



Henleaze Junior School

Inspection Report

Unique Reference Number 108933
LEA Bristol, City of
Inspection number 278080
Inspection dates 23 January 2006 to 24 January 2006
Reporting inspector Anthony Shield AI

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

Type of school	Junior	School address	Park Grove
School category	Community		Bristol
Age range of pupils	7 to 11		BS9 4LG
Gender of pupils	Mixed	Telephone number	0117 3772444
Number on roll	381	Fax number	0117 9422015
Appropriate authority	The governing body	Chair of governors	Mr Gerry Swarbrick
Date of previous inspection	30 October 2000	Headteacher	Mr Adam Barber

Age group	Inspection dates	Inspection number
7 to 11	23 January 2006 - 24 January 2006	278080

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Henleaze Junior School is a larger-than-average junior school situated in a relatively prosperous suburb of Bristol. It is popular and over-subscribed, and parental support for learning is strong. Most pupils attend the adjacent infants' school before joining the school. On entry, their attainment is above average. The proportion of pupils with learning difficulties and disabilities is broadly average. Most pupils are white British, although there are small numbers of pupils from other ethnic heritages.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

Henleaze Junior is an outstanding school and provides very good value for money. Consistently high standards have been maintained since the last inspection and the school, under the committed and thoughtful leadership of the headteacher, is very well placed to build on existing strengths. The school is far from complacent and relentlessly seeks to improve its provision. This may explain why it describes itself as a good school, underestimating its effectiveness. The school knows itself well and has a well-conceived plan for maintaining and developing its provision.

Strengths include the innovative curriculum, the quality of leadership at all levels, the very good attitudes and behaviour of pupils and the maturity of the oldest pupils. Pupils get on very well with each other and very good relationships ensure pupils feel safe and valued.

Standards are well above average and all pupils, including the most and least able, achieve very well. Teaching is outstanding; it is consistently good and often inspirational. As a result, pupils have a strong foundation in basic skills to confidently explore and enjoy learning in all subjects. The school has rightly identified improving the use of assessment in lessons to set more precise learning targets for individual pupils as a priority.

Leadership and management are excellent. The school is increasingly reflective and has very good management systems in place to promote realistic self-evaluation. As a result, the school's capacity to improve further is very good. A committed team of governors offers both challenge and support.

What the school should do to improve further

- Improve the use of assessment in lessons to set more precise learning targets for individual pupils.

Achievement and standards

Grade: 1

Pupils' achievements are outstanding. The school sets itself challenging targets and in 2005 these were exceeded. On entry, pupils' attainment is above average. High standards are maintained through the school and by the time pupils reach Year 6, results in national tests in English, mathematics and science are all significantly higher than average. Pupils make significantly better than average progress through the school. In 2005, some able pupils in mathematics did not achieve as well they might. The school has responded well and all current pupils, including the most able, are being set challenging targets and tasks which are planned to stretch and extend their capabilities. The mathematics challenge group for the most able pupils is providing impressive levels of challenge. The introduction of philosophy and thinking skills to the curriculum has given more pupils the confidence to think creatively and learn

independently of the teacher. Inspectors also noted high standards in information and communication technology (ICT), history and art.

Both boys and girls achieve very well and there are no significant differences between pupils from different ethnic heritages. Pupils with learning difficulties and disabilities also make very good progress, because of the careful identification of their needs and sensitive support in the classroom.

Personal development and well-being

Grade: 2

Most pupils develop into sensitive and mature young people as they move through the school. Their very good personal development reflects the high priority the school gives to this aspect. Behaviour in lessons and around the school is very good. Most pupils enjoy school and are keen to learn. They are sensitive to others and co-operate well in pairs and groups. This is particularly apparent in the early morning 'thinking skills' sessions. Relationships are very good. Pupils readily express their opinions and take an active part in lessons. They speak enthusiastically about the school and feel that there is a 'good spirit' within the school community. This is reflected in the above-average attendance.

Spiritual, moral, social and cultural development is good overall, and the school's provision underpins all aspects of its approach. Pupils have regular opportunities to reflect on individual or school values. The philosophy programme, for example, enables them to understand their own feelings and values and helps them to appreciate those of others. Pupils enthusiastically accept opportunities to take responsibility and make a contribution to their own and the wider community, for example, in working on the school council, acting as playground buddies or managing the school shop. Pupils raise funds for charity and are concerned for those less well off. Pupils' cultural development is good, but the school has rightly identified providing a wider range of multi-cultural experiences as a priority, in order to better prepare pupils for living in contemporary Britain. Pupils have a good understanding of issues related to healthy living, and are well prepared for their future well-being.

Quality of provision

Teaching and learning

Grade: 1

As a result of consistently good and often outstanding lessons, pupils make excellent progress. Pupils say that lessons are fun because teachers make them interesting, and pupils were captivated by much of what was seen. Work in exercise books and on display also reflects a stimulating learning environment. Teachers' planning is outstanding, leading to highly focused and well-paced lessons. They establish excellent relationships with their pupils, making expectations clear in terms of effort and behaviour. Questions are used effectively to sustain pupils' interest and challenge

pupils of all abilities. At the end, teachers round off the lesson with an effective review of what has been achieved.

Marking is consistently good and pupils are given clear guidance on how to improve. The school has already identified improving the use of assessment in lessons to ensure that pupils have precise and individual learning targets. This will ensure pupils themselves are better aware of the next step in their learning. In most lessons there are good levels of challenge for pupils of all abilities, including the most able. Pupils with learning difficulties and disabilities make excellent progress as a result of very well targeted teaching and support, both in class and when groups are withdrawn.

Curriculum and other activities

Grade: 1

The curriculum is imaginatively planned to provide a good foundation in literacy and numeracy skills but also to provide opportunities for pupils' emotional and personal development. Music, art and drama are given high status, and pupils benefit from a wide range of opportunities to participate in and experience live performance through visiting artists and musicians. During the inspection, a visiting drama group gave a powerful and inspirational portrait of Brunel to the whole school. This visit has already provided the stimulus for some thoughtful and imaginative planning in art, history and technology. Pupils' personal development is supported through a well-planned programme for personal, social, health and moral education. All pupils learn French and take part in a philosophy course which aims to develop their thinking and learning skills. The many enrichment opportunities open to pupils in lunchtime and after-school clubs, including film making, gardening, Latin, ICT and many different sports, are enthusiastically taken up by most pupils. This wide-ranging curriculum encourages both curiosity and excitement in pupils' learning.

Care, guidance and support

Grade: 1

The care of pupils is good and the school gives a high priority to all aspects of pupils' health, safety and welfare, including child protection and risk assessments. Pupils feel safe and have confidence in their teachers. They know that there is an adult to go to if they have a problem: "We feel listened to," said one school council member.

The system for checking pupils' progress is thorough and comprehensive, ensuring intervention if potential underachievement is spotted. Test results are used to set individual pupil targets and these are reviewed regularly to ensure they remain both challenging and realistic. Parental links are strong and parents are confident that their children are safe and well cared for.

Leadership and management

Grade: 1

Leadership and management are of the highest quality. The headteacher has brought a fresh impetus over the past 18 months to an already very effective school. As a result, high academic standards have been sustained while the school has developed a renewed vision through innovative curriculum thinking. Thorough monitoring systems enable effective self-evaluation, and the headteacher has encouraged a wider involvement of staff, parents and governors in the process. Staff at all levels are making strong contributions to the leadership within their areas of responsibility. The school thrives on collaborative teamwork. Staff motivation is high and the school is poised to improve even further. The school has the full confidence of its parents.

The governing body gives excellent support, but is fearless in asking critical questions and challenging decisions constructively. As a result, the school is acutely aware of its strengths and areas for development. Its high quality development plan is thoughtfully written and sets a clear agenda for maintaining and developing provision. The school has already, for example, made an excellent start in ensuring that pupils are more aware of their learning targets and of how to meet them.

Resources are carefully managed to enhance learning, and funds have been prudently built up to improve the school buildings and site.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

We enjoyed visiting your school recently and would like to thank you for all the help that you gave us. We particularly enjoyed talking to you and were impressed by the sensible way you answered our questions.

We think your school is excellent and I am sure you want to know why.

- Henleaze Junior is a happy school, where you are encouraged to work hard and do your best. You are friendly and polite and behave very well.
- Teaching is excellent and teachers take good care to ensure you do very well and make your lessons interesting and fun.
- Mr Barber is an excellent headteacher. He has worked hard to make your school as good as it is. He is helped by all the teachers and governors, who support him well.
- There are lots of interesting activities to do during lunchtime and after school; some, like film making and Latin, are not often done in schools like yours.
- Teachers look after you well and are always ready to help when needed.
- You told us that you enjoy coming to school and feel safe. You clearly enjoy making a contribution to running the school by helping your teachers out.

We have asked the teachers to help you further in lessons by letting you know exactly what you have to do to get better.

Thank you once again for your help during the inspection. Good luck in the future!