ideas and share ideas for improvement. Pupils are very clear about what they need to do to improve and talked with pride about how they move on once their target has been achieved. Pupils enjoy tasks that make them think and respond well to these 'challenges'. They work well in pairs and in groups discussing what they have to do and how to find success. These positive learning skills support their progress well. Writing is the area which slows their preparation for the next stage of learning but their positive response to all their activities and good progress ensures that it is satisfactory overall. Pupils with special educational needs and/or disabilities are extremely well supported. Their confidence in their own abilities rises considerably under this sensitive support and they try very hard to improve.

The good progress made in learning is also extended to other outcomes. The school successfully achieved an enhanced Healthy Schools award in the past and is working towards the standard once more. The impact of this work is seen in pupils' good understanding of the factors that lead to a healthy lifestyle. They enjoy taking responsibility and many are monitors, school councillors, eco warriors or playtime pals. They actively consider what can be improved in the school and Year 4 pupils have submitted a plan to the governing body for their approval. The number of pupils who were persistently absent has reduced significantly. Those who were frequently away are now amongst the most regular attenders due to the positive strategies and support of staff such as the family support workers.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The needs of the high proportion of pupils with special educational needs and/or disabilities are very carefully identified. A variety of successful strategies enables them to make at least good progress. The learning of all pupils is monitored very carefully and activities adapted to meet their needs. The work and support for those in the nurture group are exceptionally successful in helping these pupils to learn. There is clear evidence of these pupils' outstanding progress in both their academic and personal development. An above-average proportion of pupils have behavioural, personal or social difficulties but, such is the level of support and care provided for these pupils, their difficulties rarely surface and the school is a calm and happy place. Pupils recognise that there are pupils who sometimes bully or behave inappropriately but say any difficulties are quickly resolved by staff and they have no concerns.

Good teaching from both teachers and support assistants, and the effective use of assessment data that informs planning, ensures activities are well matched to pupils' learning needs. Historically good provision for the most vulnerable and those with special educational needs and/or disabilities has enabled them to make at least good progress. This has been effectively extended to the more-able pupils who are also making good progress. Teachers are more aware of the need to challenge more-able pupils and good use is made of problem-solving activities through which pupils learn to use their knowledge. In the Year 3 classes, for example, pupils had to explore the various ways in

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which an uneven number of nuts can be shared between three monkeys. The activity immediately grabbed the pupils' attention and they enjoyed the task. The more-able were expected to extend their thinking through the exploration of how to work systematically to find all the possible results.

The curriculum has improved in a variety of ways and pupils enjoy many memorable and enjoyable tasks. Pupils in Year 5, for example, are likely to be talking about the day they mummified a fish as part of their work on the Ancient Egyptians for a long time to come. It also gave them a good reason for writing about their experiences. Stimulating activities such as this are already having an impact on engaging pupils of all abilities in the desire to write and in raising attainment. Pupils understand what they need to improve and this is a positive factor in their good progress. The breakfast club provides a positive start to the day which pupils enjoy. Very good partnerships with the infant school and a strong induction programme called 'Freshers' Week' which is replicated at the secondary school ensure pupils settle quickly into their new schools and their continued progress is promoted well.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leaders have been particularly effective in introducing a range of successful strategies for improvement. These are consistently applied by all staff, which is why attainment is rising and teaching is consistently good. Staff monitor pupils' progress carefully so that any underachievement is quickly identified. They look closely at the progress of individual pupils and groups to ensure the provision responds to need and is equally effective for all. Senior leaders correctly identified that more-able pupils were not making the same good progress as their peers. This has been addressed and effective strategies have been used to iron out differences in the progress of different groups, in promoting equality and tackling discrimination. The diversity of pupils within the school in terms of minority ethnic groups is not large but pupils' backgrounds are celebrated and there are no recent incidents of racist behaviour. Relationships are good and pupils appreciate each other as individuals. Pupils frequently make a positive contribution to the local community and events. Regular links with a school in Japan and with world-wide charities support pupils' awareness of global issues, and the school's contribution to community cohesion at the national and global levels is insufficiently planned.

Partnerships with parents and carers are good. They are very supportive and regularly attend celebrations and meetings, and have responded well to the school's endeavours to improve attendance. Partnerships with local schools and an extremely wide range of other

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agencies are having an exceptional impact on the pupils' welfare, personal development and academic progress. The school employs a good number of learning support assistants and support professionals who work with families as well as with the pupils to provide strong levels of support. The school provides good value for money.

The roles and responsibilities of the governing body are clear and it carries them out effectively. It plays an active part in monitoring the school's work and ensuring that pupils and staff are safeguarded from harm. Health and safety and safeguarding procedures are robust and carried out extremely effectively. The school site is secure and employment procedures are carried out rigorously.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The responses from parents and carers show they are very pleased with the school's provision and have very few concerns. In particular, parents' and carers' comments refer to the high levels of care provided and the readiness of staff, especially of the headteacher and deputy, to stop and chat with them and to listen to any problems or concerns. The inspectors agree wholeheartedly with these views. Though there were no negative comments, a few parents and carers indicated that they thought more should be done to manage the inappropriate behaviour of some pupils. Inspection showed the vast majority of pupils behave well and pupils themselves say that the staff are very quick to respond to poor behaviour and to sort out problems.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers and carers of pupils registered at Riders Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 77 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	54	70	22	29	1	1	0	0
The school keeps my child safe	59	77	18	23	0	0	0	0
My school informs me about my child's progress	45	58	30	39	2	3	0	0
My child is making enough progress at this school	50	65	26	34	1	1	0	0
The teaching is good at this school	52	68	25	32	0	0	0	0
The school helps me to support my child's learning	45	58	32	42	0	0	0	0
The school helps my child to have a healthy lifestyle	47	61	29	38	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	62	29	38	0	0	0	0
The school meets my child's particular needs	47	61	30	39	0	0	0	0
The school deals effectively with unacceptable behaviour	39	51	33	43	4	5	0	0
The school takes account of my suggestions and concerns	45	58	30	39	0	0	0	0
The school is led and managed effectively	50	65	27	35	0	0	0	0
Overall, I am happy with my child's experience at this school	54	70	23	30	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 November 2010

Dear Children

Inspection of Riders Junior School, Havant PO9 4RY.

Thank you for making us so welcome and answering our questions when we visited you recently. You are rightly proud of your school and what it does for you. You and your parents and carers are correct in thinking that you go to a good school.

Here are some of the things we found out:

- You make good progress to reach standards similar to most children of your age in reading, mathematics and science but you are not quite as secure in your writing.
- Pupils who find learning hard and those who have particular difficulties make good progress and often do considerably better than expected.
- You want to do well and enjoy your work, you are extremely polite, friendly and helpful, you enjoy taking responsibility and have done lots of things to help the school be a better place and to help people around the world.
- You are taught well and all your teachers work hard to make sure that your lessons are interesting and fun.
- The school is led extremely well by the headteacher with the help of the deputy headteacher, and everyone works together as a strong team.
- All the staff look after you extremely well so you feel safe and happy.
- The staff work with an extremely wide range of other people outside the school so that you are given the help you need, have lots of fun activities and are able to improve.

Even though Riders Junior is a good school, there are two things we have asked your headteacher and staff to do to make it even better:

- Help you reach the same standards in writing as you do in reading, mathematics and science by giving you lots of opportunities to show how good you are at responding to challenges.
- Provide you with more opportunities to meet, play and work with people of other backgrounds, cultures and religions in the United Kingdom today.

Thank you again for making our visit so enjoyable and remember all of you can do your bit by continuing to work hard and coming to school regularly.

Yours sincerely

Hazel Callaghan

◆ Lead inspector

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