

# Bidbury Junior School

Fraser Road, Bedhampton, Havant, Hampshire, PO9 3EF

## Inspection dates

25–26 September 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- In 2011 and 2012, overall attainment was well below average. Although attainment in mathematics improved to broadly average in 2012, attainment in English was lower.
- In both 2011 and 2012, pupils' progress, especially in English, was not good.
- In 2013, pupils in Years 3 and 4 did not make good enough progress in writing, and progress in mathematics was especially weak.
- Not all teachers hold high expectations for pupils' achievement.
- Work set is not always well matched to the previous attainment of the different ability groups, including the most able, so as to provide appropriate challenge for all pupils.
- Teachers do not always promote pupils' learning well by asking suitably challenging questions.
- Teachers do not consistently set a brisk pace to learning or make good use of time. They do not make sure that pupils always understand how long they have to complete tasks. Consequently, pupils do not achieve as well as they could.
- Because expectations of what pupils can achieve are not always high enough, pupils' attitudes to learning in lessons are not consistently positive, though disruption is rare.
- When leaders assess the impact of teaching they do not focus as sharply as they could on judging the extent of pupils' achievement.

### The school has the following strengths

- The headteacher is ambitious for the school's improvement, and with the effective support of the deputy headteacher and the governing body, provides clear direction.
- In 2013, pupils in Year 6 made better progress to reach higher attainment in reading and writing, and maintained the improved attainment in mathematics.
- Pupils in all year groups made good progress in reading in 2013.
- Pupils feel very safe in school. At break and at lunchtimes, pupils behave well.
- The school is good at tracking pupils' progress and at pinpointing weaknesses in performance.
- The quality of teaching is regularly assessed, and constructive feedback is given to teachers.
- Governors have a very clear understanding of their role. They fully support leaders, but are also confident and well informed in holding the school to account for its performance.
- The curriculum meets pupils' needs and interests, and contributes well to supporting their spiritual, moral, social and cultural development.

## Information about this inspection

- Inspectors observed teaching and learning in 16 lessons, of which two were joint observations with the headteacher. Inspectors also heard a sample of pupils in Years 3 and 4 read.
- Meetings were held with groups of pupils, members of the school’s staff, the Chair of the Governing Body, two other governors, and a representative of the local authority.
- Inspectors analysed the 12 responses that were recorded on the online survey (Parent View) by the end of the inspection.
- Inspectors also took account of the 15 responses to the questionnaire for school staff.
- Inspectors observed the school’s work, and looked at a range of documents, including: the school’s own data on pupils’ current attainment and progress, planning documentation, records relating to behaviour and attendance, and documents relating to safeguarding, the use of the pupil premium, the monitoring of teaching and management of the performance of staff.

## Inspection team

Chris Grove, Lead inspector

Additional Inspector

Julie Sackett

Additional Inspector

## Full report

### Information about this school

- This is a junior school that is smaller than average in size.
- The school serves a community that forms part of a large estate to the north of Portsmouth.
- The proportion of pupils known to be eligible for the pupil premium (which provides additional funding to support children in local authority care, pupils known to be eligible for free school meals and others) is above average.
- The proportion of disabled pupils or those who have special educational needs supported through school action is well above average. The proportions supported at school action plus or with a statement of special educational needs are also well above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The deputy headteacher has been in post since May 2013. The inclusion manager and three other members of the teaching staff took up post from September 2013.
- The school holds the Sing Up (Silver) award.
- There is a breakfast club which is managed by the governing body and which formed part of this inspection.

### What does the school need to do to improve further?

- Increase the proportion of good and better teaching by:
  - ensuring that all teachers hold consistently high expectations of what pupils should achieve in each lesson
  - making sure that teachers always make good use of time in order to maximise pupils' productivity and set a brisk pace to learning
  - sustaining pupils' interest and motivation so that their attitudes to learning are always positive.
- Accelerate pupils' progress and improve their attainment, especially in mathematics and writing in Years 3 and 4, by:
  - ensuring that the tasks set for pupils are always well matched to the prior attainment of the different ability groups
  - making sure that the questions asked of pupils are appropriately challenging.
- Ensure greater impact from leaders' and managers' actions to improve the quality of teaching and learning through a clearer focus on pupils' progress when judging the effectiveness of learning in lessons.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' achievement across the school in recent years has not been consistently good, and requires improvement. Along with other groups, the most able do not achieve as well as they could.
- In 2011, pupils' attainment and progress by the end of Year 6 required improvement in both English and mathematics. Although progress in mathematics improved in 2012, progress in English declined. The principal reason was that pupils did not achieve well enough in writing.
- Early information about performance in 2013 indicates appreciably higher attainment in English, particularly in writing, in comparison with 2012 when it was well below average, and also indicates improved progress in all subjects. The school's information about current year groups shows variability in rates of progress. Whereas progress in reading is consistently good, progress in writing and mathematics is slower, especially in Years 3 and 4.
- The achievement of disabled pupils and those who have special educational needs is similarly too varied between subjects and year groups.
- When pupils first enter the school, their attainment is broadly average, though there is variability between year groups.
- Pupils' attitudes to learning vary according to the quality of teaching they receive. However, they are enthusiastic about taking part in sports and other physical activities. For instance, pupils in Year 5 participated keenly in a lesson devoted to cross-country running and enjoyed the good opportunities for challenging exercise.
- The numbers of pupils supported by the pupil premium vary considerably year on year making comparisons unreliable. However, despite the much higher numbers in 2012, the gap between the attainment of eligible pupils and that of other pupils narrowed very considerably in all subjects when compared with 2011. The gap in performance in reading and mathematics equated to about one quarter of a term, and in writing to about one and a half terms.
- The school uses its pupil premium funding in appropriate ways, reflecting its commitment to promoting equal opportunities and to tackling discrimination. The funding has been used principally to provide additional teaching and other adult support for disadvantaged pupils, and to fund a home-school link assistant. It has also subsidised music tuition and educational visits. The school has recorded evidence of the good impact of spending on pupils' progress.

### The quality of teaching

### requires improvement

- The quality of teaching, including in literacy and mathematics, requires improvement because it has not resulted in consistently good progress by pupils.
- Teachers do not always offer pupils sufficient challenge by always holding high expectations for their achievement, including that of the most able. Teachers do not always match tasks well to the prior attainment of different groups of pupils, especially in Years 3 and 4, so as to challenge them appropriately.
- Similarly, teachers' use of questions is not consistently good. For example, pupils are given too few opportunities to explain their reasoning. However, there was an instance of better challenge to pupils' thinking in a science lesson in Year 4 as pupils performed the task of pouring a coloured liquid from a small, oblong container into a tall, thin cylinder, and back again. As they did so, they had to explain to others whether one container held more or less liquid than the other, or whether the volume remained the same. This task also provided good opportunities for the teacher to assess the extent of pupils' understanding.
- Where teaching is good, teachers have high expectations of what pupils can achieve, for instance by adopting a brisk pace to learning. This helps to ensure that pupils remain alert and focused. In a successful lesson in Year 6, for example, a class of lower-attaining pupils made good progress in learning to edit and improve their writing of a poem, because of the teacher's

adept classroom organisation and good use of time, which maximised the focus on learning.

- By contrast, time is not always so well used. For instance, when some teachers set tasks for their pupils, they do not regularly say how much time is available for the activity, or how much time remains, so as to optimise pupils' productivity. In addition, teachers sometimes spend too long in giving explanations while expecting pupils to listen passively.
- Teachers create good relationships with their pupils, which does much to foster the positive climate for learning. Pupils speak appreciatively of teachers' kindness towards them. However, when teaching is less effective, pupils' attitudes to learning become less positive, and their progress slows.
- Where teaching is most effective, teachers deploy their learning support assistants well so that their role is clear, and they often provide careful guidance for pupils with additional learning needs.
- The marking of pupils' work has improved. It is used well to inform pupils of their success. Teachers also guide pupils towards the next steps in their learning, and provide opportunities for pupils to respond, though in both cases not yet consistently well.

### **The behaviour and safety of pupils**

### **requires improvement**

- Pupils' attitudes to learning are not consistently good indicating that aspects of behaviour require improvement.
- Across the school, pupils' attitudes do not always have the positive impact on learning and progress that is evident in the best lessons. This variability is indicative of teachers' different expectations of pupils and of differences in the effective use of lesson time.
- Pupils behave well when they are around the school, in the playground and at lunchtimes in the dining hall, reflecting the school's positive ethos.
- Pupils say that they feel very safe at school. Their views are supported by the surveys, where every parent who responded and all members of staff agreed that pupils are safe.
- Older pupils, in particular, have a secure understanding of the different forms of bullying. Pupils say that there is little bullying, but some name-calling; they are confident in staff to address such problems. A majority of parents and almost all members of staff who took part in the surveys agreed that the school deals effectively with bullying.
- The school has not excluded any pupils permanently, though there have been some fixed-term exclusions for unacceptable behaviour. The numbers excluded are not excessive.
- Levels of attendance have been variable, but are broadly average over time.
- The breakfast club is well attended and well supervised, offering healthy food options, and activities that pupils evidently enjoy. The club encourages good attendance by providing a very positive start to the school day. This helps to put most pupils in the right frame of mind for the day's work.

### **The leadership and management**

### **requires improvement**

- Despite the leadership's consistent efforts to raise the quality of teaching and to accelerate pupils' progress, the extent of staff changes has, until more recently, limited the impact of actions to bring about improvement.
- Senior leaders regularly monitor the quality of teaching, teachers' planning and pupils' work, and provide careful analysis of strengths and of improvements needed. The feedback given to teachers is detailed and constructive. However, inspection evidence points to the value of an even sharper focus on judging the extent of pupils' achievement and progress when assessing the impact of teaching.
- The headteacher has the ambitious vision of providing 'inspirational experiences for aspirational

learning'. In this, she is well supported by the deputy headteacher and the governing body. The strong team spirit, fostered by the headteacher, is reflected in the positive responses to the staff questionnaire; respondents unanimously agreed on their pride as members of the school, and their understanding of what the school is trying to achieve. A new staff member found the school 'very warm and welcoming', and another thought it 'an honour to be part of such a dedicated and committed staff'.

- The leaders' systematic approach ensures effective tracking of pupils' progress. Carefully assembled assessment information enables the performance of individuals and groups to be reviewed every half term. Where weaknesses in performance are identified, additional support is provided.
  - The curriculum represents a broad and balanced set of learning opportunities. Close attention is paid to developing pupils' skills in mathematics, and in reading and writing, with a strong focus on phonics (linking letters and sounds). The wide range of enrichment opportunities broadens pupils' horizons well, through clubs to stimulate interests in, for instance, story writing, gardening or photography, and through regular excursions and a residential experience in Year 5. Music features strongly, as illustrated by the school's choir and the Sing Up (Silver) award; in addition, instrumental tuition is available for a range of instruments. Such provision contributes well to pupils' spiritual, moral, social and cultural development.
  - The specialist teaching of physical education extends to after-school sports provision. In addition to twice-weekly sessions in physical education, good provision is made for a range of sports, for example football, rugby and karate. Although the school has yet to receive the new primary sport funding, it already promotes pupils' physical well-being effectively, including organising specialist teaching by an external provider. This is popular with pupils. Plans are advanced in how the extra funding is to be used.
  - The school does much to encourage the involvement of parents. The informative website and detailed 'Parents' Handbook' explain the school's organisation and curriculum well.
  - Because of changes in leadership roles, the local authority has monitored the school closely, accurately judging it as warranting medium priority to support the recent improvement in progress.
  - Leaders maintain a rigorous focus on all aspects of child protection and safeguarding, which fully meet requirements.
  - The capacity for improvement is demonstrated by the leadership team's effectiveness in raising pupils' achievement in reading and writing in 2013, and in maintaining improvement in mathematics through effective self-evaluation. Senior leaders are proving effective in improving the management skills of other leaders, and with more settled staffing, the quality of leadership and management is rising.
  - **The governance of the school:**
    - The governing body has a clear understanding of the school's strengths and weaknesses. Under the Chair of the Governing Body's strong leadership, governors contribute well to the school's improvement through their detailed monitoring arrangements. They understand the implications of nationally produced data on pupils' achievement, and of past weaknesses in performance, and are knowledgeable about the quality of teaching. Governors take advice as necessary to ensure that they conduct the headteacher's performance management responsibly, and assure themselves about arrangements to appraise other staff, including whether salary progression is merited. Governors have a good overview of pupil premium funding and spending, and know the impact for eligible pupils. They take seriously the responsibility of ensuring that ongoing training enhances their capacity to hold the school to account. Governors' effective stewardship shows that an external review of this aspect of leadership and governance is not required.
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## 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

<b>Unique reference number</b>	116053
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	426443

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jacque Cook
<b>Headteacher</b>	Julie Wood
<b>Date of previous school inspection</b>	8 February 2012
<b>Telephone number</b>	02392 474513
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