

Bosmere Junior School

Inspection report

Unique Reference Number	115919
Local Authority	Hampshire
Inspection number	312106
Inspection date	14 November 2007
Reporting inspector	Lily Evans

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	360
Appropriate authority	The governing body
Chair	Mr Nick Durkee
Headteacher	Mr Hedley Underwood
Date of previous school inspection	24 November 2003
School address	South Street Havant PO9 1DA
Telephone number	02392 482988
Fax number	02392 499379

Age group	7-11
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Introduction

The inspection was carried out by an Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated achievement and standards, teaching and learning of writing, personal development and care, guidance and support and leadership and management. Other areas were not inspected in detail. The inspector observed lessons, talked with staff, governors and pupils. She also examined the school's data, pupils' work, and documents relating to the foci. One hundred and twelve parents' questionnaires contributed to the judgements.

Description of the school

This popular school is larger than many junior schools, having three classes in each year group. It is situated in an area of mixed private and local authority housing and nearly half of all pupils come from outside the catchment area. The number of pupils eligible for free school meals is below the national average. Most pupils are from white UK heritage. The percentage of pupils identified as having special educational needs, is slightly above the national average. The proportion of pupils with statements is below the national average. The school has gained the 'Healthy Schools' and 'Activemark' awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

'We cannot praise the school highly enough. Not only do children learn, but they grow in so many ways during their progression through the school.' This comment from a parent is typical of many positive responses to a questionnaire sent out at the time of the inspection. It shows a particular strength of the school, which enables pupils to achieve well academically but also to enjoy experiences that help them to be confident, well-rounded people. The curriculum provides very well planned enrichment opportunities woven into the school day and in after school clubs. It also includes Spanish lessons for all year groups. These enhance pupils' enjoyment and promote a strong appetite for learning and good attendance. Pupils are able to realise their talents in music, dance and drama with regular performances in school and in the local community. The pastoral care for pupils is outstanding and at the core of the school's work. It has very well tried and tested systems, which promote high standards of safety and care.

The focus of this inspection was on standards and achievement in writing, identified in the school's own evaluation as an area for improvement. Standards on entry are average with a small minority of pupils below nationally expected levels especially in writing. Standards in English have improved, with fluctuations, from below average at the last inspection in 2003 to above average in the current year. Standards in mathematics have been consistently above average and science standards well above average since 2003. The achievement of pupils is high compared to the standards they reached in Year 2 especially in mathematics and science. Vigorous efforts to promote reading and writing, speaking, and listening skills have enabled all pupils to make good progress in English.

The teaching and learning of writing are good, sometimes outstanding. Teachers are secure in their knowledge and understanding of strategies for promoting good learning. Teachers challenge pupils well through skilful questioning and pupils' responses are thoughtful. Lessons are peppered with fun activities and good use of technology, which enables pupils to enjoy their lessons. Learning was seen at its best in a lesson, which had a real purpose to it. In Year 6, pupils enthusiastically prepared to draft a play script of a Dickensian scene which they intend to perform at Christmas. In several classes pupils collaborated sensibly in pairs and groups, staying fully focused on the task. Teachers plan tasks at different levels of difficulty, which helps pupils to work independently. Pupils with learning difficulties and disabilities have well informed support from learning assistants so that they do well. Teachers share clear learning intentions at the beginning of lessons and use time effectively to assess pupils' understanding of their learning at the end of the lessons. Teachers usually pace learning well especially in setting time to complete a task but occasionally they spend too long on introductions and this leads to pupils losing their concentration.

There are good procedures for assessment and tracking of learning at regular intervals. Teachers assess pieces of writing each term to ascertain pupils' progress. They mark the pupils' work to check progress towards their writing targets but the pupils are not sufficiently involved in order to heighten their awareness of what they need to do to next. The school plans effectively for pupils to use their writing skills across subjects of the curriculum. Pupils have many opportunities to write in a variety of styles such as instructions, letters, descriptive and diary. They produce many short, good quality pieces of writing but do not have enough opportunities to practise their skills in composing extended pieces of writing.

Pupils' personal development is outstanding because their needs are so well met and their efforts are rewarded and celebrated. Their spiritual, moral, social and cultural development is very strong. Throughout the school pupils' behaviour and conduct are exemplary. The prevalent culture of the school nurtures children who exercise respect, courtesy and care for others. They support many charity events and finance annually two pupils in Africa and India through Action Aid. There is little evidence of bullying behaviour in school and any such disagreements are dealt with swiftly. This is because there is always someone to turn to. Parents and pupils alike see the promotion of healthy food and exercise as a real strength of the school. Pupils are taking advantage of the popular football and netball clubs. They learn to be responsible and independent in the roles they have in school such as play 'buddies', arranging play partners and distributing play equipment. School Councillors are democratically elected, using real ballot boxes! After having an opportunity to say why they want to be a school councillor, they answer questions from their peers at the school hustings. School Council have responsibility to carry out viability studies, to research and cost changes they wish to bring into the school. One pupil related how, following a request for lockers, they measured the space available and concluded that there was insufficient space to accommodate their request. They have successfully negotiated more benches for the playground in collaboration with the parent teacher association (PTA).

The headteacher has a clear vision for the future of the school and gives strong leadership. He leads it efficiently, valuing his committed management team and the whole body of staff and governors highly. He has tackled issues from the last inspection well by developing managers' roles and robust monitoring systems for teaching and learning, whilst introducing new performance management systems linked to school improvement. The school promotes equal opportunities very well. A good example of this is the Year 4 whole class opportunity to learn to play the trombone embraced by the pupils and teachers with dedication and enthusiasm. The school has good capacity to improve because senior management have clear roles and responsibilities for which they are well prepared. The refinement of monitoring systems allows the school to make better use of assessment and tracking data. This is enabling it to identify accurately areas for improvement. It has already had a positive impact on standards in English although further improvement is required to raise standards and achievement to those attained in mathematics and science.

What the school should do to improve further

- Increase planned opportunities for pupils to practise extended pieces of writing in order to improve their skills and the quality of their writing.
- Give pupils a more active involvement in assessing their own progress towards achieving their writing targets in order to accelerate progress in English.

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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?	2
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?	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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	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	1

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.

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	1
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	1
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

27 November 2007

Dear Pupils

Inspection of Bosmere Junior School, Havant, PO9 1DA

I am writing to you as I promised, to thank you for welcoming me to your school. You made my visit interesting and enjoyable. I agree with you and your parents that yours is a good school. Your teachers take very good care of you to keep you safe, healthy and happy. I was impressed by your excellent behaviour and the responsible way you approached your work, even when you were working independently outside of the classroom. The school council do an excellent job and have already made some good changes to your school.

You told me that you enjoy lessons, clubs and keeping healthy. It was good to see you learning Spanish. You have very good opportunities to perform in music and drama and I enjoyed your trombone playing in Year 4. I thought your art work and research into glove making, linked to the Tudors, was very interesting. I just wish I had been at your school on the day of the Tudor banquet!

Just as we all do some things well and try to improve on other things, I have asked your teachers to do two things. The first, is to give you more opportunities to compose longer pieces of writing because this will help you to practise your skills. Secondly, you told me about your targets for writing. I would like you to be more involved in checking your own progress towards your next step in learning so that you will achieve it more quickly. I know you will work hard to help bring about these changes because that is what you do anyway.

Congratulations on gaining your Healthy Schools Award!

Best wishes for the future

Lily Evans

Lead Inspector