

# Henleaze Junior School

## Inspection report

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<b>Unique Reference Number</b>	108933
<b>Local Authority</b>	Bristol, City of
<b>Inspection number</b>	324863
<b>Inspection dates</b>	17–18 March 2009
<b>Reporting inspector</b>	David Shears

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 (total)	372
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Geoff Hurran
<b>Headteacher</b>	Adam Barber
<b>Date of previous school inspection</b>	1 January 2006
<b>School address</b>	Park Grove Henleaze Bristol BS9 4LG
<b>Telephone number</b>	01173 772444
<b>Fax number</b>	01179 422015

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Henleaze is a larger than average junior school. The number of pupils with learning, physical and behavioural difficulties is lower than the national average. The site is shared with an infant school and a special school. There is after-school provision at the infant site on the school campus, which is not managed by the governing body.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

This is an outstanding school. Pupils arrive in Year 3 with standards that are above average in reading, writing and mathematics. The vast majority make good progress in Years 3 to 6, with some making exceptional progress. As a result, pupils leave with standards that are significantly above average. Pupils with learning difficulties and/or disabilities mirror this picture so that they make at least good progress in relation to their abilities. More able pupils make similar progress so that they attain the higher levels. This represents excellent achievement for all pupils.

The high level of attainment reached is due to the outstanding teaching that pupils receive. Lessons are carefully planned, with enjoyable activities that engage and challenge pupils. Work set by teachers meets the needs of all pupils, including those with learning difficulties and/or disabilities.

Pupils enjoy their lessons because the highly effective, innovative and exciting curriculum gives many opportunities for them to develop a wide range of skills and knowledge. There are highly effective links across all subjects, with an extensive range of activities, including the well-loved enrichment week that both parents and pupils talk enthusiastically about. All pupils, regardless of their ability, are encouraged, supported and challenged to extend their learning in many ways. The performing arts are a particular strength of the school, with many pupils taking the opportunity to play musical instruments, become involved with dramatic productions and take part in dance.

The pastoral care of pupils is excellent. All the statutory requirements to ensure their health and safety are in place, whether they are in school or out on visits. The school enlists the help of a wide range of outside agencies to support pupils who have learning difficulties and/or disabilities, such as physiotherapy, educational psychology and the autism support unit. This ensures that the provision they receive is appropriate and effective. The high quality of care that all pupils receive is reflected in their outstanding personal development and well-being. They have an excellent knowledge of how to keep healthy and safe, and the school has very recently been given the 'healthy schools' award. Pupils are outward-looking. They make an excellent contribution both to the school, through a highly effective school council, and in the community. For example, pupils go out and entertain others through the mediums of music, dance and art. The pupils are aware of those in particular need and raise money to give them support. They have helped to provide training for a disabled skier as well as supporting a number of well-known charities. Pupils run their own school stationery shop, a magazine and a school newspaper, which helps them to develop their independence skills for the future.

Leaders and managers, including the governing body, are highly effective because they know their school well. They celebrate their achievements and accurately identify areas for development. The dedicated staff ensure that actions are put in place to address these, although the monitoring is not robust enough to demonstrate the degree of success. The high expectations of pupils are reflected in the challenging targets that are set and very often met. The school is quick to note where targets have not been achieved, such as in writing, and have implemented initiatives to bring about improvement. The end-of-year test results have shown that this has been successful and clearly demonstrates that the leadership have excellent capacity to improve.

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

- Monitor more closely the impact of actions, including those taken to improve community cohesion, to ensure the consistency of high quality teaching across the school.

## **Achievement and standards**

### **Grade: 1**

Pupils arrive with standards that are already above average in reading, writing and mathematics. In Years 3 to 6, they make at least good progress so that by the time they leave, standards are significantly above average. In particular, pupils' attainment is very high in reading and science. The school has rightly identified that within this positive picture, writing has been a relative weakness and this is being addressed through new initiatives to improve pupils' writing skills. This has shown to be effective because the standard of writing is now improving. All groups of pupils, including those with learning difficulties and/or disabilities, have been supported and challenged well to continue raising standards.

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

### **Grade: 1**

Pupils clearly demonstrate and enthusiastically talk about how much they enjoy school. This is shown by the high levels of attendance achieved. Pupils work hard and have an excellent attitude, both to their work and school in general. They eagerly take opportunities to have positions of responsibility, such as manning the telephone during the lunch break. Pupils behave well in school, showing good levels of care for each other. Some have been trained in peer mediation. Pupils experience many opportunities that effectively develop their moral and social skills, including older pupils supporting younger ones with their reading. However, pupils' spiritual and cultural understanding, although good, is not as strong. The school has already identified this and is currently setting up links locally, including one with a multi-cultural school, designed to give pupils a wider experience of other cultures and beliefs. The curriculum gives excellent support in developing pupils' workplace and other skills, including lessons in philosophy that show pupils how to learn effectively and this contributes much to their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Lessons are planned carefully with clear learning objectives, to ensure that pupils are given the work appropriate for their abilities. Teachers are enthusiastic about learning, and this is communicated to pupils, who have an excellent attitude towards their work. They co-operate well and enjoy the activities that support and extend their understanding. Relationships between staff and pupils are extremely positive so that pupils feel able to seek help from their teachers when they need it. Lessons are energetic, with teachers having high expectations of work and behaviour, and pupils respond well to this. Pupils are given individual targets in English and mathematics and these are regularly reviewed. Assessment is used to track the progress that pupils make towards these and planning reflects this. Pupils are encouraged to assess their own work. Those with learning difficulties and/or disabilities are supported well by thoroughly trained learning support assistants, enabling this group of pupils to achieve well.

## **Curriculum and other activities**

### **Grade: 1**

The excellent curriculum gives much enjoyment to pupils and engages them well in their learning. There are frequent and meaningful opportunities for the pupils to help shape the curriculum that meets their needs. There is an extensive range of learning opportunities both within and out of lessons. In particular, there is a high take-up of extra-curricular activities, including a number of sports clubs to encourage physical exercise. The school holds the 'Active Mark'. A highly praised enrichment week, which one pupil described as 'one of the best weeks in school', enhances the provision still further. Information and communication technology (ICT) is used well and gives pupils opportunities to apply their literacy skills. Pupils learn a modern foreign language and have a thriving link with a school in France. They have lessons in philosophy, showing them how they learn and this supports their excellent levels of reasoning, cooperation and collaboration. Visits including those that are residential and visitors enrich the educational experience for all pupils and successfully support and extend their personal and social skills.

## **Care, guidance and support**

### **Grade: 1**

Pupils feel safe because they are cared for well. All procedures are robust, including risk assessments, fire drills and safeguarding procedures. Pupils with learning difficulties and/or disabilities are identified early through careful assessment and given excellent support, either through specialist teachers or well-qualified learning support assistants. In particular, pupils with specific physical and behavioural needs are exceptionally well cared for, using detailed plans that record their progress carefully and ensure they meet specific measurable targets. The academic guidance and support that all pupils receive are good overall. There are examples in many classes of excellent practice in marking, for example where teachers give positive comments and identify for the pupils the next steps in learning. Pupils are given time to read and respond to these.

## **Leadership and management**

### **Grade: 1**

Leaders and managers clearly demonstrate a high level of commitment to the pupils in their care. They ensure that all pupils are well looked after and supported when needed. There is a positive partnership with parents, with the vast majority reporting that they are extremely pleased with the provision at the school. One parent commented that he is 'amazed by the dedication of the teachers to help children enjoy learning', and many commented on the 'rich and varied curriculum'. A very small minority feel that the school does not seek their views and take account of their suggestions and concerns. However, the inspection team found that there are a good number of opportunities for parents to share their views, for example through coffee mornings and a variety of consultations. The effective headteacher is ably supported by a senior leadership team and together they are proactive in ensuring that identified areas of development are acted upon. However, the monitoring of these actions is not robust enough so that evaluation of their impact is not always measured. For example, although the whole school has had training in effective marking, the ongoing monitoring has not ensured consistency in all classes. The school is making a good contribution to community cohesion and has correctly identified this as an area for development, particularly in relation to the local area. The governors support

the school well and provide effective challenge in helping them to continue improving. Together with the commitment of all staff, the school is constantly looking for new ways to make the educational experience for all pupils even better.





## 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?	1
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?	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and/or disabilities make progress	1

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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>	1
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
The extent to which learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
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	1

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

## Annex B

### Text from letter to pupils explaining the findings of the inspection

19 March 2009

Dear Pupils

Inspection of Henleaze Junior School, Bristol BS9 4LG

Thank you for the warm welcome that you gave us on our visit to your school recently. We thoroughly enjoyed meeting you and finding out about your outstanding school.

You told us that you enjoyed being at Henleaze and we can easily see why. The headteacher and all the teachers take great care of you and love to teach you new and exciting things. You are given so many creative opportunities to learn new skills in all areas, both in lessons and after-school clubs, and we heard all about your successful concerts and shows. Many of you talked enthusiastically to us about the enrichment week and your mums and dads said that they enjoyed it too!

We particularly liked the way you are becoming very mature, taking on special responsibilities and looking after each other well. The school does a very good job in helping you to get ready for your next school by teaching you the best ways to learn and helping you to become more independent.

Your school is very good at trying new ways to make your learning even better and we have asked them to carefully check how successfully these are supporting you. It would be great if you could let them know if you think they help you to make even more progress.

Thank you for a very special two days. We wish you all the very best for the future.

Yours faithfully

David Shears Lead Inspector