



Bidbury Junior School

Inspection Report

Unique Reference Number 116053
LEA Hampshire LEA
Inspection number 279734
Inspection dates 14 March 2006 to 15 March 2006
Reporting inspector Michael Pye AI

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

Type of school	Junior	School address	Fraser Road
School category	Community		Bedhampton
Age range of pupils	7 to 11		Havant PO9 3EF
Gender of pupils	Mixed	Telephone number	02392474513
Number on roll	199	Fax number	02392470430
Appropriate authority	The governing body	Chair of governors	Ms E Smith
Date of previous inspection	2 May 2000	Headteacher	Mr C Frost

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average sized junior school draws approximately a quarter of its pupils from a nearby "Excellence in Cities" cluster. The number of pupils entitled to free school meals is below the national average. The overwhelming numbers of pupils are of White British background, and the number of pupils who do not have English as their first language is well below average. There are above average numbers of pupils who have learning difficulties or disabilities, although only one pupil has a statement of special educational need. There has been a recent period of high staff turnover. A temporary head teacher is in place during the prolonged absence of the previously appointed new head teacher.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspectors agree with the school's judgement that it provides a satisfactory education for its pupils. The school's improvement in recent times is largely due to the effective leadership of the acting headteacher. She has made many changes that have benefited the school. Other managers now have an expanded role with a focus on improving standards and achievement. There is a shared sense that all staff are accountable for school performance. The focus on academic progress has been accompanied by the school building on its existing strengths in pupils' personal development and care. There is evidence that the changes are bringing about improvements in standards and achievement.

In 2005, standards in mathematics and science were average, but significantly below average in English, in particular in writing skills. However the school has now adopted a robust approach to challenging under-achievement. This began with an emphasis on developing positive pupil behaviour and attitudes. This has been successful and pupils behaviour is now good. Actions were taken to track pupils' progress more rigorously and this has led to more challenging work for pupils in lessons. Teaching is monitored conscientiously. However, there is still some inconsistency such as in the approach to informing pupils what they need to do to improve their grades. As a result a few pupils do not make the progress they should. The changes will take time to have a full effect, and in Year 6 for example, some pupils have not been able to fill the gaps in their knowledge from previous years.

The personal development of pupils, together with the care and support of pupils, are good. As one parent wrote "my child is enjoying school as she has a teacher she likes and respects". The school makes use of a broad range of external links to help care for the pupils and support their learning. In particular, the pupils benefit from some good sporting links with the local secondary school. There is a satisfactory capacity to improve which is reflected in the recent progress and continuing improvement in the school. It gives satisfactory value for money.

What the school should do to improve further

- * Improve standards and achievement in English, with particular reference to writing.
- * Ensure that there is more consistency in teaching, particularly in the area of marking, and guidance for pupils on how to improve their work.

Achievement and standards

Grade: 3

Pupils' achievement and standards are broadly satisfactory. Attainment on entry to Year 3 varies from year to year but currently it is in line with the national average. Given the pupils' starting points, there has been underachievement in recent years, with English being significantly below the national average in 2005. Science and mathematics were average, improving from being significantly below average in 2004.

Weaknesses in writing and mathematics persisted and higher attaining girls especially did not do as well as expected in English. The school identifies recent high staff turnover and some poor behaviour in one year group as contributory factors. These issues have been effectively addressed by the school in the last year.

In 2005, standards in mathematics and science were average, but significantly below average in English. In the work seen during the inspection, the majority of pupils, including high attainers, and pupils with learning difficulties and disabilities, are now achieving satisfactorily. This is the direct result of the effective action taken by the school leadership aimed at raising achievement and standards. Staff are now making good use of tracking data and analysis to monitor individual pupil progress. Where under-achievement is identified then some effective intervention strategies, such as in reading, are used to enable pupils to make more rapid progress. Consequently the school is now setting some challenging targets.

Many of these changes have been introduced in the current year and consequently some pupils still do not write as fluently or imaginatively as they might. Through its monitoring the school is now aware of these areas, and is taking appropriate remedial action to help fill the gaps in pupils' knowledge.

Personal development and well-being

Grade: 2

Pupils' personal development is good. They enjoy coming to school and relate well to adults and each other. Pupils told inspectors that they know the adults will help them if they have a problem. Attendance is satisfactory, reflecting the fact that pupils say that they find most lessons interesting. Behaviour is generally good. Pupils' spiritual, moral, social and cultural development is good.

The school provides many opportunities for pupils to exercise responsibility. The pupils respond well, and are very keen to take responsibility for classroom tasks and by taking on school roles. The Young School Governors, for example, talked confidently about their role in the school. They said they had a chance to bring about changes in the school, such as the introduction of cycle sheds. Pupils participate in a suitable range of activities that help them to understand the beliefs and lives of people from different cultures. They sing carols for the elderly at Christmas and participate in activities that enable them to contribute to their community and influence the lives of others. Pupils successfully raised a substantial sum for the tsunami charity. They have a good understanding of healthy eating and adopt healthy lifestyles. They have a secure understanding of health and safety issues, such as using equipment appropriately in science.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory and some good teaching takes place. Improvements have been made in planning, which ensures that lessons have clear learning objectives, and appropriate work is now set for pupils of different abilities. This has been particularly effective in mathematics whilst planning for English is still undergoing change. Most lessons are made interesting with the result that pupils are keen and work hard. Where teaching is good, questioning is brisk and pupils participate enthusiastically. However, in some lessons where the pace is slower, pupils become distracted when there is a change of activity. A particular strength lies in the effective deployment of support staff to work with small reading groups for example. Teachers guide support staff well through clear instructions in lesson planning. The standard of presentation of pupils' work has improved since the last inspection and is now satisfactory. The quality of marking however varies too much. For example, in some lessons work is marked carefully and written comments from the teacher help the pupils to improve. In other classes such comments are scarce.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with planning in place to develop more links between subjects, and more creativity. A recent focus on mathematics has resulted in the development of a good curriculum plan. This has enabled teachers to adopt a more consistent approach to work. The curriculum meets the needs of pupils, including those with learning difficulties. Those identified as being gifted and talented are well catered for, with well planned extension activities in lessons, and a range of good opportunities to extend their experiences outside the school. The curriculum is enriched, and pupils' enjoyment increased, by the good use of visits to museums and residential trips. The pupils benefit from specialist teaching in music and Spanish. Circle time gives good opportunities for pupils to reflect and discuss issues, and personal, social and health education is well planned. Pupils' knowledge of this area of their work is well progressed by the use of the interesting 'Partnership in Citizenship' booklets that have been introduced by the school. Information technology is used satisfactorily to support pupils' learning in other areas of the curriculum.

Care, guidance and support

Grade: 2

Care guidance and support are good, and reflect the school's strong commitment to caring for, guiding and supporting all its pupils, including those with learning difficulties and disabilities. It is effective because teachers and other adults have a good understanding of their pupils' development and pastoral needs and so are able to respond positively to any concerns. Child protection procedures are good and vulnerable

pupils are quickly identified and supported well. The school works well with a broad range of outside agencies and parents which are involved at an early stage if a problem arises. Health and safety procedures are good, and risk assessments are carried out where appropriate.

Guidance is good because teachers measure pupils' progress and the school keeps full records of the levels they have reached. This now allows the school to identify pupils in need of support. Targets are set for individual pupils in English and mathematics. However, not all teachers tell the pupils clearly enough about how well they are doing and exactly what they should do in order to meet these challenging targets.

Leadership and management

Grade: 3

Inspectors agree with the school's evaluation that leadership and management are satisfactory.

In the prolonged absence of the head teacher the present leadership has given clear direction to the school. The acting head teacher has provided good leadership through an unsettled period. Her open style of management has allowed subject co-ordinators to expand their role. This is having a positive effect on standards in mathematics for example, as well as in promoting accountability.

The acting head teacher has accurately identified that the school's old assessment methodology resulted in misleading target setting, and false impressions of achievement levels. This has now been rectified and appropriately challenging targets are now set. This, together with the introduction of rigorous tracking procedures, has enabled the more accurate identification of pupils' achievement levels. The newly-established pupil progress meetings and work groups are also having a positive impact on the achievement of pupils. All pupils have equal access to the curriculum. The school realises the need to ensure that all pupils achieve to their full potential.

Self-evaluation, monitoring and review procedures are good and are now embedded. Lesson observations have enabled managers to identify training needs for staff, which in mathematics has had a positive effect on standards. The school recognises the need for more consistency in some areas of teaching. Subject monitoring has resulted in a set of good initiatives, such as the introduction of target setting for pupils, guided reading and the expansion of the role of the good learning assistants. Wide consultations and staff training have ensured a school development plan that accurately reflects the current needs of the school. The school seeks parents' views which help inform developments such as introduction of the school travel plan. Resources are used efficiently, and value for money is satisfactory.

The governors are supportive but are only beginning to develop their role as a critical friend of the school. The actions of the present leadership have contributed directly to an improvement in standards in mathematics and science. This demonstrates that the school has a satisfactory capacity to improve.

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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?	3	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	2	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	3	NA
How well learners enjoy their education	2	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	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

Pupils

You will remember our recent visit when we spoke to you about your school. We enjoyed talking to you and listened carefully to what you had to say.

We really liked: * How you are improving your science and mathematics; * The way your acting head teacher is changing and improving things. In recent years not all of you have learnt as quickly as you might have done, but this is now changing; * How you are well behaved. You were polite and showed good manners; * You told us, and we agree, that you are well cared for by the adults in your school; * How you are encouraged to live healthily; * The many ways you are encouraged to make your own decisions and carry out duties. You told us how you enjoy being class and school councillors.

I have indicated to the school that they need to: * Help you to learn more quickly in English and to improve your writing skills * Help you all to understand more clearly how to improve your work. Thank you for helping us. Best wishes for the future. Yours sincerely,

Michael Pye

Lead Inspector