

Stafford Junior School

1, Ringwood Road, Eastbourne BN22 8UA

Inspection dates	22–23 June 2016
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

- This is an improving school. Senior leaders have been successful in driving improvements so that the quality of teaching, learning and assessment is now good.
- Leadership and management are good. Leaders and governors have a clear vision for the school which is shared by staff.
- Year group leaders are knowledgeable and contribute well to school improvement.
- The governing body knows the school well and provides effective support and challenge. This is helping the school to improve further.
- All groups of pupils make good progress. Pupils leave the school well prepared for secondary school.
- Teachers plan interesting lessons. They follow the school's marking policy to make sure that pupils get helpful feedback.
- The school keeps pupils safe. Pupils have a good understanding about how to keep safe.
- Pupils behave well, both in lessons and around the school. They are polite to adults.
- Pupils' personal development and welfare are good. Positive relationships across the school help pupils to grow in confidence.

It is not yet an outstanding school because

- Pupils do not write at length often enough to fully develop their writing skills.
- Teaching does not ensure that pupils explain their reasoning in mathematics and this slows their progress.
- The attendance rate for some pupils is too low and some do not arrive punctually for school. This hinders their progress.
- Although leaders check the impact of the pupil premium, this is not always highly evaluative. This means that although disadvantaged pupils make good progress, they do not always make as much progress as they could.

Full report

What does the school need to do to improve further?

- Improve teaching so that more pupils make more than expected progress by:
 - making sure pupils produce enough writing to develop and sustain their ideas
 - providing regular opportunities for pupils to explain their reasoning and deepen their understanding of new mathematical ideas
 - fully evaluating the impact of the pupil premium.
- Improve the quality of leadership and management by:
 - continuing to work with parents to encourage their child's good attendance and punctuality.

Inspection judgements

Effectiveness of leadership and management is good

- The new headteacher, working closely with other school leaders, has quickly led improvements since joining the school. As a result, all aspects of the school's work are now good and improving.
- The school's aim to be 'the best that we can be' is a vision evident in the commitment of governors, leaders and staff to continually improve outcomes for pupils. To this end, leaders provide teachers with appropriate training and support. Whole-staff training, as well as targeted support for individual teachers, helps teachers to improve their practice. Newly qualified teachers are given effective support and so quickly develop good skills.
- The headteacher lost no time in introducing a new and effective system for checking pupils' progress. Leaders use it well to identify any pupils who are in danger of falling behind and to provide extra support for those who need it.
- Leadership capacity is enhanced by the effective leadership of heads of year. They work closely with their year group, especially to lead the planning of lessons. Their work makes a strong contribution to the improving quality of teaching and pupils' outcomes. Their positive approach also helps to keep staff morale high.
- School leaders frequently check the work of teachers. The information gathered from assessment information as well as from classroom visits, lesson observations and scrutinies of pupils' work, is used to provide leaders with an accurate understanding of the school's strengths and areas for improvement. This information is also used to hold teachers to account for the progress of their pupils. In this way, teachers' performance is closely linked with their pay.
- Leaders make good use of the pupil premium funding. However, their evaluation of its impact is not always as sharp as it could be. As a result, gaps between disadvantaged pupils and other pupils are closing, although some gaps remain.
- There is effective oversight of the provision for pupils who have special educational needs or disability. The leader of the provision has a wealth of knowledge and experience and works closely with other professionals to make sure that support is focused on individual need. The school identifies families that might be at risk and provides support to help the well-being and safety of their children.
- The recently introduced curriculum is well planned to ensure that, in addition to English and mathematics, pupils learn a broad variety of subjects. These subjects are taught through topics which make learning interesting and meaningful. Each topic begins with a 'wow' designed to inspire pupils' interest and curiosity. For example, Year 3 pupils were keen to learn more about smugglers following a visit from local historians. Learning is supported by visits to the local area such as the sewage works and the River Cuckmere. Year 6 deepened their geographical understanding by studying Rio de Janeiro as part of their research on the Olympic Games. A wide range of clubs gives pupils additional opportunities to enrich their learning. As a result, the curriculum effectively promotes pupils' personal development as well as their academic development.
- British values are promoted well. Pupils learn about the importance of democracy by, for example, voting for class and school councillors and through the 'Global Citizenship' topic. Learning about the monarchy helps them to understand more about British traditions. The Euro 2016 competition provided a good opportunity to learn more about Britain as part of Europe. Pupils learn about different religions and the values they share. In these ways, pupils are prepared well for life in modern Britain.
- The school promotes pupils' spiritual, moral, social and cultural development well. For example, in an assembly during the inspection, pupils sang with obvious enjoyment and confidence, working together to successfully sing a song in four parts. Pupils learn about the importance of working together and looking after our planet by building structures for the outside area, such as 'willow huts' and a greenhouse made from recycled bottles.
- The school's well-planned use of the primary physical education and sport premium has increased the quality of teaching of physical education and the range of sporting opportunities available to pupils. This makes a strong contribution to pupils' physical and mental health.
- Leaders are doing much to encourage pupils' good attendance. Initiatives such as giving awards for pupils' good attendance have resulted in a reduction this year in pupils' absence. However, more could be done to make sure that parents understand the importance of their child not missing school and of arriving on time.
- **The governance of the school**
 - There have been several changes in the governing body since the last inspection, including several new governors and a new chair of governors. This is because of the need to establish a single

governing body for the newly established federation. Governors gave careful consideration to the appointment of the new headteacher, making sure that the federation was led by the best possible candidate. The governing body works closely with the headteacher to make an effective contribution to school improvement.

- Governors meet each month to check how well the school is doing. They ask searching questions, for example about the quality of teaching, to hold school leaders to account. They also provide good support to the headteacher, for example by no longer authorising holidays for pupils during term time.
- Governors manage the performance management of the headteacher and understand the need to link teachers' performance with pay. They make frequent visits to the school to see how the policies they have agreed during meetings are being put into practice. The governing body manages the school finances well, including the physical education and sport premium. However, their evaluation of the impact of the pupil premium funding is less sharp.
- Governors recognise the need to work closely with parents and are establishing a range of strategies, including the use of social media, to improve communication still further between home and school.
- The arrangements for safeguarding are effective. Leaders ensure that safeguarding arrangements are firmly in place. All staff receive regular training on child protection and safeguarding issues, and they know how to identify if pupils are at potential risk.

Quality of teaching, learning and assessment is good

- Due to the support and guidance from school leaders, the quality of teaching has improved since the previous inspection and is now good. Year group teachers work well together to plan work which interests and engages pupils' interest.
- Teachers use the information they have about how well pupils are learning to plan work that is at the right level so all groups of pupils make good progress. Teachers check pupils' understanding throughout lessons and make adjustments accordingly.
- Teachers have good subject knowledge and ask pupils questions that develop their understanding and make them think hard. Teachers provide good feedback to pupils and guidance is sharply focused on what pupils need to do to improve their work. This helps pupils to make good progress.
- Teachers have high expectations and insist on high standards of work. As a result, pupils present their work neatly and with a sense of pride.
- Classrooms are calm and purposeful. Teachers work hard to make sure that classrooms are bright and inviting with displays celebrating pupils' work as well as providing prompts for learning.
- The teaching of reading has improved since the previous inspection and is now good. Phonics (letters and the sounds that they make) is taught well. A love of reading is promoted by, for example, the well-used library, reading competitions and by the use of high-quality texts in English lessons such as 'Holes' by Louis Sachar.
- Writing is taught well. Pupils make good use of the prompts that teachers provide, such as word lists and planning sheets. However, pupils do not have enough opportunities to fully develop their ideas and use the skills learned in longer pieces of writing. This sometimes slows their progress.
- Teaching has a good impact on the achievement of the most able pupils. For example, in a Year 6 English lesson, the teacher asked probing questions to challenge pupils to provide reasoned justifications for their views on characters in the book 'Cage of Roots' by Matt Griffin. Pupils were made to think hard and use interesting vocabulary to convey their ideas.
- The teaching of mathematics is now good. A focus on making sure that pupils have daily practice has improved pupils' acquisition of the basic skills. The new assessment system gives teachers feedback on which particular aspects of mathematics each pupil might be having difficulty with. Teachers usually use this information to make sure gaps in pupils' knowledge are filled. However, not all teaching gives pupils enough opportunities to explain their reasoning and so deepen their understanding and master new ideas quickly.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know pupils well. Pupils say that adults listen to them if they have any worries. A range of strategies is in place to support pupils' self-awareness and emotional well-being; for example a 'worry group' and a 'social skills group'. Pupils enjoy taking part in a wide variety of sports that help to keep them fit and healthy.
- Pupils are confident and happy to talk to visitors about their school. They willingly take on responsibilities such as being 'peer mediators', helping pupils to behave well.
- Pupils have a good understanding about how to keep safe, including while at the coast, on the roads and when using the internet. Pupils told inspectors that they feel safe in school. The large majority of parents who responded to Ofsted's online survey Parent View agreed that their child feels safe in school.
- Pupils know about the different forms of bullying. They say that it rarely occurs but, if it does, adults deal with it quickly. School records reflect this.

Behaviour

- The behaviour of pupils is good.
- The very new system for promoting good behaviour is understood by pupils and consistently applied by teachers. Pupils say that it is better than the previous system because it rewards good behaviour. Pupils told inspectors that they liked 'golden time' when they can choose their learning as a reward for good behaviour. Pupils' behaviour during the inspection was good, both in lessons and around the school. School records show that behaviour is typically good.
- Behaviour is not outstanding because too many pupils arrive late to school and attendance rates, although improving, are still not good enough.

Outcomes for pupils are good

- Standards reached in the Year 6 tests and teachers' assessments in 2015 were broadly in line with the national average in reading and mathematics and higher in writing. These represented slow rates of progress in reading and mathematics and average progress in writing from pupils' end of key stage 1 tests at their infant school.
- Inspection evidence, which included observing learning, scrutinising work in pupils' books, talking to pupils and analysing information from the new assessment system, confirms that pupils currently in the school, across all year groups, are making good progress in English, mathematics and a range of other subjects. This is because of the strong and swift action taken by the new headteacher to revitalise teaching and raise standards. As a result, pupils are well prepared for their secondary school.
- The progress of disadvantaged pupils has also improved this year. The school's assessment information, as well as evidence in pupils' books, shows that there is no gap between the attainment in Year 6 of disadvantaged pupils and other pupils. The achievement gap for disadvantaged pupils and other pupils across the school is closing, although some gaps do remain.
- Pupils who have special educational needs or disability make good progress because of the well-tailored support they receive.
- The most able pupils currently in school achieve well. This is because teachers have high expectations and make sure that work is generally appropriately challenging. Leaders regularly check the progress of these pupils, making sure that most-able pupils get extra support to provide further challenge when necessary.

School details

Unique reference number	114469
Local authority	East Sussex
Inspection number	10012280

This inspection 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	412
Appropriate authority	The governing body
Chair	Nicola Clark
Headteacher	Mandy Stewart
Telephone number	01323 733 434
Website	www.roselands-stafford.org
Email address	head@roselands-stafford.org
Date of previous inspection	19–20 June 2014

Information about this school

- This is a larger-than-average junior school. In September 2015 it federated with the local infant school to become part of the Roselands and Stafford Federation.
- A new federation headteacher was appointed for September 2015 when the federation was established.
- The governing body has been restructured to become the governing body of the federation.
- Most pupils are White British. Few are from minority ethnic backgrounds or speak English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children looked after, is slightly lower than the national average.
- The proportion of pupils with special educational needs or disability is similar to that found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in 17 lessons across all year groups. Many of these lessons were observed jointly with the headteacher or deputy headteacher.
- Inspectors looked closely at pupils' work for the current year, including a large sample of the work of disadvantaged pupils, to inform their judgements about pupils' progress, attainment and the quality of teaching, learning and assessment. Most of this scrutiny was carried out alongside senior leaders.
- Inspectors talked to pupils about their learning and their experiences of school. An inspector also listened to pupils read and attended a school assembly. Inspectors observed pupils at lunch and during playtime.
- Discussions were held with senior leaders, heads of year, a group of newly qualified teachers, several governors and a representative from the local authority.
- Inspectors considered the views of parents gathered from the 69 responses to the online Ofsted questionnaire Parent View, and the school's own surveys. Inspectors also had conversations with parents at the start of the school day.
- Inspectors observed the school's work and reviewed a range of the school's documentation, including the school's own information about how well pupils are achieving, the school's checks on the quality of teaching, the results of reviews by the local authority and the school development plan.
- A review of safeguarding records and procedures was also carried out.

Inspection team

Joanna Toulson, lead inspector	Ofsted Inspector
Joanne McSherrie	Ofsted Inspector
Jonathan Hills	Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2016

