

Fryern Junior School

Oakmount Road, Chandlers Ford, Eastleigh, SO53 2LN

Inspection dates

3–4 December 2014

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

Summary of key findings for parents and pupils

This is good school

- Pupils have good attitudes to learning. Teachers make lessons interesting and this encourages pupils to want to learn.
- The executive headteacher and the head of school provide good leadership. They are well supported by staff and governors and, as a result, teaching and pupils' achievement are improving.
- Progress is good because pupils are well taught. They are achieving well in reading, writing and mathematics.
- Pupils settle quickly into Year 3 because staff work hard to make the transition smooth.
- Pupils with particular needs or who are at risk of falling behind are given good support to help them catch up and achieve well.
- Attendance is above average and pupils arrive on time for school.
- Pupils are proud of their school and very keen to tell visitors about all the opportunities it gives them
- Pupils behave well, showing respect for each other and adults. They say that they feel safe in school and their parents support this view.
- The school gives pupils very good opportunities to take part in sport, music, drama and other activities.
- Leaders check teaching regularly and make sure that staff receive good quality training to help them improve their teaching.
- The governing body knows the school well and provides a good balance of challenge and support for the senior staff.

It is not yet an outstanding school because

- Teaching is not yet outstanding and pupils do not make outstanding progress.
- The standard of presentation is not consistently good. Careless mistakes and untidy writing too often spoil the quality of pupils' work.
- Teachers' feedback to pupils does not always give them enough guidance on what to do to improve their work or make sure that they have time to respond.

Information about this inspection

- The inspection team observed 11 lessons, two of which were observed jointly with the head of school. They looked at the work in the pupils' books, listened to pupils read in all year groups, and also made a number of short visits to lessons.
- The inspectors held discussions with the Chair of the Governing Body and other members, school leaders and other staff, groups of pupils and a representative of the local authority.
- Documents reviewed included plans for future improvement, minutes of governing body meetings, records of pupils' learning and progress, records relating to the quality of teaching and documents which show how the school works to keep pupils safe.
- Inspectors met informally with parents. They took account of a letter from a parent and the views of 36 parents who completed the online Parent View survey. Seventeen responses to the staff questionnaire were also considered.

Inspection team

Grace Marriott Lead inspector

Additional inspector

Judith Grevett

Additional inspector

Full report

Information about this school

- Fryern Junior School is slightly smaller than most primary schools.
- The school has been part of a federation with Fryern Infant School since 2009.
- The two schools are led and managed by an executive headteacher and each has its own head of school. The schools also have a joint governing body.
- Most pupils are of White British heritage
- The proportion of pupils known to be eligible for pupil premium funding is broadly average. This is additional funding provided by the government to support disadvantaged pupils.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The current head of school has joined the senior leadership team since the last inspection.
- The school meets the government floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise teaching from good to outstanding and improve pupils' achievement by making sure that:
 - teachers have more opportunities to learn from the experience and expertise in the school and the federation
 - teachers give pupils more consistent guidance on the next steps needed to improve their work and the time to act on the advice
 - pupils are encouraged to take more pride in their work and improve the presentation and accuracy of their written work.

Inspection judgements

The leadership and management are good

- The executive headteacher and head of school lead and manage the school well. They are determined to see that it improves academically and to build on the school's considerable strengths in pastoral care.
- The staff are very positive about the direction the school is taking and very committed to it. Most parents are supportive of the school and appreciate the care and support their children receive.
- The two schools in the federation work closely together to ensure that the move from the infant school to junior school is smooth. Staff share information about progress and individual needs.
- Systems for collecting and comparing data on how well pupils are doing provide staff with reliable information. Senior staff use this to track the progress of different classes and groups and plan extra support where necessary. Class teachers use it well to plan work for their classes.
- Well-targeted provision for pupils who have special educational needs or disabilities helps these pupils to make good progress. The impact of the extra support provided is checked regularly and adjusted if necessary to ensure that pupils continue to make good progress.
- The leadership team checks on teaching regularly and provides good support to help teachers improve their skills. Teachers know that they are accountable and understand how the performance management system works. They know they will be supported to improve their skills.
- Teachers benefit from good professional development which draws on the expertise within the school and in the federation. This expertise is not shared widely enough to ensure that staff, particularly those who are less experienced, can benefit from this and learn from their colleagues.
- Subject leaders are knowledgeable and enthusiastic. They use their knowledge of their subjects to promote higher achievement, bringing in external advice where relevant.
- The staff have adopted a sensible and systematic approach to the implementation of the new National Curriculum and assessment. They have put considerable emphasis on developing activities which help pupils to improve their literacy and numeracy skills.
- The school strongly promotes equality of opportunity and there is no evidence of discrimination. All pupils have many opportunities to take part in music, drama, sport and other activities, and a high proportion do so. All of the pupils learn a musical instrument in Year 4.
- Pupil premium funding is well targeted to provide good support for these pupils. The impact is carefully monitored, and these pupils are generally making similar progress to other groups, and sometimes do even better.
- The additional sport funding is used well to provide specialist coaching and help teachers to improve their skills in teaching physical education and sport. Pupils are encouraged to be physically active and adopt a healthy lifestyle. A substantial number of pupils take part in sporting activities.
- Pupils are very well prepared for life in modern Britain. Subjects such as religious education and personal and social education are used to help pupils understand beliefs and cultures which are different from their own. This helps them learn the importance of tolerance and respect for others.
- The school gives pupils many opportunities to take responsibility and understand why rules are important if the school is to provide a safe place for them to learn. This helps pupils to understand why society needs rules as well.
- School council elections introduce pupils to ideas of democracy. Councillors are elected and know they have to represent other pupils' views as well as their own, and that this is not always easy.
- The local authority has provided the school with appropriate light touch support.
- **The governance of the school**
 - The governing body works effectively with the staff to bring about improvement. Governors are well informed about the strengths and weaknesses of the school and ask probing questions to make sure that they are kept fully up to date. They know how well pupils are doing, particularly those who are entitled to support from the additional funding for disadvantaged pupils. They also know how effectively the sport funding is being spent. Governors oversee the implementation of the pay policy and are clear about the relationship between pay, performance and promotion. They know about the quality of teaching and how teachers are supported and helped to improve if they are underperforming. Governors take their safeguarding responsibilities seriously and make sure that the school's arrangements are effective and meet statutory requirements.

The behaviour and safety of pupils are good**Behaviour**

- The behaviour of pupils is good. They understand the well-established systems and routines and know why they are important. They have good, and sometimes outstanding, attitudes to learning.
- The individual class charters, as well as the school charter, show how well pupils understand that their actions and attitudes are important. The school has a very strong culture of respect and consideration for others.
- Pupils usually behave well in class and around school, but behaviour is not yet outstanding. Pupils think that most of the time behaviour is good, but occasionally a few pupils are too chatty in class which can be distracting.
- The parents who responded to the online survey, Parent View, mostly thought that the school manages behaviour well, but were not quite as positive as the pupils.
- A number of parents were very complimentary about the way in which the school works with, and supports, children and families who may be experiencing difficulties.
- Pupils are keen to take responsibility and be involved in school life. The school council showed a real sense of responsibility and could identify areas where their views had had an impact.
- Pupils also take responsibility as sports leaders, sometimes linking this with their learning in other areas. For example, the football match they organised and refereed to commemorate the Christmas Truce in 1914 had really caught the imagination of other pupils and deepened their understanding of the impact of the First World War.

Safety

- The school's work to keep pupils safe and secure is good. The school log shows very few incidents and that the action taken was appropriate.
- Pupils feel safe and know how to stay safe. Those spoken to knew about different types of bullying, including cyber bullying and how to stay safe on the internet. They learn about fire and road safety through sessions with experts who visit the school.
- Pupils expressed no serious concerns about bullying and are confident that staff will help to sort out any difficulties. They know the difference between friends falling out and real bullying over time. The school's surveys of pupils' opinions supported the positive views of the pupils involved in the discussions.
- Pupils' parents were mostly positive about the way in which the school deals with bullying, although a few were less sure that it was effective.

The quality of teaching is good

- Teaching is typically good, and in most year groups some teaching is outstanding.
- Several pupils commented that 'learning is fun' because teachers make the work interesting. They particularly enjoy work based on the class reading book.
- Teachers plan work which builds systematically on previous learning. They take careful note of how well pupils have understood the work and usually match the next steps well to pupils' different needs.
- Pupils have good opportunities to practise their literacy skills in other subjects. In history, for example, pupils were using reading skills to research the Viking invasions before writing about them. They also have opportunities to practise mathematical skills, but not quite to the same extent.
- Teachers question pupils well to check their understanding and to encourage them to develop ideas in more depth. Pupils are confident enough to present their ideas to their class and explain what they are doing.
- Regular progress checks help teachers to identify which pupils may be in need of specific help and to provide the right support which helps them to make progress at a similar rate to other pupils.
- Pupils' books are regularly marked and the best marking gives pupils very clear guidance on how to improve. This is, though, still too variable across the school. Pupils are not consistently given enough guidance on the next steps needed to improve their work or the time to act on the advice.
- Teachers are not always making sure that pupils pay enough attention to the presentation of their work and the accuracy of spelling and punctuation.
- Teaching assistants work very effectively with class teachers to support both individuals and groups of pupils. They know what they are expected to do and how to help pupils make progress. They give teachers very useful information about how well their pupils are doing.

- Teachers manage behaviour well. As a result, pupils and staff work in a pleasant and productive atmosphere. Pupils respect the staff and they, in turn, listen to and value what pupils contribute.
- The evidence from work, lessons, and displays, as well as pupils' attitudes, shows that teaching strongly promotes values such as understanding and tolerance of difference.
- The level of challenge for higher attainers is generally good; although, occasionally, the work is too challenging and more explanation is needed.

The achievement of pupils

is good

- The results of the Year 6 tests have varied from year to year, but have improved overall since the previous inspection. Results in 2014 were broadly in line with the national results; however, more pupils achieved the higher levels in writing and mathematics than did so nationally.
- Most pupils made at least expected progress in reading, writing and mathematics and in English grammar, punctuation and spelling. Higher attaining pupils made better than expected progress in mathematics.
- School data, lesson observations and scrutiny of books show that current pupils are mostly making good progress from different starting points, but with some variation in reading from year to year. The school is taking very effective action to tackle this and pupils have started to make much more rapid progress in reading. Current pupils are achieving at a higher level than in the previous year.
- The impact of the action on reading is very evident in pupils' attitudes. Pupils talk knowledgeably about books and say how much they enjoy reading. They use phonics (letters and sounds) successfully to read unfamiliar words and most read confidently and with expression.
- Pupils write for a variety of purposes in different subjects. The content is often imaginative and shows good variety of structure and vocabulary, but it is sometimes spoilt by poor handwriting and careless mistakes.
- The gap between disadvantaged pupils and others has also varied from year to year, and in different subjects, but with no obvious trend. In 2014, these pupils were two terms behind other groups in mathematics and writing and about a term and a half behind in reading.
- The school data on current disadvantaged pupils show that their progress is improving and is now similar to, and sometimes even better than, their peer group.
- Pupils with special educational needs and disabilities are well supported and current pupils are making rapid progress. The school has very few pupils who have English as an additional language. They also make good progress and achieve well.
- Higher attainers are working at an appropriate level as, for example, in a mathematics lesson in Year 6 where pupils were confidently solving quite complex problems involving the use of percentages. Occasionally, however, the work expected of them was a little too challenging and they needed more guidance to help them achieve the highest levels.

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	115884
Local authority	Hampshire
Inspection number	449318

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

Type of school	Primary
School category	Community
Age range of pupils	8–11
Gender of pupils	Mixed
Number of pupils on the school roll	194
Appropriate authority	The governing body
Chair	Richard Fudge
Headteacher	Angela Morrow
Date of previous school inspection	9–11 June 2011
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