

# Lyndhurst Junior School

## Inspection report

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<b>Unique Reference Number</b>	116491
<b>Local Authority</b>	Portsmouth
<b>Inspection number</b>	312337
<b>Inspection dates</b>	23–24 October 2008
<b>Reporting inspector</b>	Derek Watts

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>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	495
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Knight
<b>Headteacher</b>	Mrs Margaret Griffin
<b>Date of previous school inspection</b>	28 February 2005
<b>School address</b>	Crofton Road North End Portsmouth PO2 0NT
<b>Telephone number</b>	02392 663 645
<b>Fax number</b>	02392 650 737

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Lyndhurst is a large junior school. Most of the pupils come from a White British background. The proportion of pupils with learning difficulties and/or disabilities has increased since the last inspection and is now above average. These pupils' difficulties lie mainly in the areas of moderate learning, speech, language, communication and behaviour. The school has a number of pupils with challenging behaviour. The proportion of pupils eligible for free school meals is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Lyndhurst Junior is a satisfactory school. There are good features to its work. Pupils achieve well because of good teaching and an interesting curriculum. By the end of Year 6, standards are above average overall. Pupils' personal development and well-being are satisfactory. Pupils' behaviour and relationships, whilst satisfactory overall, are not always as good as they should be, particularly in the playground.

Most parents are happy with the care and education provided for their children. They are pleased with their children's progress and the wide range of additional activities offered. However, a significant proportion of parents who responded to the questionnaire expressed concerns about pupils' behaviour. Inspection evidence confirms that these concerns are justified. Behaviour is satisfactory overall. While pupils are usually well managed in class, behaviour in the playground by some can be too boisterous, inappropriate and at times unsatisfactory.

Leadership and management are satisfactory. The headteacher and deputy headteacher concentrate effectively on raising achievement by providing good teaching and an exciting curriculum. A good deal has been accomplished in these areas. Pupils' achievement has steadily improved since the last inspection, particularly in English and science. Raising achievement and standards in mathematics continues to be a priority for improvement. However, leadership and management have not established consistently good behaviour across the school and this is a concern to parents. Systems to deal with disruptive pupils are not always robust enough to be effective.

Pupils enter the school with broadly average attainment. They make good progress in English and science, and standards in these subjects are above average by the end of Year 6. The school has taken effective action to improve pupils' performance, particularly in writing. Improving mathematics is a current improvement priority and positive steps are being taken, but these have not yet led to the success seen in English and science. In mathematics not enough is done to extend the more able, or to give pupils opportunities to apply and develop their numeracy skills in other subjects.

Pupils make good progress in lessons because of good teaching. The purpose of lessons is made clear at the start. Teachers' clear instruction and explanations promote learning well. Teachers have established good relationships with their classes and pupils are managed well, so most pupils are well behaved. However, at times, learning time is lost because teachers have to correct and manage inappropriate behaviour. Assessment is used well to plan teaching and to set learning targets for pupils. Pupils are developing the skills of reviewing their own and others' work well. There are inconsistencies in the marking of pupils' work. Marking does not always indicate what pupils need to do to improve. An interesting and exciting curriculum enables pupils to make good progress. A good range of additional activities enrich the curriculum and pupils clearly enjoy these. Provision for information and communication technology (ICT) has improved and pupils use this well to support their learning in a range of areas.

Most pupils enjoy school and show a keen interest in the activities offered. Attendance levels are satisfactory. Pupils adopt healthy lifestyles and show a good understanding of the importance of healthy eating and taking regular exercise. They make good contributions to the life of the school and to the wider community.

## What the school should do to improve further

- Improve behaviour so that it is consistently good, particularly in the playground.
- Raise achievement and standards in mathematics by extending the more able and providing more opportunities for pupils to apply numeracy skills in other areas.
- Use marking more effectively to guide the next steps of pupils' learning.

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

## Achievement and standards

### Grade: 2

Pupils enter Year 3 with broadly average attainment. They achieve well overall and by the end of Year 6 standards are above average in English and science and average in mathematics. Pupils make good progress in English and science. Effective action has been taken to raise achievement in writing. More pupils are now attaining the higher Level 5 in this area. This has been accomplished by extending the range of writing opportunities and selecting topics that appeal to boys. Pupils' progress in mathematics is satisfactory. The school is taking positive steps to tackle this. Staff have accurately identified that too few pupils reach the higher Level 5 in mathematics, because not enough is done to extend the more able. Pupils who need support with their learning make good progress.

## Personal development and well-being

### Grade: 3

Most pupils are enthusiastic about school and have positive attitudes to learning. Pupils' spiritual, moral, social and cultural development is satisfactory with some good elements. In assembly, they celebrate their fellow pupils' achievements and reflect on the importance of learning and playing well together. Pupils develop a good understanding of cultures from around the world through geography, religious education and music. Behaviour is satisfactory. While behaviour is usually good in lessons, there is too much unsatisfactory behaviour in the playground. Pupils can be restless in the afternoon and, in some lessons, teachers have to work very hard to keep them engaged and on task. Pupils adopt healthy lifestyles and possess a good understanding of the importance of healthy diets and taking regular exercise. Those on the school council and play leaders take their responsibilities seriously. The school council has helped to plan and design new outside play areas. These plans are to be implemented when the current building works are completed. Pupils make a good contribution to the wider community by raising funds for well-known charities. At Lyndhurst, pupils are adequately prepared for the next stage of their education. By the time they leave the school, they have good literacy and ICT skills and sound numeracy skills. Their personal and social skills are satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 2

Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson at the start. Most pupils are keen, attentive and respond well to their teachers'

clear instructions, demonstrations and explanations. Questioning is used effectively to challenge pupils' thinking and check their understanding. Assessment information is usually used well to plan teaching and to match tasks to pupils' abilities and needs. As a result, most pupils are suitably challenged and make good gains in their learning. Teaching assistants are used effectively to support pupils who need additional help with behaviour, literacy or numeracy. Teachers' marking provides pupils with encouragement and praise for good work. However, clear comments to help pupils to improve are used inconsistently.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum promotes good progress for pupils and makes a valuable contribution to their enjoyment. Good attention is given to literacy skills. The school has successfully raised achievement in writing by extending opportunities for pupils to apply their writing skills in other areas. Opportunities for pupils to apply and develop their numeracy skills in other subjects are satisfactory. Provision for ICT has improved significantly since the last inspection. Pupils are using this well to support their learning in a range of subjects. Themed or focused days such as Victorian Day, Science Day and Greek Day add relevance and enjoyment to learning. A good range of additional activities including clubs, musical tuition, visits and visitors further enrich pupils' learning and enjoyment. Residential visits provide exciting outdoor activities, which successfully build pupils' physical and problem solving skills. Health education is promoted well throughout the curriculum, particularly issues relating to food production and healthy eating. There is insufficient outside space for a school of this size and there are no playing fields on the site. The school has clear plans to improve the outdoor areas once the current building work is completed.

## **Care, guidance and support**

### **Grade: 3**

Procedures to ensure pupils' protection and safety are satisfactory. The school has appropriate systems to deal with behaviour but these are not always applied rigorously or quickly enough. Improving strategies for behaviour management was an issue at the last inspection and has not been fully addressed. There are effective procedures to monitor and promote good attendance. The school has taken a range of positive steps to help parents to support their children's learning. In partnerships with local schools, a digital versatile disc (DVD) has been produced to support parents in the teaching of letter sounds and an interactive compact disc (CD) supports them in mathematics. An impressive school website keeps parents informed about the curriculum and school events. There are also useful activities to support pupils' learning. Since the last inspection, the school has established good systems to assess and record pupils' attainment and progress. Pupils are set clear learning targets in literacy and mathematics so they know what they need to do to improve. Pupils' skills in reviewing their own and others' work are developing well.

## **Leadership and management**

### **Grade: 3**

The headteacher and deputy headteacher have established an effective partnership which utilises their experience and skills. The recently appointed assistant headteachers are developing in their senior roles. The staffing structure is much more settled than at the time of the last

inspection when there were a number of temporary appointments. Since the last inspection, leaders and managers have successfully improved pupils' achievement, teaching and the curriculum from satisfactory to good. Effective leadership in these areas and strong teamwork among the staff have contributed to this success.

The monitoring and evaluation of pupils' progress and the quality of teaching are good. The findings of self-evaluation are used well to plan and bring about improvements. Improvements to assessment and tracking mean that staff have a clear picture of how well each individual pupil is performing. Effective leadership in English and science has had a positive impact on achievement and standards in these subjects. However, leaders and managers are aware that there is more to do before pupils' achievement is consistently good in mathematics. Furthermore, policies and systems for promoting good behaviour are not leading to consistently good outcomes. The school has demonstrated a satisfactory capacity to improve.

Community cohesion is promoted well. The school has taken effective measures to help parents support their children's learning. Parents and pupils benefit from the before and after school clubs. There are effective links with local schools which help to assist with smooth transfer. Global community cohesion is promoted through 'fair trade' food topics in geography and through religious education. Good links have been established with the local professional football club and coaches work each lunchtime in the school.

Governors are supportive and have a good understanding of pupils' achievement and standards. However, senior leaders and governors have been less effective in evaluating parental satisfaction. Too many parents have concerns about pupils' behaviour.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## 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?	3
The capacity to make any necessary improvements	3

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	3
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	3

## 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	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	2
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

**Annex B****Text from letter to pupils explaining the findings of the inspection**

10 November 2008

Dear Pupils

Inspection of Lyndhurst Junior School, Portsmouth, PO2 0NT

Thank you so much for welcoming us into your school and showing us your work. We enjoyed our visit and would like to tell you what we have found. Yours is a satisfactory school. It has some good features because of the improvements made since the last inspection.

These are the main strengths of the school.

- You enjoy school and the activities it offers.
- You are making good progress, particularly in English and science.
- Teaching is good which is why you are learning so well.
- The school gives you an exciting range of activities including visits and clubs.
- Clear learning targets and your self-assessment are helping you to make good progress.
- You have a good understanding of how to keep healthy and safe.

There are three areas that the school should work on to improve further.

- Behaviour is not always good enough, particularly in the playground.
- Some of you could make more progress in mathematics, particularly the more able. Teachers should give you more opportunities to use and develop your numeracy skills in other subjects.
- Teachers' marking could be more consistent in helping you to improve.

You can help the school by improving your behaviour and by working hard, particularly on your mathematics. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead Inspector