

# Droxford Junior School

## Inspection report

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<b>Unique Reference Number</b>	115881
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	326282
<b>Inspection date</b>	2 December 2008
<b>Reporting inspector</b>	Olson Davis

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)	149
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Mick Keegan
<b>Headteacher</b>	Mr Ross Irving
<b>Date of previous school inspection</b>	21 September 2005
<b>School address</b>	Union Lane Droxford SO32 3QR
<b>Telephone number</b>	01489 877537
<b>Fax number</b>	01489 877537

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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 the following issues.

- The strengths in pupils' personal development and well-being.
- The progress pupils make in mathematics and how this relates to the quality of teaching and learning and the curriculum.
- The impact that the leaders and governors are having on provision and achievement.

Evidence was gathered from:

- observations of lessons, break and lunchtime
- discussions with staff, the chair of the governing body and pupils
- the school's records of pupils' progress and samples of pupils' work
- parents' questionnaires
- school documentation.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own judgements, as given in its self-evaluation, were not justified. These are included in the report where appropriate.

## Description of the school

This smaller-than-average junior school is situated in a small village and serves a rural community. The proportion of pupils entitled to free school meals is well below average. The vast majority of pupils are of White British heritage. The proportion of pupils with learning difficulties and/or disabilities is below the national average. However, the proportion of pupils with statements of special educational need is above the national average. There are a range of needs including pupils with behavioural difficulties, pupils with autism and pupils with moderate learning difficulties. The school has a number of national awards including the Basic Skills award, Activemark and the Healthy Schools award.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school in which pupils achieve well and show confidence and enjoyment in their learning. There are some outstanding aspects, including pupils' personal development, the curriculum and care, guidance and support for pupils. Parents rightly say that 'the school is going from strength to strength' under the excellent leadership of the headteacher. He provides a clear direction to the work of the school. As a result, the effective leadership team works closely with the staff to place the needs of pupils at the centre of what the school does. This has a beneficial impact on pupils' achievement and personal development. One parent wrote, 'The atmosphere has lifted into one of enthusiasm and awareness, enabling all children, whatever their academic level, to feel confident.'

Pupils' great enjoyment and appreciation of the school are reflected in above-average attendance and excellent behaviour. A particular strength of the school is the excellent care, guidance and support it provides for its pupils. As a result, pupils feel very safe and valued. The strong ethos of care contributes greatly to pupils' outstanding social, moral and cultural development. They follow the school's code of 'core values', treat each other with respect and show concern for each other's feelings. They have a high level of awareness of their rights and responsibilities. Pupils feel strongly that their views are listened to. The school council enables pupils to contribute very positively to improving the school. Members are particularly proud of its successful fund-raising activities and the role it played in appointing the deputy headteacher. Other pupils are equally keen to take on responsibility, for example, as peer mediators and play leaders. Pupils intelligently discuss the benefits of a healthy lifestyle gained from exercise and sensible eating. They participate eagerly in physical activities. Pupils work very well independently and with others and have good basic skills in literacy, numeracy and information and communication technology (ICT), so they are ready for the next stage of their education and future lives.

Standards are above average, with a good proportion of pupils exceeding the levels expected of 11-year-olds in the national tests. Pupils do particularly well in science because teachers provide good opportunities for them to plan and carry out their own investigations. School leaders ensure there are many initiatives in place to raise performance and to help those who fall behind. For example, the recent strong focus on writing has enabled the school to close the gap between reading and writing. Standards in mathematics, while still above average, are not as high as in English and science. School leaders found from their own monitoring that some pupils were not doing as well in mathematics as they should. The strategic plan accurately identifies that there is more to do to help some pupils to use their good mathematical knowledge to solve more complicated problems.

Pupils achieve well because they are well taught and motivated by a wide range of interesting and challenging tasks that inspire them to work hard. Fundamental to pupils' good progress is teachers' effective use of regular and careful assessments to set work that is well matched to pupils' varying needs and abilities within the mixed-age classes. Teachers' effective marking and pupils' good understanding of their targets enable them to understand clearly how well they are working and what they must do to improve. An important feature of teaching and learning is the excellent relationship between adults and pupils. As a result, pupils show very positive attitudes to their learning. Close teamwork between teachers and teaching assistants is very effective in giving additional help to pupils. The vast majority of lessons are good or outstanding. Teaching is not yet consistently outstanding, however. For example, teachers

occasionally miss the opportunity to add extra challenge to some pupils' work in mathematics and this slows their progress.

An outstanding curriculum is well monitored by school leaders to ensure that it meets the needs of learners. It is particularly successful in supporting those pupils identified as able, gifted and talented and those pupils who find learning difficult. There is a strong emphasis on developing pupils' literacy skills, numeracy skills and ICT skills. Pupils use these skills very well to enhance their learning in other subjects. Pupils develop a very good understanding of how to stay safe and how to live healthy lives through the health education programme and physical education lessons. Residential visits and themed weeks, such as 'Cool Planet', enrich the curriculum and contribute to pupils' outstanding social and cultural development.

The school has made good improvement since the last inspection, particularly in raising achievement and furthering pupils' personal development by engaging them in an enriched curriculum. School leaders make good use of assessment information to monitor the progress of individual pupils and groups of pupils to identify possible underachievement. As a result, staff respond quickly and successfully to correct relative weaknesses in performance, such as in writing and ICT. Subject leaders are well involved in monitoring their areas and contribute their own ideas for further improvement. A few are not yet fully involved in securing first-hand evidence by observing lessons. Plans are in hand to ensure that this happens. The quality of teaching is improving, because it is regularly monitored and evaluated by senior leaders and appropriate targets set for improvement. Governors fulfil their statutory responsibilities conscientiously and challenge the school to do its best for its pupils. They are keen to further their monitoring role, so that they can more fully hold the school to account for the progress made by pupils. Parents greatly appreciate the way in which school leaders constantly seek to involve them as partners in their children's education. As one wrote, 'Communication between parents and school is excellent. The parent/pupil workshops are really appreciated - the school is a friendly, welcoming place.' Strong links with the local community, other schools and outside agencies provide many benefits to pupils' learning and well-being and effectively promote community cohesion.

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

- Improve achievement in mathematics by helping pupils to apply their good mathematical knowledge in solving more difficult problems.
- Raise the quality of all teaching from good to that of the best.

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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?	1
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	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>	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
The extent to which 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	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>	2
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>	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 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	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



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

16 December 2008

Dear Pupils

Inspection of Droxford Junior School, Droxford, SO32 3QR

Thank you for being so friendly when I visited your school recently. I appreciated the help you gave me when I looked at you working and when you shared your ideas about the school.

Your school gives you a good standard of education, which prepares you well for the next stage of your education. There are some outstanding features too, namely your personal development, the curriculum and the care, guidance and support that the adults provide for you. Here are some of the many things that I think are good about your school:

- you make good progress in your learning because you are taught well and you are given lots of exciting work to do
- you greatly enjoy school and your behaviour is excellent in lessons and around the school
- you are encouraged to do hard work and you are given good help when you find the work too difficult
- you take lots of exercise and know a great deal about healthy living
- the school council represents your views very well and you all help the school to run smoothly
- you feel very safe because all of the adults in your school make sure that you are very well looked after
- your headteacher, staff and governors run the school well and are continually trying to make your school even better for you.

I have asked the staff and governors to carry on working on two important areas. The first one is to help some of you improve your problem-solving skills, so that you do as well in mathematics as you do in English and science. The second one is to carry on improving the quality of teaching, so that all of it is outstanding.

I hope that you will help your teachers as they work hard to make your school even better for you.

Yours faithfully

Olson Davis

Lead Inspector