

Bishop's Waltham Junior School

Oak Road, Bishops Waltham, Southampton, SO32 1EP

Inspection dates 9–10 December 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

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

- Pupils' achievement requires improvement because, based on their prior attainment, progress in writing and mathematics has not been good in previous years.
- The targets set for pupils prior to last year limited teachers' expectations of them; progress kept pace with the national average but was not good.
- The school's performance in the national test for English, grammar, punctuation and spelling was below average last year. Weaknesses in these areas are still being addressed. Expectations of how pupils should present their work are not always high enough.
- Teaching requires improvement because there are still inconsistencies in practice that limit pupils' learning.
- Lesson activities are not always well targeted to the stage at which pupils are working; some are too easy or too hard.
- Some teachers do not move pupils on to more challenging work when they are learning quickly.
- Teachers do not always make sure that pupils make improvements to their work following feedback and marking.
- On a few occasions learning is not extended well through homework.

The school has the following strengths:

- Following a fall in pupils' achievement and a decline in the quality of teaching in recent years, the school is showing strong signs of improvement.
- Achievement is improving and is good in reading. The large majority of disabled pupils and those with special educational needs achieve well. Pupils in receipt of additional funding now close the gap well on their peers.
- Teaching and learning are improving. The large majority of learning observed during the inspection was at least good.
- Behaviour is good. Pupils enjoy school and want to improve. Attendance levels are consistently above average and continue to rise.
- Rigorous safeguarding arrangements help ensure pupils are well looked after. Pupils feel safe and secure in school.
- The headteacher and his deputy headteacher have tackled the school's weaknesses successfully over the previous year. Subject leaders' support for improving teaching and learning is good.
- Governors support and hold the school to account well. They are well informed about teaching quality and pupils' achievement.
- Systems for checking and monitoring the school's work now focus effectively on how well teaching supports learning.
- Improvement planning is good. Plans are already in place to tackle remaining weaknesses and iron out inconsistencies.

Information about this inspection

- The inspectors observed pupils' learning in eight lessons or parts of lessons of which three were joint observations with senior leaders. In addition the inspection team made a number of other short visits to group or individual activities to help pupils who have fallen behind catch up. They also listened to a sample of pupils read, scrutinised a sample of pupils' written work and took account of some before- and after-school activities.
- Meetings were held with pupils, members of the governing body and staff, including senior and middle managers. Conversations were held with representatives of the local authority.
- Inspectors took account of the 97 responses to the online questionnaire, Parent View, and a small number of parents and carers bringing their children to school were also spoken to.
- Responses from the 31 staff questionnaires were analysed.
- The inspectors observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Helen Hutchings

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized junior school with two classes in each year group.
- The proportion of disabled pupils and those with special educational needs is above the national average. A higher proportion than is normally seen join the school after Year 3.
- The proportion of pupils from minority ethnic backgrounds is well below average. Very few pupils speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium is average. This is additional funding to provide extra support for pupils known to be eligible for free school meals and for children who are looked after.
- The school runs its own Early Bird (before-school) club, which was inspected. After-school care for junior pupils is offered at the adjacent infant school. This is run by a private provider and was not inspected by this inspection team.
- The school meets the government's floor standards, which set the minimum expectations for attainment and progress.
- There have been considerable staff changes and lengthy absences, including among senior and middle leaders, over the past few years. For the majority of the last academic year the deputy took the role of acting headteacher during the headteacher's absence.

What does the school need to do to improve further?

- Improve the quality of teaching and raise achievement in writing and mathematics so that they are consistently good or better through ensuring that:
 - pupils do not waste time listening to advice on what they can already do
 - work set in lessons matches pupils' different capabilities, particularly for the more able and those who find learning difficult
 - the marking of pupils' work consistently helps them to improve
 - the strategies for improving pupils' writing are extended, especially for handwriting, spelling and use of punctuation, and that teachers have consistently high expectations of the presentation of written work
 - mathematics homework tasks consistently support learning in lessons.

Inspection judgements

The leadership and management are good

- Leadership and management are good because the determined and clear-sighted drive of the senior leaders has led to recent rapid improvements in teaching and learning which in turn are leading to an acceleration of pupils' achievement.
- The headteacher and deputy headteacher lead an uncompromising drive for improvement in pupils' achievement and the quality of teaching. In this they are ably supported by governors and subject leaders. Staff are strongly committed to helping achieve a good quality education for pupils. The school is well placed to improve further.
- The checking of and support for teaching quality by both leaders and governors are good. Leaders have raised expectations of the rate of pupils' progress and staff respond to strategies for achieving this well. There is a strong focus on the effect teaching has on learning; teaching quality is judged accordingly. Effective feedback and good opportunities for professional development help improve the quality of teaching and learning.
- Procedures for checking other aspects of the school's work, including behaviour and safety, are good. This ensures, for example, that behaviour remains good, and attendance levels continue to rise. Safeguarding arrangements are rigorous and effective. Staff and governors are well trained, for example, in the vetting of staff and child protection.
- The school's checks on its own performance are accurate, acknowledging the growing strengths and clearly identifying where further improvement is needed. The current priorities for strengthening and developing strategies to support and challenge all pupils in writing and to achieve a greater proportion of pupils making better than expected progress in writing and mathematics are appropriate.
- Improvement planning is well targeted at remaining weaknesses. It is clear that in some areas improvement is accelerating but that still more needs to be done in others. The latter are identified accurately through the recent monitoring of the school's effectiveness which shows that leaders are aware that still more needs to be done to improve teaching and learning.
- Subject leaders support school improvement well. Some middle leaders are new to their roles and are still developing their skills.
- The school is strongly committed to promoting equality of opportunity and this is evident in the effective support in place for vulnerable pupils and those with special educational needs, resulting in their good progress. This indicates that additional funding is used effectively to enhance pupils' progress.
- Pupils' spiritual, moral, social and cultural development is supported well. Leaders and governors effectively promote British values, such as tolerance and respect, and strongly discourage discrimination and foster good relationships. In this aspect pupils are well prepared for their future in a diverse British and global society.
- The curriculum is adapted effectively to meet new government requirements. Special programmes to support pupils who need extra help are good. This demonstrates effective use of the additional funding for vulnerable pupils. The curriculum is rich and interesting and motivates pupils especially well through the wealth of rich and diverse activities on offer. As with most schools, staff are still adapting assessment procedures to meet new requirements.
- Parents and carers who completed Parent View or who spoke or wrote to inspectors are highly appreciative of the school and support its work well.
- The primary school sports funding is used to good effect to increase pupils' participation in and enjoyment of a wide range of sports; for example, tag rugby. This year, while maintaining pupils' good participation in different sports, funding is used wisely to enhance teachers' skills also.
- Formerly a 'light support' school for the local authority, its officers responded well when the school sought help to turn around the declining attainment and progress. They provided good support for the acting headteacher during the headteacher's absence, and effective training for staff to help improve writing and mathematics. The school's current success in driving forward improvement has ensured it needs less support in the future.
- **The governance of the school:**
 - The Chair of the Governing Body, backed by the governing body, supported the school well during the headteacher's absence. Governors' effective role in holding the school to account and working with leaders on checking the effect of improvement work is a key reason why the school is now well placed to improve further. Governors are effectively linked with classes and subjects, and receive good information on how well the teaching supports learning. They back this up well with their first-hand monitoring. Formal performance management procedures fully meet requirements. Governors are well

placed to only reward performance that ensures pupils' good progress or welfare. Governors are knowledgeable about data, comparing the school's effectiveness with schools locally and nationally well. This way they also ensure that the allocation of funding achieves good value for money. Monitoring of additional funding is very good. Governors' allocation of this to employ a dedicated teacher to support pupils who receive it is already having a positive impact on pupils' progress. A few governors are new to the role, but an effective induction and training programme supports them well.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils enjoy school and work hard. Attendance levels are consistently above average.
- In and around the school and in lessons pupils behave well. Their good attitudes to learning are evident in the way pupils willingly do what teachers ask of them. Not all teachers capitalise well enough on this; pupils themselves remarked that they felt they could be challenged more.
- There is a consistent approach to behaviour management and pupils are well aware of the rewards and sanctions in place. Pupils are very clear as to what is and is not acceptable behaviour. The behaviour of the very small number of pupils who find good behaviour difficult improves well over time.
- Relationships with adults and between pupils are good. This supports good paired and group work in lessons, with discussions clarifying pupils' understanding well. Pupils exhibit the British values of tolerance and respect.

Safety

- The school's work to keep pupils safe and secure is good.
- Rigorous safeguarding policies and procedures are in place. Pupils are well supervised at all times, including on off-site visits and in the Early Bird club. They feel safe in school.
- Pupils have a strong awareness of how to stay safe in school and beyond. They are well aware of how to avoid hazards when using the internet.
- Pupils know that adults listen to their views and are very confident to approach staff when needed. Bullying is rare and pupils and their parents and carers are very confident that any is dealt with effectively.

The quality of teaching requires improvement

- Teaching requires improvement because although it is getting better quickly, it has not been good enough over recent years for pupils to make consistently good progress.
- On too many occasions the activities set are not appropriately challenging for all pupils. In some cases pupils who find learning difficult can only complete a very limited amount of the task or need significant help from an adult because it is too hard.
- Pupils sometimes waste time while the teacher explains learning that they already know or can do. Some teachers expect too little of their pupils. For example, the writing tasks set for the more able pupils are the same as those for other pupils and limit the extent of their progress.
- Teachers' marking and feedback to pupils, although improving, lack consistency across the school. Some errors are not corrected even when it is clear that the work has been marked, which limits progress. For example, the non-correction of inaccurate spelling means pupils go on repeating the same errors. Not all teachers provide clear enough advice for pupils about how to further improve their work and do not always make sure that pupils follow up this advice by applying it and showing their teachers that they have understood.
- Not all teachers have high-enough expectations of the way pupils should present their written work. A few pupils' handwriting is difficult to read and makes it hard to judge the quality of their work.
- Homework tasks for mathematics do not always extend pupils' learning well enough.
- A considerable number of strategies were put in place over the last year to raise the quality of teaching and improve learning, especially in writing and mathematics. Inspection evidence, including that taken from the school's own monitoring and local authority officer reports, indicates the teaching is improving.
- There are strengths in teaching; for example, in the way planning for mathematics activities targets pupils working at different levels. Teachers are good at adapting their teaching in the light of previous progress.
- Lesson activities and pupils' individual targets take good account of the new curriculum and assessment requirements. However, as these are relatively new there is insufficient evidence to judge their full impact

on learning.

- Teaching assistants support learning well, especially in the special group or one-to-one activities to help pupils catch up. This effectively supports the learning of disabled pupils and those with special educational needs and those in receipt of additional funding.
- Reading is consistently well taught. Highly effective learning was seen during a guided reading session where the teacher's outstanding questioning helped pupils to recognise character traits from clues in the text.
- The employment of a dedicated teacher to support those pupils in receipt of additional funding has had a very positive impact on these pupils' progress, which is accelerating and closing the attainment gap well.

The achievement of pupils

requires improvement

- Achievement requires improvement because in previous years many pupils did not make good progress, particularly in writing and mathematics. While their progress is improving, their achievement is still limited by slower progress made in the past.
- Attainment and progress declined over recent years. Standards at the end of Year 6 in 2014 were close to average in writing and mathematics. Attainment in the test of English, grammar, punctuation and spelling was below average.
- The progress measures of most groups of pupils require improvement. In 2014, while the proportion of pupils making the expected progress in reading, writing and mathematics was similar to the national picture, too few pupils made progress that exceeded national expectations.
- In the past, the most able pupils' achievement was limited by lower expectations of them. Their progress over time was not good. Progress is accelerating now, but there is still a variation across year groups and between classes.
- Partly due to staff changes and lengthy absences, the school was slow to address the decline although it is now doing so well. Nevertheless, in some year groups there is still a legacy of weaker progress made in the past.
- This term, progress is accelerating, especially in reading and mathematics. Attainment is rising well as a result. Year 6 pupils' attainment is on course to reach at least the above average levels seen previous to 2013.
- The school is tackling weaknesses in mathematics well, especially in Year 6. Lesson activities are well targeted to the different levels at which pupils are working. Year 6 pupils' calculation skills are very secure and they apply these well in a range of situations and in problem solving.
- Progress is not accelerating as well in writing because there are still weaknesses, most notably in handwriting, spelling and punctuation. Pupils' use of vocabulary and features such as personification are much better. The level of challenge for pupils in lesson activities is less good than in mathematics and limits pupils' progress in some classes.
- In reading, staff have built well on pupils' attainment since the previous inspection and maintained pupils' good achievement. Most pupils are very confident readers, capable, for example, of recognising character traits even from obscure clues in the text of a story.
- The improving progress in Year 6 indicates most pupils are on course to at least attain the levels expected for their age in reading, writing and mathematics, and the majority to exceed them.
- The extra programmes put in place to help pupils catch up have a positive impact on the progress of disabled pupils and those with special educational needs. Their achievement is good.
- The proportion of pupils from minority ethnic backgrounds is very small. They achieve at least as well as their peers. In 2014 their achievement was good.
- Inspection evidence shows that over the past year, from the time they joined the school, pupils in receipt of additional funding made good progress. The gap in last year's Year 6 national assessments showed their attainment in English and mathematics was over a year behind their peers' in school and nationally. This was mainly due to the fact that the large majority, who had recently joined the school, had special educational needs. Current pupils make good progress and close the gap well on their peers. Virtually all Year 6 pupils attain at least the level expected for their age. Their current levels show the attainment gap is likely to be small at the end of this academic year.

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	116006
Local authority	Hampshire
Inspection number	449334

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	225
Appropriate authority	The governing body
Chair	Andy Harris
Headteacher	Darren Campbell
Date of previous school inspection	12–13 July 2010
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