

# Fryern Junior School

## Inspection report

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<b>Unique Reference Number</b>	115884
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312090
<b>Inspection dates</b>	19–20 March 2008
<b>Reporting inspector</b>	Beryl Richmond

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	193
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Mary Watkins
<b>Headteacher</b>	Mrs Lynne Dewsbury
<b>Date of previous school inspection</b>	17 May 2004
<b>School address</b>	Oakmount Road Chandler's Ford Eastleigh Hampshire SO53 2LN
<b>Telephone number</b>	02380 254155
<b>Fax number</b>	02380 269015

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Fryern Junior is a smaller than average school and pupils in Years 3 and 4 are taught in mixed-age classes. The number of pupils on roll has fallen since the time of the last inspection. One third of pupils do not live in the immediate area. The proportion of pupils known to be eligible for free school meals is below the national average. Most pupils are of White British heritage. The proportion of pupils from minority ethnic groups and those who are learning English as an additional language is smaller than usual. The proportion of pupils with speech, language, behavioural and emotional difficulties and physical disabilities is greater than usual.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Fryern Junior is an improving school that currently provides its pupils with a sound education. It has some good features such as the pastoral care and support it provides for pupils. Pupils enjoy school, behave well and are friendly and polite. Older pupils say that there is, 'good learning with friendly teachers'. Attendance is good.

The determined leadership of the headteacher has brought about improvements in the quality of the school's provision and pupils' achievement since the last inspection, but more remains to be done. The impact of the leadership and management team at all levels is beginning to be seen in better and more consistent progress and achievement. Self-evaluation is good. It is carried out thoroughly by leaders and managers throughout the school and the governing body is increasingly involved in the process. The school sets challenging targets for improvement in achievement and standards. Capacity to improve is good because the school is taking well-thought-out, well directed actions, for example, by beginning to make the curriculum more creative, to provide pupils with stimulating and interesting work. Year 5 pupils were very excited and motivated to learn when they received a World War II evacuee's battered suitcase as the stimulus for their writing in a history topic.

Pupils usually begin school with the knowledge and skills expected of seven-year-olds. Overall, their achievement is satisfactory, but better in reading where it is good. The impact of teaching and learning over time is satisfactory but much teaching and learning observed during the inspection was good. Consequently, pupils' progress is sometimes good now but is inconsistent throughout the school. Opportunities are missed at times to challenge pupils, by, for example, posing questions that require them to reason and explain. The provision for gifted and talented pupils has improved so that they make at least expected progress by the end of Year 6. If pupils need help to catch up this is usually identified early because the school tracks pupils' progress well and provides good support, often from well-trained learning support assistants (LSAs). In 2007, pupils' standards in English, mathematics and science were broadly in line with the national average. Progress and standards in reading are better than in writing and mathematics. Although some pupils make good progress because they understand how to improve their work well because their targets are precise and measurable, this good practice is not yet consistent throughout the school, particularly for the younger pupils.

Pupils say that they really enjoy singing and especially value being members of the school choir, which gives them an opportunity to perform. They feel safe and secure in school. Good links are made with a wide range of organisations, which contribute well to pupils' learning, care and support. Healthy eating choices are available for school dinners and pupils enjoy many opportunities for exercise in school clubs, as well as in physical education lessons and at play. Pastoral care and support for pupils are good, particularly for those with speech, language, behavioural and emotional difficulties and physical disabilities. This ensures that these pupils learn satisfactorily and other pupils' learning is not interrupted.

### What the school should do to improve further

- Raise standards and achievement, especially in writing, by ensuring that work is always stimulating and challenging.
- Increase the consistency and use of target setting so that all pupils, particularly the younger pupils, know how to improve.

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

## **Achievement and standards**

### **Grade: 3**

The school sets challenging long-term targets for improvement over time and checks up on pupils' progress regularly so that any underachievement is addressed promptly. Year 6 pupils taking the national tests in 2007 achieved broadly average standards in English, mathematics and science and their achievement was satisfactory. Reading standards were better than those in writing and mathematics. Where teaching and learning are good, pupils are making good progress. However, progress is too inconsistent to be judged good overall. Appropriate support and resources are provided for pupils with speech, language, behavioural and emotional difficulties and physical disabilities so that overall they achieve in line with other pupils.

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

### **Grade: 2**

The school's emphasis on the United Nation's values of 'Rights, Respect and Responsibilities' positively influences pupils' spiritual, moral, social and cultural development, which is good. Pupils reflect on others' needs and consider how their conduct can affect and help others. They accept responsibilities well and are caring and helpful. Pupils understand well the school's system for maintaining good behaviour and keeping parents informed. They are confident that they know an adult to talk to if they are worried. Attendance is good, having risen to above average in the period since September. Pupils make a positive contribution to the school community and to the wider community, including their support for charities. Teamwork is well developed and pupils have good opportunities to use information and communication technology to explore topics and develop communication skills, but because basic skills need to be better, preparation for future economic well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Classrooms are harmonious and relationships are good. Consequently, pupils learn in positive productive environments. Teachers manage pupils' behaviour well. The effective use of systems that enable pupils to know whether they have been successful in their learning at the end of a lesson is having a positive impact on their achievement. Teachers do not always ensure all learners are fully engaged in learning for example, through the use of talk partners and other strategies. Teachers usually question well but on occasions, questions are not followed up sufficiently to challenge pupils or to ensure that as many pupils as possible are involved in answering them. Interactive whiteboard technology is consistently in use to support learning well in lessons. When pupils are working independently and in groups they concentrate and cooperate well and enjoy discussing and evaluating each other's work.

## **Curriculum and other activities**

### **Grade: 3**

The satisfactory curriculum has developing strengths. The school has implemented a range of fresh approaches that involve pupils through creativity and use of their imagination. For example, the school hall was transformed into an airport as pupils embarked on their exploration of St. Lucia. Writing has been identified as an improvement point and opportunities are beginning to be well distributed across subjects. There has been a focus on developing good questioning skills in mathematics. Pupils have good access to information and communication technology (ICT) and use it to explore topics and develop communication skills. A highly practical approach is being developed in science. A full review of these innovations and their impact on improving standards is planned for the summer. Clubs before and after school and at lunchtime attract a good level of participation and homework is encouraged. Pupils enjoy the range of trips and residential opportunities the school provides.

## **Care, guidance and support**

### **Grade: 2**

Sensitive and well-focused support is provided for pupils with speech, language, behavioural and emotional difficulties and physical disabilities. There is a well-judged combination of withdrawal and in-class support provided by well-trained LSAs, who have regular planning meetings with teachers. Where pupils have a specific need for support, they and their parents or carers are involved in understanding and reviewing improvement targets. The progress of these pupils, along with that of looked after children, those learning English as an additional language and minority groups is carefully monitored. The school cooperates well with outside agencies to provide good care and with partner organisations, including the neighbouring infant school and the nearby secondary school. Recommended procedures regarding safeguarding and child protection are followed thoroughly and an up-to-date racial equality policy and procedures are maintained and are reviewed by governors. Good target setting and tracking procedures are in place, but at present older pupils have a better grasp of their targets and what to do to improve than younger pupils.

## **Leadership and management**

### **Grade: 3**

The headteacher has been instrumental in developing an improving cohesive team. Her impact on the provision for care, guidance and support and on pupils' personal development and well-being is good. Responsibility for school improvement is now widely shared and monitoring and evaluation are carried out with rigour. However, the full impact of the work of all leaders and managers is yet to be seen in good achievement. The school improvement plan is focusing on the correct areas. Teaching and learning have improved, including marking, because of effective monitoring by senior leaders and subject leaders. Leaders are usually knowledgeable about their areas of responsibility or subjects and the school is ensuring that teachers are receiving relevant training and support where necessary. The Chair of Governors knows the school very well. There is almost a full complement of governors but some are new to their roles. Recent improvements have been made to the way that meetings are minuted, so that points for improvement can be followed up more rigorously. The school values parents' views and regularly seeks them.

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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	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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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	3

### 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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	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>	3
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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	3
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

03 April 2008

Dear Pupils

Inspection of Fryern Junior School, Hampshire, SO53 2LN

Thank you very much for helping us during the inspection, particularly by talking to us about your school and all the opportunities that it offers you. We were particularly impressed by your friendliness and politeness.

Here are the other things that we liked best about your school.

- You enjoy school and come to school regularly and on time.
- You behave well.
- Your school offers you a wide range of exciting opportunities to learn in school and at other times because it has good links with many other organisations. You particularly enjoy singing and value taking part in performances with the choir.
- You are learning satisfactorily. Your classrooms are pleasant places to learn in and you have good relationships with adults in school.
- Teachers take good care of you and ensure that if you have any physical disabilities or behavioural and learning needs, help is provided. You know whom to talk to if you are worried about anything.
- You are developing well personally and understand about staying healthy and keeping safe. You contribute well to your school community by taking on responsibility for jobs and also to the wider community for example by fund raising.

We have asked your school to improve your target setting system, particularly for the younger pupils, so that you improve your work and so that you can also work better on your own. We have asked teachers to help you improve your achievement and the standards that you reach, particularly in writing, by ensuring that your work is always hard enough so that you can do your very best and by always making work interesting so that you enjoy the challenge.

I would like to send you my best wishes for your future success.

Yours sincerely,

Beryl Richmond

Lead Inspector