

# Northern Junior Community School

## Inspection report

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<b>Unique Reference Number</b>	115935
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312112
<b>Inspection date</b>	2 May 2008
<b>Reporting inspector</b>	John Carnaghan

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	202
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Veronica Saunders
<b>Headteacher</b>	Mrs Dorothy Fane
<b>Date of previous school inspection</b>	18 October 2004
<b>School address</b>	Richmond Rise Portchester Fareham PO16 8DG
<b>Telephone number</b>	02392 370613
<b>Fax number</b>	02392 383308

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<b>Age group</b>	7-11
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## Introduction

The inspection was carried out by an Additional Inspector. He evaluated achievement and standards, personal development and well-being, teaching and learning, care guidance and support and leadership and management. He interviewed pupils, teachers and governors, looked at pupils' work, observed lessons and lunch break activities and analysed a range of documents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

The school is a little smaller than average. There are very few pupils from minority ethnic groups and almost all speak English as their first language. There are higher than average numbers of pupils with learning difficulties and/or disabilities and most of these pupils have moderate learning and/or language difficulties.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Northern Junior Community School provides a good education. Some aspects of the school are outstanding. In this happy environment, pupils thrive, their standards and achievement have steadily improved in recent years and standards are now average. Given the below average starting points, the achievement of all pupils, including those with moderate learning or language difficulties, is good. These improvements have come about because the school has strongly focused on developing pupils' writing and mathematics skills, which were previously areas of relative weakness. While standards in English and mathematics are average by the end of Year 6 and are rising, those in science are higher, and have been above average for a number of years. This is due to better teaching of science in the past.

The vast majority of parents are pleased with the school and are eloquent in praising the support given to their children as they grow. One of them correctly commented, 'Northern is a committed, proactive school which runs a number of excellent schemes, like the many after school activities, such as the gardening club'. Parents raised no significant concerns about the school.

Pupils report very favourably on how much they enjoy school and their personal development is good. Their behaviour is invariably excellent and they are rightly proud of this. One pupil reported, 'Every trip we go on, we get nice compliments from people we meet.' Pupils have an outstanding understanding of how to stay safe and avoid risks in all aspects of school life. For example, they know they should report and not speak to any unknown adult in the building who is not wearing the correct school badge. They are very well aware of the significance of a good diet and plenty of exercise in leading healthy lives and many take part enthusiastically in the numerous sporting opportunities on offer both during and after school.

The school council is active and much respected by both pupils and adults for its successes in bringing about improvement. Pupils make a positive contribution to the local community by, for example, building a float for the local carnival. The carefully planned school curriculum ensures that pupils are well prepared for the future and they demonstrate a good understanding of how to handle money. The pupils' spiritual, moral, social and cultural development is good because the school is careful to provide good opportunities in these areas. Attendance is average because, despite the school's considerable efforts, a number of parents take their annual holidays during term time.

Teaching is well planned so that lessons are lively and offer a variety of interesting activities. Pupils are carefully questioned, both to check on and to reinforce their understanding. With so little off-task behaviour, classrooms are quiet, orderly and purposeful places to learn. Relationships are very good and pupils collaborate very effectively in pairs and groups as they work. Teachers offer frequent opportunities for independent learning, enabling pupils to hone these valuable skills. The school is actively improving English and mathematics teaching through a thorough programme of teacher training. Assessment information is sensibly used to provide extra support and challenge to groups of pupils who require it. Teachers mark pupils' work regularly but often do not link their comments and advice to targets for improvement. Target setting is inconsistent. Pupils often work to group targets so that the advice they receive about where their work could be improved is frequently too generalised.

Good quality care for pupils is demonstrated in the thoroughness of the school's arrangements to ensure their safety and well-being. Pupils correctly report that teachers are kind and helpful and they are aware that their concerns and views are carefully listened to. Arrangements to

support pupils who may fall behind are very thorough and this ensures that pupils' achievement is consistent. Close links with individuals like the school nurse, local agencies, as well as other schools in the area, all helps to promote pupils' welfare.

The experienced and capable senior leadership team comprising the headteacher and her deputy is successfully focused on raising standards and promoting pupils' personal development and well-being. In this, it is exceptionally well supported by the knowledgeable and dynamic governing body. The strong team of senior staff and governors ensures that the school's self-evaluation is robust and contributes to the consistency of good teaching and learning. One notable example of self-evaluation is the governors' readiness to question pupils on their school experiences and ensure that action is taken on the outcomes of these surveys. Thoughtful and thorough financial management ensures that the school is well resourced and staffed. Planning for the future is good and sets the appropriate priorities but, occasionally, some of the school's targets for improvement are insufficiently ambitious. Nevertheless, the school has a good track record of improvement since the previous inspection and its capacity for continued improvement is also good.

### **What the school should do to improve further**

- Improve standards in writing and mathematics problem solving so that they match those of science.
- Ensure that teachers and support staff offer more consistent and clear advice to help pupils improve their work and understand each stage of their learning.

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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 <sup>1</sup> 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 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	3
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	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

<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 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	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

16 May 2008

Dear Pupils

Inspection of Northern Junior Community School, Fareham, PO16 8DG

I would like to thank you for your helpfulness when I visited your school recently. You told me how happy you are at school and that you think it is a good school. I agree! You are well taught and many of your lessons are well planned and very interesting. You pay close attention in lessons and your behaviour is excellent. This means that you learn well and your progress at school is good. By the time you leave, your standards are similar to other boys and girls across the country. The interesting topics you study also help your good progress and these are enlivened by trips and visitors to the school.

I know the school takes very good care of you and you told me about what excellent listeners your teachers are and how they go out of their way to help you. This assists you to develop well as young people and I was impressed with your excellent grasp of what it means to stay safe and healthy. The headteacher, governors and other staff work well as a team to provide you with a good education. One of the best features is that school leaders and governors listen carefully to your opinions about the school and make improvements based on your views.

As in most schools, there are things that could be improved. I have asked the school to concentrate on:

- improving your standards in English and mathematics, which are still not as high as those in science
- making sure you understand how to improve your work by marking work better and providing clear targets for each of you. If you are unclear about how to improve your work, you can help by asking your teachers.

Once again, many thanks for all your help. It was a pleasure meeting you.

With all good wishes for the future

Yours sincerely

John Carnaghan

Lead Inspector