

# Bidbury Junior School

Fraser Road, Bedhampton, Havant PO9 3EF

## Inspection dates

3–4 December 2015

## Overall effectiveness

**Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, senior leaders and governors have had a relentless focus on improving teaching. As the result of their actions, teaching, learning and assessment have improved since the last inspection and are now good.
- Pupils now make good progress. This reflects the improvements in teaching. Where pupils had fallen behind, they are now catching up. This includes disadvantaged pupils who achieve as well as other pupils.
- The curriculum is well designed to meet the needs of the children in the school. It has been successful in developing pupils' positive attitudes and raising their aspirations.
- Governors show strong leadership; they have been a driving force for the improvements that are taking place in the school.
- Teachers plan interesting lessons and appropriate activities, which engage pupils and help them to learn.
- Pupils say they enjoy their learning. They enjoy the wide range of opportunities that the school provides. They work hard and are proud of their school.
- Pupils' personal development is a great strength of the school. They are well cared for, feel safe and this helps them to make good progress in lessons.

### It is not yet an outstanding school because

- Some newer middle leaders have yet to develop the necessary skills to improve teaching and pupils' achievement in their areas of responsibility.
- Pupils are not given enough time to respond to teachers' comments so they can make improvements to their work.
- The most-able pupils are not always challenged well enough to extend their thinking and deepen their understanding.

## Full report

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

- Improve leadership and management by:
  - ensuring all middle leaders know how to check teaching so that they can identify where improvements can be made
  - enabling all middle leaders to use assessment information effectively to identify individuals, groups of pupils and classes where achievement can be improved.
  
- Improve the outcomes for pupils by:
  - ensuring all pupils have enough time in lessons to improve their work
  - providing well-planned, appropriately challenging questions and activities for the most-able pupils to extend their thinking and deepen their understanding.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, ably supported by senior leaders and the governing body, has worked with determination and drive to improve the school. The personal and academic development of all pupils is at the heart of their vision, 'inspire to aspire'. They are ambitious for the pupils and for the school.
- Leaders have rightly focused on improving the quality of teaching in order to improve the outcomes of all pupils at the school. As a result, the quality of teaching and the progress the pupils are making have improved since the last inspection.
- The headteacher and senior leaders have been relentless in their efforts to improve teaching. They have made difficult decisions with the deployment of staff and have managed significant staff turbulence well. Their sustained efforts since the last inspection are a reflection of their determination and drive.
- Frequent checks on the quality of teaching enable senior leaders to identify what is working well while recognising what needs to be improved. Concise feedback to teachers after observations allows the swift implementation of agreed changes. Teachers appreciate the good-quality training they receive.
- Leaders make effective use of detailed assessment information to hold all teachers to account for the progress that pupils make. Actions to improve achievement are clearly identified and teachers know what is needed to bring about further improvements.
- Middle leaders are enthusiastic and hardworking but most of them are new to their roles so they do not yet have the skills and knowledge to help drive improvements. The well-planned training, provided by the local authority, is helping to develop their understanding of the role so they can improve outcomes for pupils in their subjects across the school.
- Leaders have developed a curriculum that reflects the needs of the pupils. The development of language skills is carefully weaved throughout the curriculum and is embedded in every subject. Pupils learn a broad range of subjects, including French, through topics that have been chosen to engage their interest. These are reviewed each year and are reshaped in the light of the pupils' needs. Pupils know that teachers have the same expectations in all subjects. One pupil commented, 'we have to apply our learning in other situations.' Writing is linked effectively through other subjects. One pupil explained, 'linking our diary writing to our Mary Rose topic made it real.'
- There is an appropriate range of clubs and activities that take place at lunchtime and after school with more than two thirds of the pupils taking up at least one club. The appropriately enriched curriculum offers a range of visits and special weeks, such as book week, to capture pupils' enthusiasm and promote a love of learning.
- Carefully planned spiritual, moral, social and cultural development for pupils is a feature within the curriculum. Through topics, assemblies and visits to places of worship, these areas are developed well.
- Leaders successfully promote British values, preparing pupils well for life in modern Britain. Pupils have opportunities to experience these when electing young governors and discussing the differences between rules and laws after their trip to the Houses of Parliament.
- Parents say their children like coming to school. They appreciate the care the school offers, and most think that the school responds well if they have any concerns.
- The local authority supports the school well. Leaders value the training and monitoring provided.
- **The governance of the school**
  - The governing body has been at the forefront of improvements in teaching. Governors have made strategic decisions that support leaders to carry out their role effectively, such as enabling them to carry out their monitoring role. They hold leaders and teachers to account and challenge and support them equally well. Arrangements for performance management of staff are clear and stringently applied. Financial decisions linked to pay progression are clear. They have spent additional funding for pupils eligible for the pupil premium wisely; as a result these pupils are doing as well as other pupils in the school. There are effective reviews in place to assess the impact of the sports premium.
  - Governors have a good understanding of the strengths and weaknesses in the school. They are very well informed about how well the pupils are doing and how much progress they are making. The arrangements for safeguarding are effective. The school's policies and procedures are clear and available to parents. Regular review ensures the processes are in place to make sure these are effectively applied. Checks on the appointment of staff meet requirements.

## Quality of teaching, learning and assessment is good

- Teaching has improved since the last inspection and is now good. Pupils say that they enjoy their learning and most parents agree that the children are taught well.
- Teachers plan interesting lessons that motivate and engage pupils. They discuss their teaching with colleagues, work alongside subject specialists and share the best ways to help their pupils improve. There is a whole-school approach to teaching and learning; as a result, pupils know what to expect when they move from one class to another, so they settle quickly and concentrate on their work.
- Teachers use time in lessons well so that pupils have the maximum opportunity to learn and time is not wasted when moving from one activity to another. Well-structured lessons, with opportunities for pupils to practise skills, enable them to complete set tasks. The use of talk partners to develop pupils' language and understanding is particularly effective. Each day, teachers refine their lesson plans and adapt activities, enabling them to target individuals or groups of pupils who need extra help.
- Classroom assistants offer a good level of support for those pupils who find work difficult or need encouragement and confidence to succeed. In lessons, they provide appropriate help to enable pupils to complete tasks on their own. As a result, those pupils develop independence in their learning over time.
- Teachers have good subject knowledge in reading, writing and mathematics. They ask relevant questions to develop pupils' understanding and set tasks that are engaging and generally at the right level. However, questions and activities are not always challenging enough to get pupils to think deeply about their answers and extend their learning. This is particularly the case for the most-able pupils.
- Teachers' understanding of what pupils can achieve is generally good. Pupils are expected to work hard during lessons and work in the books shows improvements, not only in the quality, but also in the amount of work pupils are expected to produce by the end of lessons. There is very little unfinished work in pupils' books.
- Marking is consistent across the school. Teachers comment when pupils have understood their work or completed an activity correctly. They diligently provide a follow-up comment to help the pupils understand how to improve their work. However, the quality of the responses from the pupils in books indicates that they are not given enough time to follow up the comments and make the necessary improvements in their work.
- Teachers are using assessment effectively to help pupils learn and set targets for progress in the future. This includes using information about what pupils already know to plan lessons, and organising extra help for those who are falling behind.
- Teachers set homework in line with the school's policy to help pupils practise skills learned during the day. Pupils think that the amount of homework is fair and parents agree.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good and is embedded throughout school life at Bidbury Junior School.
- Pupils want to learn and do well and are proud to be part of the school. In lessons they have good attitudes to their learning; they work hard and behave well.
- Pupils enjoy the range of opportunities provided by the school and take their responsibilities very seriously. For example, one of the young school governors who took part in a health and safety exercise in the school said, 'being given this type of responsibility makes me feel like a proper part of the school.'
- Pupils have a strong awareness of the issues surrounding bullying. A number of parents raised concerns about bullying. Inspectors discussed the issue with pupils during the inspection and pupils said that there are occasional instances of bullying, but they were confident that members of the school staff deal with these and they trust them to do so. The pupils' online survey confirmed this view.
- Pupils see school as a safe environment. They trust the people who work there and like the way they are cared for. It is an environment that promotes tolerance and is free from discrimination. Parents agree that their children feel safe.
- Effective links with external agencies ensure that children and families who need additional help are supported very well.

- Pupils know how to keep safe both at school and at home. They have a good understanding of the possible dangers when using the internet and all year groups receive e-safety training.
- Pupils enjoy going to school. As a result, rates of attendance are improving and are now in line with the national average.

### Behaviour

- The behaviour of pupils is good in lessons and around the school.
- Pupils are polite, friendly and inquisitive when welcoming visitors to the school. On the whole they play well together and show care for each other. In class their good behaviour is helping them with their learning. They understand that if they do misbehave, it not only interferes with their own learning but has an effect on the learning of others. On occasions some pupils can show challenging behaviour, but this is well managed by teachers and members of the support staff.
- Pupils think that behaviour in the school is good. This was reflected in the good conduct and manners of pupils around the school. Pupils showed great respect when listening to and greeting one of the community's local ministers.

### Outcomes for pupils

### are good

- The quality and progress of work seen in books across different subjects, the good progress that pupils make during lessons, and the externally moderated assessment information provided by the school, all show that outcomes for pupils are good.
- The proportion of pupils who made expected progress in 2015 in reading and mathematics was below that seen nationally. However, detailed scrutiny of the work in the books of current pupils shows that they are making good progress. Teachers have clearly now focused on developing pupils' comprehension skills in English and developing number skills in mathematics.
- The whole-school focus on language skills and the development of pupils' vocabulary has been a key factor in helping pupils to make better progress. This emphasis is not only in English but is evident in many other subjects. As a result, writing is improving because pupils make their stories and descriptions more interesting and sophisticated.
- Teachers' approach to the teaching of mathematics is very structured. Methods for calculation are consistent and opportunities to practise these skills are plentiful. There was clear evidence of this in the books and through discussions with pupils. Progress from year to year builds on and develops these skills so that pupils' understanding of number, measures and calculation improves as the pupils move through the school. As a result, pupils now make progress not only in the work produced but in their mathematical language. Pupils' ability to apply their knowledge in mathematics is developing but there are not always sufficient opportunities for the most-able mathematicians to develop and deepen their understanding.
- Pupils enjoy reading and a very positive culture of enjoyment is emerging in the school. Pupils are keen to read aloud, and do so with expression and increased fluency. The school provides early support to those pupils who find reading difficult. This includes daily reading sessions, a home reading challenge, class novels and a daily, timetabled session for reading enjoyment. The most-able pupils read a variety of texts and compare styles by different authors. A Year 3 pupil explained why she liked a particular author when she said, 'the characters are so real life and I could be in one of her books.'
- The outcomes in reading, writing and mathematics for disadvantaged pupils, who make up a third of the school's population, are good. These pupils typically make the same progress as other pupils. Parents appreciate the high-quality provision for pupils with special educational needs and pupils with disabilities. One parent wrote, 'the wonderful support they have given the children is amazing.' The inclusion manager monitors pupils' progress carefully and reviews support programmes to ensure that they are helping pupils learn. As a result, the progress these pupils are making is at least in line with that of other pupils in the school.
- The school has focused on providing pupils with high-quality learning opportunities in a range of subjects, including history, geography and art. This was demonstrated well in music when a group of pupils from the local secondary school performed in front of the school. The pupils were in awe of the high standard of performance and spent much of the following breaktime discussing it. This is just one of the ways in which the school raises the aspirations of pupils.

## School details

<b>Unique reference number</b>	116053
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10002373

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

<b>Type of school</b>	Junior
<b>School category</b>	Community school
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	194
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Malcolm Honour
<b>Headteacher/Principal/Teacher in charge</b>	Julie Wood
<b>Telephone number</b>	02392 474513
<b>Website</b>	<a href="http://www.bidburyjuniorschool.co.uk">www.bidburyjuniorschool.co.uk</a>
<b>Email address</b>	<a href="mailto:l.hansell@bidbury-jun.hants.sch.uk">l.hansell@bidbury-jun.hants.sch.uk</a>
<b>Date of previous inspection</b>	25 September 2013

## Information about this school

- Bidbury Junior School is an average-sized school.
- The proportion of pupils who come from minority ethnic groups is low.
- The proportion of pupils for whom English is an additional language is below the national average. The proportion of disadvantaged pupils supported by pupil premium funding is above the national average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils with disabilities and those with special educational needs is above the national average.
- The school runs a breakfast club, which is open to all children every day for both the infant and junior school.
- In 2014, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

## Information about this inspection

- Inspectors observed lessons in a range of subjects across the school, including two joint observations with the headteacher.
- Discussions were held with senior leaders, members of staff, representatives of the governing body and two representatives of the local authority.
- Inspectors examined a wide range of documentation, including that relating to safeguarding, behaviour and attendance, school improvement planning, assessment information, monitoring of teaching, minutes of governing body meetings and local authority reports.
- Inspectors spoke to pupils informally during the school day and observed them during playtime, lunchtime, and before and after school. They also met formally with a group of pupils to chat about their learning and behaviour and safety. They also took account of the 80 responses from the pupils' online survey.
- Inspectors heard several pupils read from Years 3 and 6.
- Inspectors took account of the views of parents through meeting with a small number of parents, 49 responses to Ofsted's online questionnaire, Parent View, the school's own parental survey, and three letters.

## Inspection team

Bill James, lead inspector

Ofsted Inspector

Brian Macdonald

Ofsted Inspector

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