

Southbourne Junior School

New Road, Southbourne, Emsworth, Hampshire, PO10 8JX

Inspection dates

21–22 February 2018

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	Good

Summary of key findings for parents and pupils

This is a good school

- Leaders and governors have had a positive impact on improving the quality of teaching and pupils' outcomes. Leaders are aware of the school's strengths and the areas still to develop.
- Governors have a good understanding of their roles, which they fulfil with commitment. They continually look for ways to improve the school.
- Parents praise the fact that staff are very approachable. They like the regular information that they receive about their child's personal and academic progress.
- Teaching is good. Staff plan lessons carefully to build on pupils' prior learning. This enables pupils in all year groups to make strong progress from their starting points. In Year 6 last year the percentage of pupils reaching the expected standard in reading, writing and mathematics exceeded the national average.
- Leaders have designed an exciting curriculum. It makes good use of the local rural and coastal environment to bring pupils' learning to life.
- Pupils say that they feel safe in the school. Personal development and behaviour are good. Pupils are considerate of others. Attendance is similar to the national average.
- Leadership recently developed a new assessment system that tracks each pupil's progress precisely. The system is used effectively by teachers. However, it does not yet provide governors with a clear oversight as to how groups of pupils are progressing in the different year groups.
- Teachers do not always provide challenging work for the most able pupils to reach the highest standards in writing and mathematics.

Full report

What does the school need to do to improve further?

- Refine the assessment system so that leaders can provide governors with a clear analysis of how different groups of pupils are progressing.
- Provide suitably challenging work for most-able pupils that deepens their understanding, so they can reach the highest standards in writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher provides strong and determined leadership. She has a clear vision to ensure that all pupils develop an enthusiasm for learning. Senior leaders share these aspirations. Those with subject responsibilities fulfil their roles diligently. All staff, who completed the Ofsted questionnaire, praise the quality of support from senior leaders. They all consider that this school is well led and managed.
- Parents are very happy with the school. One parent summed up the views of many when they said, 'My child is thriving at the school and I am delighted at the progress she has made. The curriculum is rounded and engaging and the communication is excellent'.
- Pupils are enthusiastic about their experiences of the school. All who responded to the Ofsted survey said that they enjoy school and nearly all would recommend it to another pupil. Pupils say, 'We all get on well together, behaviour is good and teachers help us to do our best.'
- The curriculum is inspiring and subjects are taught in an imaginative way. For example, there is a strong emphasis on teaching pupils using the local rural and coastal environment. Pupils learn about the importance of protecting vulnerable habitats. In their visits to the local beach pupils learn about threats that damage the ecosystem, such as the dangers of plastics. Some pupils take on the role of school eco-warriors and conduct environmental reviews. Pupils learn to appreciate the importance of encouraging local wildlife and plants through initiatives such as the school meadow project. Teachers often use these valuable ecological experiences to inspire pupils to write interesting pieces of work.
- Pupils gain a good understanding of both French and Spanish. They learn to improve their vocabulary and speaking skills. Most pupils develop the skills to write short sentences. Some pupils take part in French exchange trips and stay with a French family. These experiences help pupils to learn about the culture and customs of another country.
- Staff give pupils a good understanding of the arts and pupils learn to create interesting paintings in the style of famous artists. Pupils get the chance to develop their acting and musical skills through events such as the summer productions.
- Physical education has a high profile. It is enhanced through a range of extra-curricular clubs such as netball and football. Some pupils become sports ambassadors and help to promote different sports to others. Additional funding for primary sports and physical education is used well. Staff ensure that whatever a pupil's sporting ability, they can take part in an activity that they enjoy.
- The school makes good use of additional funding for pupils who have special educational needs (SEN) and/or disabilities. Funds are also used effectively to narrow the gap between the attainment of disadvantaged pupils and pupils nationally. Careful attention is paid to every pupil who is eligible for the funding to ensure that their needs are met.

Governance of the school

- Governors are ambitious for the school. They carefully check the school's progress against the school improvement plan. They are knowledgeable about how well pupils are performing against other schools nationally. However, because the school's assessment system is still evolving, leaders do not yet provide governors with a clear enough overview about how groups of pupils are progressing in the different year groups.
- Governors regularly check that the website is compliant with statutory requirements. The night before the inspection they identified a couple of minor omissions. They addressed these before inspectors arrived at the school.
- Governors are well informed about their safeguarding responsibilities. They attend regular training with staff and also complete safeguarding courses online.

Safeguarding

- The arrangements for safeguarding are effective.
- All pupils who responded to the Ofsted questionnaire say that they feel safe at this school. Staff work well with parents and carers and a range of agencies to ensure that pupils' needs are effectively met. All staff consider it their top priority to protect pupils from harm. They take swift action if they consider that any pupil is in need of help or support.
- High-quality training and a good knowledge of the relevant policies help to reinforce the effective support that staff provide.

Quality of teaching, learning and assessment

Good

- The quality of teaching is consistently strong in every class. This has ensured that most pupils make effective progress in a range of subjects.
- The school has developed its own system of assessing pupils' progress. It provides detailed information on whether each pupil is making the necessary progress to meet age-related expectations. Leaders and teachers regularly use this information to identify whether any pupil requires additional support.
- Teachers make sure that pupils develop a love of reading. Most pupils read fluently. They enjoy reading a range of challenging texts. Pupils talk knowledgeably to each other about the books they are reading.
- The teaching of writing is effective. Pupils plan and edit their work carefully. They use their skills in spelling, punctuation and grammar to good effect.
- In mathematics, pupils grasp concepts quickly. Teachers prepare learning activities which give pupils a good understanding of new skills and concepts. These help them to solve real-life mathematical problems with ease.
- Work in books is well presented. Pupils are rightly proud of the work they have produced and the progress they have made.
- Teaching assistants are well trained. They provide effective additional support for

disadvantaged pupils, as well as those who have SEN and/or disabilities.

- Teachers do not provide work for the most able that is challenging enough for them to work at greater depth and reach the highest standards in writing and mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff are very aware of each pupil's personal needs. For example, those who need to develop their confidence and self-esteem receive helpful guidance and support by specialist staff. Staff work hard to ensure that every pupil is able to celebrate success in some area of school life.
- The school provides numerous opportunities to help pupils to be well prepared for their future lives. As they move through the years, pupils take on an increasing number of responsibilities including running an on-site shop where they manage the budget and order supplies. Some pupils develop their business skills by participating in mini-enterprise projects. Pupils acquire greater independence through the residential trips to an activity centre. The school provides many ways for pupils to develop their understanding of leadership skills. These include roles such as school councillors and sports ambassadors.
- Pupils enjoy learning how to be healthy and keep fit. They make good use of the new food technology room. They enjoy producing nutritious and well-balanced meals, such as vegetarian curries.
- Pupils have a good understanding of how to keep themselves safe. They know about the dangers of using the internet and the importance of not giving out personal information to strangers. They also learn about the risks associated with roads and railways. Recently, pupils conducted their own analysis of the risks they had seen in the village of Southbourne, which included the dangers of scaffolding and trip hazards.

Behaviour

- The behaviour of pupils is good.
- Leaders have high expectations of pupils' behaviour. Around the school, in assembly and outside in the playground, for example, pupils are polite and courteous to each other. Pupils say that they like the school's system of rewards which celebrates the good behaviour found throughout the school.
- Pupils say that behaviour in lessons is good. Pupils told inspectors that bullying is rare and that teachers are always on hand to sort out any minor disagreements.
- Attendance is similar to the national average. Leaders ensure that parents understand the need for their child to attend regularly.

Outcomes for pupils

Good

- From broadly average starting points most pupils in the school make at least good progress. By the end of key stage 2 the percentage of pupils reaching the expected standard in reading, writing and mathematics is typically higher than the national average. School assessment information and work in books indicates that standards are continuing to rise in all year groups.
- Pupils make good progress in reading. They make strong gains in their understanding of how characters and plots develop. In 2017 the percentage of pupils working at a higher standard was almost double the national average.
- Pupils make good progress from their starting points in developing their writing skills. In Year 3, nearly half of the pupils are working beyond those standards expected for their age. However, this is not the case in other year groups.
- Teachers develop pupils' mathematics skills carefully so they make strong gains in their reasoning skills. In some year groups, for example Year 4, nearly three quarters of the pupils are already working at the expected standard. There are few classes where pupils are working at a higher standard.
- The school is diligent in ensuring that disadvantaged pupils make good progress. Published data for 2017 indicated that the percentage of these pupils meeting the expected standard in reading, writing and mathematics was below the national average. However, it is clear from a scrutiny of books that disadvantaged pupils who are currently at the school are doing well.
- Pupils who have SEN and/or disabilities make good progress because of the effective support that they receive.
- When the current Year 4 pupils entered the school at the end of key stage 1, many of them had lower-than-average starting points. Effective teaching has ensured that most of these pupils have now caught up and they are working at the standards expected for their age.

School details

Unique reference number	125878
Local authority	West Sussex
Inspection number	10040714

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Helen Poley
Headteacher	Louise Gasser
Telephone number	01243 375878
Website	www.southbournejuniors.co.uk
Email address	office@southbournejuniors.co.uk
Date of previous inspection	5–6 November 2013

Information about this school

- Southbourne Junior School is smaller than the average-sized primary school. It shares the site with Southbourne Infant School.
- The proportion of pupils known to be eligible for the pupil premium is lower than the national average.
- The proportion of pupils who have SEN and/or disabilities is below the national average.
- The headteacher was appointed in January 2016. Since the previous inspection the school has created extra facilities, such as the food technology room.
- The school meets the government's current floor standards. These are the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors and senior leaders observed learning in 16 lessons. In addition, a number of shorter visits were made to check on aspects such as the learning and progress of disadvantaged pupils. Inspectors conducted a detailed scrutiny of pupils' work.
- Inspectors took into account the 37 responses to the Ofsted pupil questionnaire. They also talked to pupils about what it was like to be a pupil at this school. Some pupils also read to an inspector.
- Meetings were held with senior leaders, staff and governors. There was a telephone conversation with the local authority. Inspectors considered the 20 responses to the Ofsted staff questionnaire.
- The views of 33 parents who responded to the Ofsted online questionnaire, Parent View, were considered. Inspectors gathered the views of 20 parents who were meeting their children at the school gate. Inspectors also considered a letter and an email.
- A range of documentation was examined, including the school's development plan and its self-evaluation. Policies and records related to safeguarding and information about pupils' behaviour and attendance were checked. Inspectors considered a range of evidence related to governance.

Inspection team

Liz Bowes, lead inspector

Ofsted Inspector

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