



Bordon Junior School

Inspection Report

Unique Reference Number 115864
Local Authority Hampshire
Inspection number 290352
Inspection dates 20–21 November 2006
Reporting inspector Pritiben Patel

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

Type of school	Junior	School address	Budds Lane
School category	Community		Bordon
Age range of pupils	7–11		GU35 0JB
Gender of pupils	Mixed	Telephone number	01420472145
Number on roll (school)	236	Fax number	01420476393
Appropriate authority	The governing body	Chair	Mrs Eleanor Robertson
		Headteacher	Ms Michele Frost
Date of previous school inspection	17 June 2002		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bordon Junior School is average in size. The majority of pupils are White British with a very small number of pupils from other white and Asian backgrounds. There is a high level of social and economic deprivation. The number of pupils with learning difficulties, including statements is above average. Pupil mobility is high due to the frequent movement of army families. The school has been awarded the 'Enhanced Healthy Schools Award' and the 'Active Mark'.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school. The school is well led and managed and the headteacher's leadership is outstanding. As one parent stated, 'I have been truly blessed that my children have both attended Bordon Junior School. My children have always been encouraged to learn in some unique and fascinating ways'. Good teaching and learning ensure that pupils achieve well and reach broadly average standards from low starting points.

The headteacher and deputy head, supported by staff, place a strong emphasis on promoting pupils' personal development. This is a school where all pupils feel valued and included, whatever their background or ability. Staff have high expectations of how pupils should behave and present good role models for them to follow. The majority of pupils rise to this challenge. They generally behave well, enjoy school and are eager to learn. This has a positive impact on the progress they make. Pupils have an excellent understanding of how to stay safe and healthy and they make a positive contribution to the school and wider community.

The school leaders have a good understanding of how well the school is doing, although governors' contribution to this process is limited. Teaching and learning are monitored through regular classroom visits and the careful analysis of test results and other assessments. This information is then used to plan lessons that take good account of pupils' differing needs. This ensures that pupils of all abilities make good progress. Those with learning difficulties or disability get the extra help they need and the more able pupils receive the harder work of which they are capable. Pupils' good achievement is reflected in the national test results of the last two years. Pupils are set targets for literacy and numeracy but there is an inconsistency in the way that these are used by teachers to raise standards in writing. Feedback is not always clear and consequently pupils are unsure about the steps required to improve their written work. Pupils' achievement in this key area is satisfactory. The school is currently addressing this issue.

The school provides a broad and balanced curriculum and makes good use of real life contexts to make learning meaningful for pupils. The teaching, planning and resources for information and communication technology (ICT) have improved and standards are now in line with what is expected of pupils of this age. Their good progress in science and mathematics along with good ICT skills means that pupils are effectively prepared for their future economic well-being. Given the school leaders' successful track record, they have good capacity to secure further improvement.

What the school should do to improve further

- Increase pupils' understanding of how they can improve their writing.
- Ensure that the governing body play a full and active part in the school's self-evaluation.

Achievement and standards

Grade: 2

Pupils of different abilities and background achieve well and make good progress. Over the last two years there has been noticeable improvement and the school's challenging targets have been met. Significant improvement has taken place in mathematics and pupils now achieve well. There is now a systematic approach to teaching mathematics and real life problems are used to make learning interesting and meaningful. Pupils enjoy interesting scientific investigative work, which contributes to their good progress. Pupils achieve well in reading but they make slower progress in writing because pupils do not always understand what they need to do to improve. Recent initiatives, such as working alongside authors and poets in order 'to bring learning to life', has successfully raised the profile of writing.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. 'Respect, rights and responsibilities' are key to the school's work and pupils' develop mature attitudes, gain confidence in expressing their views and learn to make a strong contribution to the school community. This is especially noticeable amongst the 'Young Governors'. Pupils' understanding of healthy foods is outstanding and they are able to explain very clearly the reasons for their healthy lunch boxes. Their understanding and explanations of all aspects of safety, such as road safety, drugs and alcohol awareness, is also outstanding. Pupils take on responsibility well and work and play with others showing care and consideration. The older pupils who act as playground buddies are a good example in the way that they encourage those who are less secure. The school takes part in civic awards and pupils make a good contribution to the wider community. Pupils' behaviour is good and for many much improved from first starting school. They enjoy school and attendance is good. Pupils' spiritual, moral, social and cultural development is good with particular strengths in social and moral development. Pupils' good progress in reading, mathematics and ICT means that they are well prepared for their future economic well-being, although progress in writing is slower.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Teachers work well as a team and with a keen sense of enthusiasm. They encourage pupils in their learning and use a range of techniques to make lessons enjoyable. The recently installed interactive whiteboards are used to good effect. Very good relationships are established and pupils' behaviour is managed well. In a successful English lesson in Year 6, staff gave high quality feedback to challenge pupils of all abilities and drive forward standards in writing. The sensitive

and yet challenging way that this was done raised pupils' expectations of what they are capable of achieving. It ensured that they were fully involved in evaluating the quality of their own work and clear about the next steps for improvement. Teachers are conscientious and organise a wide range of purposeful activities. However, opportunities to improve pupils' writing are sometimes missed because teachers do not give clear enough feedback to ensure that pupils know exactly where most improvement is needed.

Curriculum and other activities

Grade: 2

The curriculum is good with some outstanding features. It is focused strongly on creative aspects and provision for music is outstanding. The school has a choir, orchestra and produces high quality productions. The curriculum uses real life contexts as a focus and this ensures that pupils enjoy their lessons. Extra curricular provision is outstanding with a range of visits, activities and clubs on offer such as judo, 'green gang' and dance. As one parent wrote, 'The residential trips breathe life into their work'. Intervention strategies such as 'smart thinkers' ensure that the needs of all pupils are met. There is systematic development of numeracy and reading and the school is currently addressing writing.

Care, guidance and support

Grade: 2

The care, guidance and support for all pupils are good and pastoral support is a particular strength. Pupils' progress is carefully tracked. However there are inconsistencies in the extent to which teachers make use of pupils' individual targets. Learners at risk are identified and effective arrangements are put in place to keep them engaged. The school makes good use of links with external agencies in this regard. Both teachers and teaching assistants support pupils' personal needs well and provision for pupils with learning difficulties and disabilities is good. Thorough induction systems are in place to ensure smooth transition. Pupils are, therefore, happy and feel confident in school. Groupings within classes help teachers to know their children well and plan more effectively to meet their needs. Pupils say they feel safe and confident to approach an adult if they have a problem. Arrangements for ensuring health and safety are good. Good provision is also made for gifted and talented pupils and consequently they achieve well.

Leadership and management

Grade: 2

The headteacher provides very strong leadership and fosters a good level of teamwork amongst all staff. Subject managers share responsibility for monitoring the work in the areas they lead. They do so diligently and this contributes to pupils' good progress. A close check is kept on the work in lessons and areas for improvement are identified and dealt with. Work to raise standards in mathematics has ensured that standards

are average and achievement is good. Similarly, ICT has improved and standards are now in line with what is expected. The school has rightly identified the need to improve achievement in writing as a key area. The school's website is effective in celebrating successes as well as keeping parents informed. Governors make a good contribution to the development of the school. However, they do not play a sufficiently active part in the school's self evaluation.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	2
How well does the school work in partnership with others to promote learners' well-being?	2
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

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	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	1
The extent to which learners adopt healthy lifestyles	1
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	2

The quality of provision

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

¹ 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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
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

On behalf of the inspectors I would like to thank you very much for being so helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

We think that you go to a good school, and this is why:

- you behave well and get on well with each other;
- you make good progress because you are taught well;
- there are lots of extra things for you to do that help to make your learning more interesting;
- all of the adults in your school make sure that you are safe and are really well looked after;
- your headteacher and deputy headteacher, the staff and the governors are doing a good job.

Even in a good school like yours there is always something that could be even better. We have asked the governors, who work closely with your headteacher, to keep a closer check on how the school is doing.

We also think your teachers can help you even more than they already are by setting you clear targets in writing so that you do even better than you already are. I'm sure that you are ready for this challenge!

With best wishes for your future success,

Pritiben Patel

Lead Inspector