

Bartley Church of England Junior School

Inspection report

Unique Reference Number	116338
Local Authority	Hampshire
Inspection number	290506
Inspection dates	5–6 July 2007
Reporting inspector	Paula Protherough

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	343
Appropriate authority	The governing body
Chair	Mr G Pike
Headteacher	Mr Clay
Date of previous school inspection	21 January 2002
School address	Winsor Road Bartley Southampton SO40 2HR
Telephone number	02380 812173
Fax number	02380 813404

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bartley Church of England Junior is a larger than average school with strong church and community links. The school draws its pupils from surrounding villages. The school's catchment is mixed, but there is little social or economic disadvantage. The proportion of pupils entitled to free school meals is below the national average as is the number with learning difficulties and statements of special educational needs. Most pupils are of White British background.

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 successful school which has improved significantly in recent years. As one parent accurately commented, 'This is a good school and it could be great'. Pupils achieve well and standards are consistently above average and in all year groups. The headteacher provides strong and thoughtful leadership. His development of a new leadership structure is building on past success and improving provision for pupils. For instance, the new assessment co-ordinator has implemented excellent tracking systems that ensure the progress of every pupil is monitored with rigour. Appropriate action is taken to support and challenge pupils of all abilities and backgrounds. Consequently pupils make good progress throughout the school.

Teaching is good because teachers know their pupils well and ensure that basic skills are taught thoroughly. A committed and enthusiastic staff team work well together. The development of 'curriculum improvement teams' has been a powerful influence in driving the school forward. However, staff are aware that there remain occasional inconsistencies in teachers' expectations of the pupils and in their management of learning. These are being addressed in the development of a new policy for teaching and learning. The curriculum is lively and stimulating with a wide range of activities, visits and visitors to enrich the experiences of pupils. Pupils' work is often enhanced by cross-curricular learning, but opportunities for them to develop and apply their skills in information and communication technology (ICT) in this way are more limited.

Pupils respond positively to all that the school offers. They are well looked after and enjoy positive relationships with each other and their teachers. They are justifiably proud of their achievements in sport, art, musical and dramatic performances. They are keenly aware of what it means to stay safe and have a good understanding of what is required to be healthy. The vast majority of parents are very happy with the school and feel confident that their children are looked after and well educated.

The governors make a highly effective contribution to the work of the school. They offer considerable support to the staff team as well as intelligent challenge. The school's evaluation of its performance is accurate in almost every respect. The perceptive leadership of the headteacher, appropriately devolved management, improving standards, good teaching and pupil progress all mean that the school is well placed to continue to move forward strongly.

What the school should do to improve further

- Complete the review of the teaching and learning policy is consistently implemented so that expectations are always high and management of learning is very effective throughout the school.
- Provide a wide range of interesting opportunities for pupils to use and apply their skills in ICT across the curriculum.

Achievement and standards

Grade: 2

Pupils arriving at the school in Year 3 come from a variety of local infant schools. The profile of their attainment varies from year to year but is generally above average. Pupils achieve well and make good progress during their time at school. By the end of Year 6 standards are well above average in English, mathematics and science. The cohort of pupils taking the national test in 2005 made significant gains when compared with the results they achieved at age seven.

Results in 2006 were not so strong, but still showed satisfactory progress. The recent focus on writing and mathematics has successfully addressed the issues identified as the causes of this dip and successfully raised standards. Inspectors' analysis of the work of the current Year 6 shows that standards are once again well above average in all core subjects. The latest results in national tests show that pupils have made progress that comfortably exceeds the expected rate.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils is outstanding. Pupils enjoy school and this is reflected in their good attendance. Behaviour is excellent and pupils exercise care and consideration in all that they do. They look after each other, talk confidently about what constitutes a healthy lifestyle and take part in many sporting activities. They say they feel safe and that any rare instances of bullying are dealt with effectively by the staff. Pupils take their areas of responsibility very seriously and the school acts upon suggestions made by the very active and democratically elected school council.

The spiritual, moral, social and cultural development of the pupils is excellent. Core values are taught systematically and pupils are prepared very well for life in the wider community. Pupils are given many opportunities to apply the skills they are taught as observed when pupils in Year 5 made and marketed sandwiches. Such activities and the pupils' above average skills in literacy and numeracy skills ensure that pupils are prepared well for their future life.

Quality of provision

Teaching and learning

Grade: 2

The overwhelming majority of pupils work hard and enjoy their lessons. As one group of Year 5 pupils observed, 'Teachers make the lessons fun'. This is because relationships are strong and pupils' behaviour well managed. Teachers make good use of assessment information to meet the needs of individual pupils including those with learning difficulties and disabilities. They take careful note of how different pupils learn best and generally ensure a variety of approaches are employed to engage pupils in their learning. Teachers ask questions that encourage the pupils to reflect, explain and justify their thinking and these build well on pupils' previous learning. Clear learning targets are set and pupils are being encouraged to take more responsibility for their own learning.

Occasionally the pace of learning slows when pupils spend too long listening to the teacher rather than being engaged in practical activity. There also remain occasional inconsistencies in approaches to marking and expectations about the presentation of work. These issues are being addressed as part of the school's revision of its teaching and learning policy.

Curriculum and other activities

Grade: 2

The curriculum is good. It is well planned and organised and meets the needs of all groups of learners. Staff have responded positively to the creation of curriculum improvement teams. As a result there is helpful guidance in all subjects that is beginning to impact on teachers' planning and expectations and leading to some helpful cross-curricular working. The exception is ICT

where opportunities to use new technologies to support learning in other subjects are missed. Many activities excite and motivate the pupils such as the multicultural art week, sandwich making on a commercial basis in Year 5 and the residential trips. 'The multicultural art week helped me understand about other people's lives and beliefs and it was fun,' said a Year 5 pupil. A wide variety of well attended clubs are enjoyed by the pupils and many visitors contribute their expertise and enthusiasm. The school's immediate environment and especially the conservation area are well used to promote learning.

Care, guidance and support

Grade: 1

The care and guidance that pupils receive is outstanding because it is well planned and monitored. All requirements for health and safety and the safeguarding of pupils are met. For example the arrangements with regard to the safe use of the swimming pool and planning for the extensive programme of school visits are exemplary.

Pastoral care is a significant strength and induction programmes for new pupils are thoroughly planned so that they feel welcomed, supported and confident. Supervision at break and lunchtime is well established and enables pupils to safely enjoy and benefit from many playground activities. Pupils report that any rare incidents of disruption or bullying are dealt with swiftly.

Pupils with learning difficulties and disabilities are given very good guidance and support. Effective use is made of outside agencies and links with other schools to ensure the progress and well being of all pupils. Pupils reach challenging targets because the use of assessment and tracking data is excellent and feeds into work in the classroom. Pupils are helped to understand how they learn and to know what they might do to improve. Parents are actively involved in this process.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has an accurate view of the school's many strengths and has successfully engaged the staff team in a well considered plan to improve things still further. The new leadership team has clearly defined roles and responsibilities which are successfully supporting the drive to raise achievement. The teachers are committed, energetic and enthusiastic. They willingly share their expertise. As a result curriculum working groups have improved the quality of subject provision. The regular monitoring of teaching has led to greater consistency in the ways that teachers use their knowledge of pupils to set challenging work.

Governors are a highly skilled and reflective group who are proactive and involved in all areas of school life. They know the school well and have systems and carefully planned procedures which enable them to support and challenge the school at all levels.

The home-school partnership is strong with the parent-teacher association raising considerable sums in support of the school. One or two parents expressed concerns about bullying whilst others felt that the school managed any such incidents swiftly and well. Inspectors' conversations with pupils suggest that there is very little bullying at school. On the rare occasions that it occurs it is dealt with effectively by staff.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	1
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	2
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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
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	2
The extent to which learners make a positive contribution to the community	1
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?	1

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.

Annex A

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	1
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

18 July 2007

Dear Pupils

Inspection of Bartley Church of England Junior School, Southampton, SO40 2HR

Thank you for contributing to the inspection of your school. We all enjoyed talking to you about your work and your experiences. We agree with you that Bartley is a good school. You describe your work enthusiastically and show that you enjoy school in lessons, assemblies and at playtimes. You are right to be proud of your achievements in sport and musical and dramatic performances. We also found that your work is of a high standard and you make good progress in all year groups. Your behaviour is excellent and you show great care and respect for each other, your teachers and your surroundings. You have good relationships with each other, you concentrate and work hard. The school gives you opportunities to take responsibility and adults listens to your ideas about how to improve the school. We think that you are very well looked after in lessons and at playtimes. The teachers offer you many interesting activities and visits which give you many happy memories when you leave the school.

You have good teachers who often plan interesting lessons and activities which you find exciting. However, sometimes you have to listen to teachers talking for too long so that you have less time to get on with your own work. We also think that you should have more opportunities to use your skills in ICT in your work.

We hope that you will continue to enjoy school, good luck in the future.

Yours sincerely

Paula Protherough

Lead Inspector