

# Stourfield Junior School

## Inspection report

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<b>Unique Reference Number</b>	113730
<b>Local Authority</b>	Bournemouth
<b>Inspection number</b>	289706
<b>Inspection dates</b>	10–11 May 2007
<b>Reporting inspector</b>	Don Mason

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	429
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Philip Nye
<b>Headteacher</b>	Emma Rawson
<b>Date of previous school inspection</b>	9 November 2001
<b>School address</b>	Cranleigh Road Bournemouth BH6 5JS
<b>Telephone number</b>	01202 424554
<b>Fax number</b>	01202 422808

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Pupils enter this very large junior school with average attainment. The proportion of pupils with learning difficulties and disabilities is above average. The school provides for a small but growing number of pupils with behavioural, emotional and social difficulties.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school with several good features. Pupils make satisfactory progress to reach average standards overall. This represents a considerable improvement on the position three years ago and is the result of improved teaching and a relentless drive to improve pupil achievement. The school has made good use of support from the local authority to help improve teaching, with the result that the teaching is now satisfactory overall. Improved assessment information is being used to set work which matches more closely the needs of pupils of different abilities. However, further work needs to be done in this area, particularly to ensure that more-able pupils make as much progress as possible. Good support from well-trained, enthusiastic teaching assistants ensures that pupils with learning difficulties and disabilities make at least as much, and often better, progress as other pupils. The curriculum is satisfactory and enriched by a good range of educational visits, after-school clubs and other activities, of which pupils take full advantage.

Pupils enjoy coming to school, a fact confirmed by their good attendance. As one parent said, 'I feel comfortable leaving my child at Stourfield because she goes in with a smile on her face and, at the end of the day, leaves with a smile on her face!' The pupils' good personal development is enhanced by frequent lessons in physical, health and social education which they find interesting and helpful. The care, support and guidance provided for pupils is good. Good relationships between staff and pupils ensure that all individuals feel safe, adopt safe practices and know that someone will help them if there is a problem. The care provided for vulnerable pupils or those experiencing temporary difficulties is exemplary. The strength of the pupils' good contribution to the community is seen in school, where they generally play and work together happily, displaying a mature and sympathetic understanding of one another's opinions or special needs. Activities such as the community allotment, choir performances and charity fund raising promote the pupils' contribution to the community outside school.

The leadership and management of the school are good. The headteacher has successfully developed a team of staff dedicated to improving pupil achievement whilst promoting a school ethos which values all pupils equally and promotes their personal development. Staff have a good understanding of the strengths and weaknesses of the school and a clear plan of action is in place to bring about improvements. Initiatives undertaken have brought about a dramatic improvement in pupils' achievement in English and a steady improvement in mathematics. The school has developed good systems for checking and recording the achievement of individual pupils to ensure that they make the progress expected for their age. Having achieved this success, senior staff are now in a position to use this assessment information to set challenging targets for further improvement. The rate of progress which has been achieved, in every year group, demonstrates the effectiveness of leadership and management and the school's good capacity for further improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

### What the school should do to improve further

- Ensure that teachers make effective use of assessment information when they plan and set work so as to ensure that all pupils, especially the more able, make as much progress as possible.

- Ensure that senior staff use aggregated assessment information rigorously to set challenging targets for improvement in pupil achievement across the school.

## **Achievement and standards**

### **Grade: 3**

In 2004 the progress made by pupils was unsatisfactory and the standards they attained, as judged by Year 6 national tests, were well below average. There has been a steady improvement since then and, in the latest tests, standards were average overall and above average in English. This year's test results are expected to show continuing improvement. The extent of the school's success is seen in the fact that pupils in every year group are now making satisfactory progress and that standards overall are average. As a result of better teaching, the school is in a position to sustain and build upon these improvements. Pupils' achievement in mathematics is not yet as good as in English but there have been significant gains and it is now satisfactory. Vulnerable pupils and those with learning difficulties or disabilities make progress which is as good as others because of the effective support they receive.

## **Personal development and well-being**

### **Grade: 2**

A Muslim pupil recently presented a class assembly about arranged marriages. The mature interest shown by the pupils exemplified their good personal development and the way they respect each other's opinions and beliefs. They usually behave well and display good attitudes towards their work. They say that the new report card helps them to take responsibility for their own actions. Pupils mostly enjoy their lessons, although they can become passive if the teacher talks to the whole class for too long or if the work set does not meet the pupils' needs. Pupils' spiritual, moral, social and cultural development is good. They have a daily opportunity, sitting around a lit candle, to reflect on issues closely affecting themselves and others. Pupils have high self-esteem because they know they are valued. They know how to keep themselves safe and healthy. They understand what constitutes a healthy lunch box and take full advantage of the improved range of sporting activities available to them. Pupils enjoy working together in pairs and groups, particularly in mathematics and science, discussing ideas and explaining their thinking. They recognise that, in this way, they are developing skills which will serve them well in their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory but lessons are frequently good, with occasional outstanding features. This leads to satisfactory achievement. A very small proportion of unsatisfactory teaching remains. Staff have been open to advice from senior colleagues and the local authority with the result that the quality of teaching continues to improve. The more detailed advice offered to pupils about how to improve their writing and teachers' more confident subject knowledge in mathematics have helped to raise standards in these subjects. Teachers make use of a good mixture of tests and teacher assessment activities to check the pupils' progress and to provide appropriate support when necessary. Whilst there is good support for lower-attaining pupils, more-able pupils too often have to work without adult support and their work is not always challenging enough. The work of well-trained teaching assistants is a

strength of the school. Two have a major responsibility for the teaching of information and communication technology (ICT), enabling pupils to make good progress in developing their skills.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets the needs of pupils satisfactorily. It is improving as teachers plan more exciting activities which make interesting links between subjects and promote pupils' enthusiasm for learning. For example, pupils in Year 6 are enjoying the topic on 'Romeo and Juliet', which is promoting their skills in English, music and drama. Residential visits in Years 4 and 6 help to promote the pupils' personal development and activities such as the Heart Foundation Skipathon make a significant contribution to the pupils' good understanding of healthy lifestyles and how to keep themselves safe. Pupils with special difficulties enjoy taking part in activities in the Nurture Room which enable them to access all aspects of the curriculum. The pupils thoroughly enjoy their Spanish lessons.

## **Care, guidance and support**

### **Grade: 2**

Pupils' good personal development and improving achievement is partly due to the high quality pastoral care and improving academic guidance which they receive. The support for vulnerable pupils or those experiencing emotional difficulty is exemplary. This care enables them to perform at their best in class. Policies to ensure pupils' safety are well established and regularly reviewed. Pupils feel secure knowing that any problems which do arise will be dealt with effectively. As one parent said, 'My son feels he has the support of the staff if any playground antics get out of hand'. Individual targets are set, with the result that pupils' understanding of their achievements and what they have to do to improve is developing well. However, the quality of advice provided in teachers' marking varies from class to class and in some classes it is not as helpful as it should be.

## **Leadership and management**

### **Grade: 2**

Good leadership and management have been essential in improving the quality of teaching and tackling the problem of underachievement. The headteacher provides strong, energetic leadership and is well supported by a confident, experienced senior management team. Together, they have put procedures in place which have brought about significant improvements. Adults in school have risen to the challenge and feel positive about the future. By focusing closely on the progress made by individual pupils, the school has largely met its challenging target to remove underachievement in English and mathematics. The school is now in a position to raise its expectations further, particularly by ensuring that more-able pupils consistently make as much progress as possible. To do this, senior staff recognise that they have to use the assessment information in a strategic way to set challenging targets for continuing improvement. Parents are overwhelmingly supportive of the school and of the progress it has made. However, concerns remain, from a small number, about communication with school and the progress made by more-able pupils. Governors have provided good support for the school in its efforts to improve, especially at times when difficult decisions have had to be made. Making use of the improved

information they receive from the headteacher, they are well placed to help the school in its efforts to continue moving forward.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## Text from letter to pupils explaining the findings of the inspection

12 May 2007

Dear Pupils

Stourfield Junior School, Bournemouth, Dorset BH6 5JS

We really enjoyed our visit to your school. Thank you for being so helpful and friendly. We particularly enjoyed visiting your classrooms, seeing the work you were doing and talking to you about your school. We find that your school provides you with a satisfactory and improving education and that it has several good features.

What you do well

- You make satisfactory progress in your work and standards at the end of Year 6 are now satisfactory.
- Your attendance is good. You usually behave well and the school is helping you grow into self-confident, mature young people.
- The teachers are giving you more advice about how to improve your work and this is helping you to make better progress.
- You particularly enjoy practical activities in maths and science and the opportunities you have to share ideas and opinions.
- The adults in school take good care of you, especially at times when you are facing particular difficulties.
- Staff work well together as a team and continue to make changes that are bringing about improvements.

What we have asked your school to do now

- Make sure that the work you are given to do is always challenging enough.
- Analyse the information teachers have about your work to set challenging targets for the school to aim for so as to improve further.

You could help by making sure that you regularly check your targets when you are working so that you can achieve them as quickly as possible.

We wish you very well for the future. Mucha Suerte!

Mr D Mason Lead inspector