

Fryern Junior School

Inspection report

Unique Reference Number	115884
Local Authority	Hampshire
Inspection number	357837
Inspection dates	9–10 June 2011
Reporting inspector	Janet Sinclair

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	146
Appropriate authority	The governing body
Chair	Mr Richard Fudge
Headteacher	Mrs Angela Morrow
Date of previous school inspection	19 March 2008
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 15 lessons or part-lessons, observing seven teachers and several teaching assistants. Inspectors also held meetings with members of the governing body, senior staff and groups of pupils. They scrutinised samples of pupils' work, and looked at a wide range of documentation, including policies, the school improvement plan and records of pupils' progress. They considered the 38 responses from questionnaires returned by parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Attainment and rates of progress for all groups of pupils, but particularly the achievement of pupils in writing.
- The extent to which teachers involve pupils in their own learning, particularly the use of marking, targets and self-assessment.
- The impact of federated status on the leaders and managers of the school.

Information about the school

Fryern is smaller than the average-sized junior school. There is a below average proportion of pupils from minority ethnic heritages, none of whom are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is above average; their needs are mainly moderate learning and emotional and behavioural. The proportion of pupils known to be eligible for free school meals is below average.

The school formed a hard federation with the infant school in 2009. The executive headteacher of both schools has been in post since September 2010.

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

Fryern is a good school. It has a strong caring ethos that ensures pupils feel extremely safe and highly valued. The executive headteacher is using federated status well to benefit both schools and this is seen in the sharing of staff expertise, school facilities, staff training and activities such as the recent 'Reading Day'. Senior leaders share a vision and philosophy that puts pupils' well-being, enjoyment and academic success clearly at the centre of all they do. This is clearly seen in the excellent care and support given to pupils and the exciting curriculum provided. Parents and carers are very supportive of the school. They particularly like the fact that their children really like school and that the federation has provided exciting opportunities and improved transition.

Pupils make good progress to reach above average attainment in English and mathematics by the end of Year 6. Writing has been weaker over time and the school has worked extremely hard to improve it through strategies such as 'talk for writing', interesting topics that fire their imagination and stimulate writing and specific writing targets. These initiatives have accelerated progress, which is now good. Teachers organise lessons well and make good use of resources to enliven lessons. A particular strength of the teaching is the use of drama, which engages pupils' interest and enthusiasm. This, coupled with good subject knowledge and effective questioning, has a good impact on learning. However, there are some inconsistencies, which slow overall progress. Occasionally, insufficient match of work to pupils' abilities and introductions that are overlong mean that pupils are not actively engaged. The new creative curriculum is ensuring pupils enjoy their learning. Most pupils spoken to said it was 'great fun', especially the 'hook' at the start of a topic and special days such as the 'Business Enterprise Day'. Pupils are clear about their targets and how they help them to improve, and they enjoy assessing how well they are doing and respond well to teachers' marking. Careful tracking of pupils' progress and targeted action to support those falling behind ensures all pupils make similarly good progress.

Self-evaluation procedures are good. Senior leaders have a clear and accurate view of the school and know what needs to be done to maintain the upward trend in attainment and progress. They have ensured a collegiate approach across the federation which is enthusing and motivating staff and governors alike. Leaders have created a cohesive school with a strong sense of its importance in the local community, and have fostered good links, for example with a number of local schools, to help pupils develop good sporting opportunities, but the impact of these links are not evaluated. As yet, school leaders do not sufficiently develop pupils' national and global links. The school has improved on its satisfactory provision since the last inspection, and is now good. It has acted well to raise attainment in writing and ensure that pupils are more actively involved in improving their work. Consequently, the school demonstrates a good capacity to sustain improvement.

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What does the school need to do to improve further?

- Improve the consistency of teaching and learning so that pupils make good or better progress in all lessons by:
 - ensuring work is always well matched to pupils' abilities so that they are fully challenged in lessons
 - ensuring more active learning for pupils in whole-class introductions.
- Evaluate fully the impact of actions taken to promote community cohesion and develop stronger links at both national and global levels.

Outcomes for individuals and groups of pupils

2

Pupils of all abilities make good progress given their starting points, due to rigorous tracking and effective interventions to support those falling behind. Pupils with special educational needs and/or disabilities benefit from small group work that is targeted at their specific needs and individually tailored programmes. Able pupils benefit from extension activities and enrichment days.

Pupils enjoy their work and are keen and motivated to learn. All pupils who responded to the pupil questionnaire said that they learned a lot in lessons. They particularly like literacy and numeracy lessons and stay on task well. For example, in a Year 3/4 lesson, they concentrated well to change aspects of the story of 'Awongaleema' and were pleased with their efforts, which they shared with the class. They enjoy working together and discussing their ideas. This was noticeable in a Year 6 lesson, when they had to organise data in a systematic manner. In another Year 6 lesson, a group of able pupils worked well together to prepare a presentation for a police interview regarding a missing person. They were clear about their roles and worked purposefully together on the task. Pupils responded empathetically to photographs of the Blitz, describing how they might feel, for example, 'petrified' and 'horrified by the devastation', in a history lesson in Year 5. Good knowledge of their targets and opportunities to respond to teachers' marking ensures pupils are fully involved in improving their work. Pupils occasionally lose interest when work is not well matched to their needs or when they are not actively involved during whole-class introductions.

Pupils feel extremely safe in school because they know staff will support them should they have any worries, and confidently say that there is no bullying. They are also actively involved in ensuring their own safety through acting as road safety officers and undertaking cycling proficiency training. Pupils have a good understanding of a healthy lifestyle and know that fruit, meat and carbohydrates, as well as plenty of exercise, are important. The school council is very active, for example through fundraising or giving curricular presentations to the governing body. House captains also have an important role, such as organising Sports Day. Pupils relate well to each other and are polite and friendly. They know the importance of the school charter, based on rights, respect and responsibilities, as a guide for their behaviour and to encourage respect for each other. This ensures a friendly, supportive atmosphere, and pupils' good and occasionally outstanding behaviour contributes effectively to their learning in lessons. Their good attendance, and the good grounding they acquire in the basic skills, prepares pupils well for the next stage of schooling.

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

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	2
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	1
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Lessons are well managed and teachers clearly state the learning intentions at the start of the lesson so pupils know what they are expected to learn. Good use of resources such as interactive whiteboards, flip charts, video clips and story boards stimulate interest and enthusiasm. Teachers make good use of targets and self- assessment to involve pupils in their learning and ensure improvement takes place. Effective questioning and good use of subject-specific vocabulary helps pupils develop knowledge and understanding. This was noticeable in a Year 6 mathematics lesson where the teacher encouraged pupils to use appropriate vocabulary such as 'prime numbers' and 'multiples'. He also ensured, through questioning, that pupils were given opportunities to explain the strategies they used in order to clarify their ideas. Teaching assistants make a good contribution to group work, especially for those with special educational needs and/or disabilities, through effective questioning and supportive interactions. Teachers mainly match work well to pupils' abilities and this ensures their full engagement. However, occasionally work is too easy or too difficult and pupils lose interest and do not make the progress of which they are capable. Although lessons mainly go along at a brisk pace, there are occasions when pupils spend too long passively listening to the teacher and this limits their learning. The curriculum is broad and balanced and ensures continuity in pupils' learning. Exciting topics and an excellent range of enrichment activities enhance pupils' learning and promote their personal development, for example Mad Scientist Day and the 'Alice in Wonderland'

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whole-school production, as well as residential visits and the after-school clubs. There are good cross-curricular links, for example linking a food technology sandwich-making activity with the number work involved in working out costs of different types of fillings and the task of writing instructions for making them. The school is aware of the need to further refine the match of work to pupils' abilities within the new curriculum in subjects other than English and mathematics.

The school knows its pupils very well and relationships at all levels are excellent. This ensures pupils feel very safe in school and confident of adult support should they need it. Excellent transition arrangements across the phases, strong support from external agencies and effective provision within school ensures that all pupils, but particularly those who are potentially vulnerable, are extremely well looked after. This includes buddies, mentors and teaching assistant support to aid vulnerable pupils' transition to secondary school.

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?

Senior leaders are fully committed to ensuring the best possible outcomes for pupils within a supportive but stimulating learning environment. They are well supported by subject leaders and all staff who work well together to promote pupils' learning. All staff who responded to the inspection questionnaires said that they were proud to be a member of staff at the school. The school strategic plan ensures a clear focus on areas for improvement and is monitored regularly to ensure they take place, for example the work on writing and assessment that is already showing a positive outcome. Occasionally, success criteria are not specific enough and this makes it more difficult to clearly measure outcomes. Rigorous tracking of pupils' progress enables the school to measure achievement accurately and provide support, where needed, to ensure all pupils make similarly good progress. This, together with the work done for both potentially vulnerable and gifted and talented groups, shows the school's good commitment to promoting equality of opportunity and tackling discrimination. Teaching is monitored carefully through a variety of methods such as lesson observations and book sampling. Detailed analysis of this helps the school to identify both whole-school areas for improvement and teacher-specific ones, enabling a good level of consistency in teaching and assessment practice.

The school works well with parents and carers and ensures they are well informed through regular newsletters, school reports and parents' evenings. There are effective partnerships, particularly with the local secondary school, that include the sports

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partnership and the specialist Spanish teaching so enthusiastically delivered that enrich learning. The school works well as a cohesive community and has good links with the local community, but it has not evaluated the impact of its work. Additionally, although curricular topics are used well to extend pupils' knowledge of national and global communities, this is not further developed. Systems for safeguarding pupils are fully in place. All policies and training are up to date. The governing body were instrumental in the federation of the schools and are very pleased with its positive impact and its successful implementation through the dedication and hard work of the senior leaders. They have a good knowledge of the school through their regular focused visits, committee work and involvement in school improvement. This enables them to effectively challenge the school and hold it to account for its actions.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
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

An average number of parents and carers responded to the Ofsted questionnaire. The questionnaires show that the vast majority of parents and carers are happy with the school and what it provides. They consider that their children enjoy all that the school has to offer and are safe and well looked after, and the inspectors endorse these views. The main concern, which was expressed by a few parents and carers, was about the way in which the school deals with unacceptable behaviour. Inspectors saw only good behaviour during the inspection but investigated the school's behaviour management procedures and found that the school has a consistent approach to behaviour management, to which pupils respond very well.

Responses from parents and carers to Ofsted's questionnaire

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

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

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	66	13	34	0	0	0	0
The school keeps my child safe	24	63	14	37	0	0	0	0
My school informs me about my child's progress	19	50	17	45	1	3	0	0
My child is making enough progress at this school	19	50	15	39	2	5	0	0
The teaching is good at this school	21	55	15	39	1	3	0	0
The school helps me to support my child's learning	18	47	19	50	0	0	0	0
The school helps my child to have a healthy lifestyle	20	53	15	39	2	5	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)	21	55	15	39	1	3	0	0
The school meets my child's particular needs	16	42	19	50	1	3	0	0
The school deals effectively with unacceptable behaviour	15	39	17	45	4	11	0	0
The school takes account of my suggestions and concerns	15	39	19	50	2	5	0	0
The school is led and managed effectively	15	39	20	53	2	5	0	0
Overall, I am happy with my child's experience at this school	19	50	17	45	1	3	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



11 June 2011

Dear Pupils

Inspection of Fryern Junior School, Eastleigh SO53 2LN

I am writing to tell you how much we enjoyed our visit to your school. Thank you for being so friendly and helpful. We enjoyed talking to you in lessons and meeting with the school council and house captains.

We judged that your school is a good school where all staff work hard to help you learn and take exceptional care of you.

Here are some other things we particularly liked about your school.

- You make good progress in English and mathematics.
- You are well behaved, polite and friendly.
- You enjoy the excellent range of extra-curricular activities and clubs that the school provides.
- You feel extremely safe in school and say that there is no bullying.
- You work hard to improve your work by using your targets and responding well to teacher marking.

These are the things we have asked your school to do to make it even better.

- Help you to do even better by making sure work is always matched well to your needs and teachers ensure you are always actively involved in whole-class introductions.
- Ensure senior staff check the impact of the actions taken to promote links within the local community and develop better links across Britain and the world.

You can help by continuing to work as hard as you can in lessons.

We enjoyed talking to you and wish you every success for the future.

Yours sincerely

Janet Sinclair Lead inspector

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