

Marchwood Junior School

Main Road, Marchwood, Southampton, SO40 4ZH

Inspection dates 15–16 July 2014

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.

- The headteacher has an ambitious and convincing vision for the school. This leads to the school's clear sense of direction, and its warm and positive atmosphere.
- The deputy headteacher, other leaders and governors provide good support.
- Leaders, managers and governors have made sure that teaching and pupils' achievement have improved since the previous inspection.
- Across the school, pupils are making good progress and are achieving well.
- Preliminary information on pupils' performance by the end of the current Year 6 indicates that attainment has risen sharply. Attainment in reading, writing and mathematics will be markedly higher than the 2013 national averages in these subjects.
- Pupils' better progress results from improvements in the quality of teaching.
- Teachers are good at making it clear to pupils what will count as successful learning.
- Teaching offers good levels of challenge for pupils.
- Teachers frequently take opportunities in lessons to check the quality of pupils' learning. They adapt tasks, if necessary, or correct any misunderstanding.
- Assistants are effective in leading groups of pupils and in checking pupils' learning.
- Pupils' behaviour is good. Pupils show positive attitudes to learning. They feel safe in school.
- Leaders are good at using evidence from checks on teaching alongside information from the regular tracking of pupils' performance, in order to improve the school.
- Teachers supporting others to develop their professional skills have done much to improve the consistency of teaching.
- The school successfully promotes pupils' spiritual, moral, social and cultural development and their physical well-being.
- Governors' capacity to challenge and hold the leadership to close account has improved.

It is not yet an outstanding school because:

- Teachers' feedback from marking does not always indicate the next steps in learning consistently clearly to pupils, particularly for those who receive additional support.

Information about this inspection

- Inspectors observed teaching in 17 lessons, of which four were joint observations with the headteacher or deputy headteacher. Inspectors also scrutinised samples of pupils' work in English and mathematics. They 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 and three other members, and also with a representative of the local authority.
- Inspectors analysed the 58 responses that were recorded on the online survey, Parent View, by the end of the inspection. Inspectors also spoke with small numbers of parents and carers accompanying their children to school. In addition, inspectors received 10 written communications from parents and carers.
- Inspectors took account of the 24 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 management of the performance of staff, the pupil premium, the primary sports funding and the curriculum.

Inspection team

Chris Grove, Lead inspector

Additional Inspector

Una Stevens

Additional Inspector

Gill Keevill

Additional Inspector

Full report

Information about this school

- This is a junior school that is slightly larger than average in size.
- The school serves a community on the Southampton waterside.
- The proportion of pupils supported by the pupil premium, which provides additional funding to support pupils known to be eligible for free school meals and children in care, is broadly average.
- The proportion of disabled pupils or those who have special educational needs supported through school action is well above average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is broadly average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Ensure that marking indicates more consistently the next steps in learning for pupils, particularly for those who receive additional support, so that they can improve the quality of their work and reach higher levels of attainment.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved. Pupils across the school are making more rapid progress than their peers in previous years. From broadly typical starting points on entry, most pupils in all year groups are now achieving well in reading, writing and mathematics.
- More-able pupils make good, and sometimes better, progress in all three subjects, and especially in mathematics, because of the improvements in the quality of teaching.
- Disabled pupils and those with special educational needs mostly make good progress. However, in each year group, the school's information indicates that their rates of progress are sometimes slower than those of others.
- Similarly, pupils supported by the additional government funding mostly make good progress. Nevertheless, their rates of progress, also, are typically slightly slower than others' rates of progress.
- Pupils are keen to participate in sports and other physical activities. For example, pupils in Year 4 enjoyed taking part in a cricket lesson. They cooperated readily, enjoyed the personal and physical challenges, and made good progress in developing their skills.
- In 2013, pupils' attainment at the end of Year 6 improved on the previous year and was broadly average in each of reading, writing and mathematics. Preliminary information about the attainment of pupils at the end of the current Year 6 indicates a considerable rise compared with the school's past performance. Attainment is markedly higher, and clearly above the 2013 national averages in all three subjects. Pupils in other year groups are similarly on track to reach higher levels of attainment than in past years.
- In 2013, and also in the previous year, those pupils who were eligible for the additional funding reached higher levels of attainment than others in the school. Eligible pupils were about three quarters of a term ahead of others in writing and mathematics, and a quarter of a term ahead in the case of reading in 2013. The school's creditable performance was in strong contrast to the national position.
- Leaders have ensured that the school spends the additional funding appropriately. They have used the funding to employ additional members of staff, principally teachers, and also an emotional literacy support assistant. By these means, the school has furthered its commitment to promoting equality of opportunity and tackling discrimination.

The quality of teaching is good

- The quality of teaching, including the teaching of literacy and mathematics, has improved. Pupils' higher achievement since the previous inspection attests to the greater impact of teaching in recent times.
- Most parents and carers who completed the online survey agreed that their children are taught well and make good progress. Of those parents and carers who wrote to the inspection team, most were very warm about the school and its supportive atmosphere and approach. One, for example, recorded that, 'All of the staff have consistently valued, respected and cared for the children.'
- Members of staff are particularly skilled at fostering good relationships with pupils. This leads to the positive climate for learning in all classes.
- Senior leaders have set high expectations for the planning of lessons and for the impact of teaching. As a result, the quality of learning is good because teachers' planning is well detailed. Teachers communicate clearly to pupils the purpose of their work and how pupils can judge how far they have been successful.
- Teaching typically provides good levels of challenge for pupils. More-able pupils are given harder work which supports their progress. This represents a considerable improvement since the last inspection. For instance, in a Year 5 lesson about using historical sources to study aspects of the

First World War, the teacher set appropriately challenging tasks. These tasks also provided good opportunities for pupils to apply their speaking, reading and writing skills in a new context.

- Teachers often make skilful use of their time in lessons. For example, while working principally with one particular group of pupils, teachers also check periodically the extent of learning of other groups in order to adapt tasks, if necessary, or correct any misunderstanding. This also provides clear opportunities to maintain the challenge for all.
- There are high expectations of learning support assistants. Assistants often take an active role in lessons, leading different groups of pupils and supporting teachers by helping to check pupils' learning.
- Teachers make positive comments when they mark pupils' work, and pupils appreciate the value of the 'read and respond' time. However, the impact of teachers' marking is not always as successful as it could be. This is because feedback from marking only sometimes points pupils towards the next steps in their learning. Inspection evidence indicates that, on occasions, feedback to pupils from groups who receive additional support, in particular, does not consistently help them to understand what they need to do to reach a higher level of attainment.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils listen well and participate readily in lessons, and are respectful and attentive in assembly. They say that other pupils behave well in school. In the survey, the great majority of parents and carers agreed that the school makes sure its pupils are well behaved. In their responses to the questionnaire, all members of staff agreed that behaviour is good, and almost all thought that pupils' behaviour is consistently well managed.
- Pupils show pride in their school. Pupils' positive attitudes reflect their good relationships with teachers and the warm climate for learning that leaders and members of staff have created.
- Pupils are also well behaved when they are around the school. At break times, they cooperate well and play amicably with others in the playground and on the field. They re-enter the school in an orderly way and ready to learn. The atmosphere in the school hall as pupils eat their lunch is calm and relaxed. There are appropriate numbers of adults on duty at break times and lunchtimes, although there is little need for close supervision of pupils because their conduct is well governed. Pupils are also courteous and well mannered to visitors.
- Pupils' attitudes to learning are rarely less than good. However, the school does not always build on pupils' readiness to learn to the extent that it could. For example, teachers' feedback from marking does not give all groups of pupils consistently good advice about the next steps in their learning.
- Attendance is above average, and rates of persistent absence have reduced.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe in school. They also say that the school teaches them how to keep safe and how to deal with risks, such as exercising care about strangers and in using the internet. In their respective survey responses, almost all parents and carers, and every member of staff, agreed that children are safe in the school.
- Pupils have a clear understanding of most of the different forms that bullying can take. Pupils say that they would contact an adult if ever they had a problem. There have been few fixed-term, and no permanent, exclusions and no racial incidents.

The leadership and management are good

- The improvement in the quality of teaching and in pupils' achievement is testimony to the positive impact of leaders and managers since the last inspection.
- The headteacher bases her vision on the promotion of the school's six 'ARCTIC' values: achievement; respect; care; trust; independence; and cooperation, which aim to realise pupils' academic and personal potential. The school's staff fully share the vision. They are unanimous in

agreeing that they know what they are trying to achieve as a school, and in their pride as members of staff.

- The headteacher, with the good support of governors, the deputy headteacher and other leaders, gives the school a strong sense of direction. One parent or carer characterised this well in writing that the headteacher 'has brought a much-needed new approach to the school. Now, it is a great environment for the children, which is surely where the focus should be'.
- Much of the improvement in pupils' achievement is attributable to the successful linkage between different management activities. For example, senior leaders align evidence arising from checks on teaching, and from teachers' progress towards their targets, with information from the regular tracking of pupils' performance. Senior leaders draw effectively on this evidence in their termly improvement planning.
- A powerful element in the school's approach is the 'coaching' programme by which teachers with particular skills foster the development of those skills in other staff. This serves to improve the consistency of teaching. Furthermore, senior leaders devote effort to ensuring that subject leaders develop the skills to manage their areas of responsibility to good effect.
- Despite these strengths, leadership and management are good, but not better, because the school does not yet have a record of high achievement by pupils that it has sustained over time.
- The school's curriculum is well balanced. There is a strong focus on developing pupils' knowledge and skills in reading, writing and mathematics. Subjects such as history and science broaden pupils' understanding and also provide opportunities to apply these key skills. Out-of-school provision includes various sports, as well as clubs such as art, drama and cookery. The school's curriculum provision, involving the ARCTIC values, and the extra-curricular programme, together offer good support for pupils' spiritual, moral, social and cultural development.
- Leaders have used the primary school sports funding well. The funding has mainly supported swimming provision for pupils in Years 3 and 4. The school has also employed a dance specialist to enhance the quality of provision for pupils and to develop teachers' skills and confidence to teach the subject. In addition, pupils in Year 6 have had the opportunity to take part in climbing, skiing and archery activities. The school is committed to promoting pupils' physical well-being.
- Following the previous inspection, the local authority judged that the school's performance warranted medium-priority support, which has entailed periodic visits to assess the extent of continuing improvement. In the light of the improved leadership capacity, the authority has more recently decided that the school requires only light-touch support.
- Responses to the online questionnaire demonstrate that the great majority of parents and carers are very supportive of the school. Most of the letters received by the inspection team also indicate strong support.
- Senior leaders make sure that the school fully meets all aspects of child protection and safeguarding requirements.
- **The governance of the school:**
 - The governing body has a good understanding of the school's strengths and areas for improvement. Governors are aware of the implications of the national information about the school's performance, but know that more recent evidence points to improved achievement as a result of better teaching. They recognise the importance of governors' role in setting targets for the headteacher. They also assure themselves that other members of staff are effectively appraised and that any salary progression is merited. Governors know that the school spends the additional government funding to good effect. They are aware of the value of ongoing training and subscribe to the local authority's training arrangements. As a result, governors' capacity to challenge the school's performance and to hold the leadership to close account has improved.

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	116073
Local authority	Hampshire
Inspection number	431015

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	272
Appropriate authority	The governing body
Chair	Belinda Rhodes
Headteacher	Laurie Anderson
Date of previous school inspection	23–24 April 2012
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