

Springwood Junior School

Springwood Avenue, Waterlooville, PO7 8ED

Inspection dates 27–28 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement has improved since the last inspection.
- Pupils make good progress and attainment has risen to broadly average by the end of Year 6.
- Good teaching has been a key factor in raising achievement.
- Pupils have positive attitudes to learning. They are courteous and respectful to others.
- Behaviour is good in lessons and all around the school. Sometimes, behaviour is outstanding.
- Pupils feel safe and very well cared for by staff and pupils' enjoyment of school is reflected in the improved attendance rates.
- The headteacher provides strong leadership and has been instrumental in improving teaching and achievement since the last inspection. He is well supported in these efforts by other leaders, managers and governors.

It is not yet an outstanding school because

- In a few lessons, tasks are too easy or too difficult for pupils and learning does not move on at a quick enough pace.
- Pupils' achievement in writing is not yet as consistently good as in reading and mathematics.

Information about this inspection

- The inspectors observed teaching and learning in 16 lessons or part-lessons.
- They held discussions with the headteacher, staff, representatives from the local authority, governors and pupils.
- The inspectors took account of the four responses to the online survey (Parent View).
- They looked at 24 questionnaires completed by the staff.
- Inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and school improvement planning.

Inspection team

Derek Watts, Lead inspector

Additional inspector

Jennie Cutler

Additional inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion supported through school action plus or a statement of special educational needs is also above average.
- A well above average proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school changed its name to Springwood Junior School in September 2012. It federated with the nearby infant school in November 2012. The two schools share the same governing body.
- The school provides a breakfast club which is managed by the governing body.
- The school does not provide any alternative provision for its pupils.

What does the school need to do to improve further?

- Increase the incidence of outstanding teaching and ensure that all teaching is at least good by:
 - ensuring teachers always set tasks for pupils that are pitched at the right level so that work is not too easy or too difficult
 - ensuring pupils' learning always moves on at a quick pace.
- Raise pupils' achievement in writing by the end of Year 6, so that it is closer to that of reading and mathematics by:
 - sharing the best practice in the teaching of writing throughout the school
 - providing more opportunities for pupils to write long pieces of work in different subjects
 - taking action to improve pupils' presentation of their work.

Inspection judgements

The achievement of pupils is good

- Achievement has improved since the previous inspection. Pupils make good progress from their lower than average starting points. At the time of the last inspection, attainment was low by the end of Year 6. This has steadily risen to broadly average in English and mathematics but achievement in writing, although improving, is less strong than in reading and mathematics.
- Pupils who are eligible for the pupil premium progress well. In last year's Year 6, these pupils attained standards similar to other pupils in the school and attained higher standards than those eligible for the pupil premium nationally. Equally good progress is being made this year.
- Pupils who are disabled and those who have special educational needs make good progress because of the good quality guidance and support that they receive. Some of these pupils have made outstanding progress, especially in English.
- In most lessons pupils are suitably challenged and their learning is extended. Occasionally, the rate of learning slows when the tasks set are too easy or too difficult.
- Pupils make good progress in speaking and listening because they have good opportunities to discuss their learning and practise these skills. For example in Year 5, pupils in role, worked together well in threes. The interviewer asked a character a range of well-framed questions to gather information for an autobiography. A third pupil recorded the main points.
- Pupils' achievement in reading has been a success story across the school. In last year's Year 6, almost all pupils attained expected or above expected levels. A similar picture emerges for the current cohort of Year 6 pupils.
- The school is striving to improve pupils' achievement in writing. Few pupils attain the higher than expected levels in this area. They write for different purposes and in different styles and their use of grammar, punctuation and spelling are improving well. They apply their writing skills suitably in a range of subjects. However, pupils do not always have enough opportunities to write extended pieces of writing across different subjects.
- In mathematics, pupils gain knowledge and understanding of different methods and operations well. There are good examples of pupils applying skills to solve 'real-life' mathematical problems.

The quality of teaching is good

- Improvements to teaching have been a key factor in raising pupils' achievement. There are examples of outstanding practice.
- Teachers establish positive relationships with pupils and manage them well. Spiritual, moral, social and cultural development is successfully promoted. As a result, pupils enjoy learning and are courteous and respectful to others. They work collaboratively or independently as required.
- Teachers' explanations and instructions are clear and informative. The teaching of reading and the strategies to develop the pupils' reading skills work well. The one-to-one tuition has a positive impact on the progress of pupils who need extra help with literacy and numeracy skills. Teaching assistants are well deployed and provide help and support for those pupils who need it.
- Most teachers make good use of the information they have about how well pupils are doing to plan their teaching and to match tasks to pupils' different abilities. As a result, pupils are generally suitably challenged and they make good progress in acquiring knowledge and deepening their understanding. Occasionally, teachers set tasks that are too easy or too difficult for pupils and their rate of learning slows.
- Teachers are rightly focusing on raising pupils' achievement in writing. In a highly successful lesson in Year 6, the teacher had set the scene well. The purpose of the activity was very effectively shared with the class. Specific indicators were set to guide pupils' learning and writing. Pupils rose to the challenge and the teacher's high expectations. They were highly motivated and learned at a brisk pace. They made exceptional progress in writing a historical diary entry. They used adjectives in describing symptoms of plague and emotive language to great effect. They successfully included historical facts. The teacher gave very useful feedback

to help pupils improve their writing and shared examples of good work as a model to others.

- However, there is inconsistency between classes in the amount of guidance and the level of expectation as to how pupils are to present their work.
- Pupils have good opportunities to assess their own and others' learning. Teachers provide constructive feedback on pupils' performance to help move their learning on.

The behaviour and safety of pupils are good

- Pupils across the school are keen and enthusiastic learners. Behaviour is good in lessons and around the school. Records of incidents show that this is the case over time. Pupils told the inspectors that behaviour is good and the inspectors found this to be an accurate assessment. In fact, in a few lessons, inspectors found behaviour to be outstanding.
- Pupils feel safe at school and are very well cared for by all the staff. They are confident that there are always kind and trusted adults they can turn to if worried or upset.
- Throughout the school, pupils are cooperative, considerate and respectful to others. In an assembly, keenly led by a member of the local clergy, pupils were engaged and participated well in proceedings. They gained a clear understanding of Advent, the preparation for Christmas. They sang with enthusiasm and reflected on the messages conveyed during the assembly. Behaviour was consistently good.
- Pupils have a clear understanding of bullying and its different forms, such as persistent name-calling and physical bullying. They know what action to take should bullying occur. There are effective procedures for dealing with misbehaviour, including bullying. Pupils told the inspectors, 'Bullying is rare.'
- A range of successful measures have been taken to raise attendance. Over the past two years, attendance has improved from low to average levels.

The leadership and management are good

- The headteacher and staff have created a positive and safe environment for pupils to learn and develop. All leaders and staff show a strong commitment to doing the best for the pupils and improving teaching and pupils' achievement.
- Teamwork among the staff is a strength and all staff who returned the questionnaire were very positive about the school. They are proud to be part of the school and have confidence in the leadership and how teaching has improved. They state that pupils are safe and well behaved. These positive comments reflect the findings of the inspection.
- The very recent federation with the infant school is beneficial to both schools. The headteachers of the two schools work closely together in developing learning opportunities for staff and pupils. The schools are striving for common approaches and policies to further enhance pupils' learning and development.
- Both schools work closely with parents and carers and provide a range of opportunities to help parents and carers support their children's learning.
- The checking of the school's performance is effective and systematic. As a result, senior leaders and governors have a clear overview of the school's strengths and which areas are in need of improvement. Meticulous planning and rigorous and sustained actions have brought about improvements well.
- Since the previous inspection, pupils' achievement, teaching and leadership and management have all improved from satisfactory to good. This demonstrates a good capacity to improve.
- Senior leaders place much emphasis on improving teaching and learning. Through lesson observations, senior leaders have a clear overview of teaching. There are good procedures for managing the performance of staff. Targets and plans to enhance their practice are well linked to pupils' progress and to the school's priorities for improvement. Training opportunities and support are helping the continued development of teaching. There are good examples of teachers from the infant and junior schools sharing good practice. However, the sharing of best practice in the teaching of writing is not fully utilised.

- Decisions about staff promotion and salary increases are closely linked to teachers' responsibilities and performance.
- An interesting curriculum is provided with a good range of subjects and additional activities. It promotes good achievement. Pupils talk enthusiastically about the clubs and the educational visits on offer. Good use is made of the school's attractive grounds to promote learning. Extending learning opportunities in writing has correctly been identified as an improvement priority.
- Good use has been made of the local authority support and school consultants in the drive to improve. For example, during the inspection, an external consultant was supporting the school's drive on writing.
- At Springwood Junior, all groups of pupils have equal opportunity to learn and develop. They have full access to the range of learning opportunities provided. Discrimination, in any form, is not tolerated.
- Pupil premium funding is well planned and allocated to support the pupils who are eligible for it. The school's breakfast club helps to ensure that pupils get off to a good start in the morning. One-to-one tuition in literacy and numeracy, class support, home-school partnerships and pastoral support all play a valuable part in supporting these pupils. The school's actions have had a positive impact on pupils' achievement and on their personal development.

■ **The governance of the school:**

Governors have a good understanding of the school's performance and have welcomed the recent federation with the infant school. They have a clear overview of pupils' attainment and progress. Governors support the school and provide constructive challenge to hold it to account. Through training and development, governors are fully up to date with issues relating to the performance management of staff and pupil premium funding. They have a good understanding how pupil premium funding is spent and the impact of the spending on the pupils' performance. Governors make sure that safeguarding procedures and practices meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	114952
Local authority	Hampshire
Inspection number	401556

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

Type of school	Junior
School category	Community School
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	129
Appropriate authority	The governing body
Chair	Angela Jones
Headteacher	Gerry Lathem
Date of previous school inspection	7–11 February 2010
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