

# Bursledon Junior School

## Inspection report

---

<b>Unique Reference Number</b>	116027
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	333379
<b>Inspection dates</b>	30 June –1 July 2009
<b>Reporting inspector</b>	Linda Kelsey HMI

This inspection was carried out under section 8 of the Education Act 2005; it was also deemed a section 5 inspection under the same Act.

---

<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)	231
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hillary Bax
<b>Headteacher</b>	Mrs Elaine Merriman
<b>Date of previous school inspection</b>	6 February 2008
<b>School address</b>	Long Lane Bursledon Southampton SO31 8BZ
<b>Telephone number</b>	023 8040 2738
<b>Fax number</b>	023 8040 7545

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	30 June –1 July 2009
<b>Inspection number</b>	333379

---

© Crown copyright 2009

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and an Additional Inspector. When Bursledon Junior School was inspected in February 2008, it was judged to require special measures.

## Description of the school

Bursledon Junior School is an average-sized school situated on the outskirts of Southampton. Most pupils live within the immediate vicinity of the school. The pupil mobility is relatively low, although recently it has been higher than in the past, following the decision that the school required special measures.

The proportion of pupils eligible for free school meals is above average. Most pupils come from a White British background, although there are few pupils from minority ethnic groups who speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average, while the proportion with a statement of special educational needs is below average. The main difficulties are mostly with regard to learning.

In January 2009, the very experienced deputy headteacher of an outstanding local primary school was seconded to Bursledon as acting headteacher. She is being supported by an executive headteacher for one day a week. The process of federating the school with the Infant Church of England Controlled School, on the same site, was completed in May 2009. There are plans to appoint a new headteacher for the federation from September 2009 and interviews for this post will be held in July 2009. The school has been awarded Enhanced Healthy School Status, Investors in People, and a basic skills quality mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Nevertheless, in accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to raising standards and achievement.

This school's overall effectiveness is still inadequate because there is some underachievement within different groups and standards remain below national averages, particularly in writing and mathematics. There is still some uncertainty about the appointment of the new headteacher, despite the governing body working hard to ensure that a good appointment is made before the end of the current term. The local authority continues to give good support to the school through this transitional period and the senior leadership team has put in place an interim development plan to oversee the move to federation. With all this in place, the school has satisfactory capacity for continued improvement.

Leadership and management have focused strongly on improving teaching and learning, tracking pupils' progress through the school and ensuring that all pupils make better progress than they did a year ago. This strong focus has had an impact on improving standards this year, even though they remain below the national average. The governing body has been reconstituted for the newly federated school and is in a good position to monitor the school and hold it to account.

The school has improved significantly in the last year and as a result, teaching and learning are currently satisfactory. Teaching was outstanding in three lessons observed. Consequently, pupils are generally making better, and often good, progress in class than they were a year ago when the school was first identified as requiring special measures. However, there is still underachievement for a significant number of pupils, specifically girls in mathematics and those with lower ability, including those identified as having learning difficulties and/or disabilities.

Pupils' personal development and well-being are good. Behaviour is outstanding, which is a vast improvement from a year ago. Pupils display good attitudes to learning, enjoy their time in school (they say, 'Lessons are fun') and listen carefully and intently to teachers' instructions. Pupils are well cared for and all the staff work hard to ensure that they know who to go to if they have concerns or need extra support in lessons.

The curriculum is satisfactory and offers a wide range of additional activities after school, as well as regular swimming, French, music and Spanish sessions. Pupils are well supported through organised group work; they are divided into ability sets for English and mathematics as part of the school's intervention programme. This works well in most cases, as the least able pupils get additional help, and sometimes one-to-one tutoring, to enable them to achieve higher standards. However, it sometimes works to the detriment of some pupils, as they miss out on the excellent teaching that now takes place in some classrooms. The school is aware of these weaknesses and has plans to modify the curriculum and strengthen teaching to the level of the best, to ensure that all pupils make good progress and reach their full potential.

## What the school should do to improve further

- Raise standards in writing for all and in mathematics, particularly for girls, so that more pupils achieve their full potential.
- Ensure that all pupils, whatever their age, ability or gender, receive the best teaching possible so that the rapid progress made by some is available to all.

## Achievement and standards

### Grade: 4

Standards are below national averages by the end of Year 6 and progress over time is unsatisfactory because of the legacy of underachievement from the past. The unvalidated results of recent tests, show that standards are below average in English, particularly in writing and mathematics, and are broadly average in science. The more able pupils are doing well and the proportion of pupils who reach the higher levels of attainment is much closer to last year's national averages in English, mathematics and science. A reasonable proportion of pupils are now making two levels of progress across the key stage, which represents satisfactory progress over time for them, even though it is not enough to close the gaps in their past learning. Despite the good support offered, there is still too much underachievement by the lower-ability pupils, by girls in mathematics and by those identified as having learning difficulties and/or disabilities. However, pupils make good progress in lessons now, because teaching is more consistently good and the pace of lessons has improved.

## Personal development and well-being

### Grade: 2

Pupils' personal development and well-being are good. Pupils say they enjoy school and their attendance is in line with the national average. There are very good relationships between adults and pupils and between the pupils themselves. In classrooms this results in a happy, productive and purposeful learning environment in which pupils are increasingly taking responsibility for their learning. Pupils' behaviour is excellent both in lessons and around the school, and pupils say that it has improved considerably. One said, 'The school is a much friendlier place.' They feel that they are in a safe environment, where adults are easily approachable and are sympathetic if they have any concerns. Pupils' spiritual, moral, social and cultural development is good and this shows through in all aspects of school life, particularly in assemblies. Members of the school council take their responsibilities seriously and pupils are confident that their views will be listened to. Pupils contribute to the school and the wider community by becoming class and school monitors, through their work for good causes and by running stalls at school events. Older pupils act as play leaders, helping with the lunchtime activities. There is strong awareness of the benefits of healthy eating and of taking regular exercise. A large group of pupils were involved in a local sporting fixture during the inspection visit. Pupils make satisfactory progress in their preparation for their future economic well-being by taking part in enterprise projects, as seen in one design and technology lesson, and by being actively involved in the appointment of the new headteacher.

## Quality of provision

### Teaching and learning

#### Grade: 3

Despite the good teaching seen now, progress for a majority of the pupils has been inadequate for too long because of unsatisfactory teaching in the past. This has resulted in a legacy of underachievement which has affected the standards pupils achieve at the end of Year 6. However, in individual lessons, there are now examples of both good and outstanding teaching. Teachers prepare their lessons better by meticulous planning to meet the needs of pupils in the school more closely. Relationships are strong and pupils respond to set tasks with enthusiasm and interest. Teachers use a range of strategies to engage pupils in learning and to motivate them; pupils are given opportunities to work in pairs or in small groups and teaching assistants work closely with teaching staff to support learners in class and to give encouragement. The pace of all lessons is good and good listening skills are reinforced as part of the new teaching strategy.

Where teaching is outstanding, subject knowledge is very good and well researched. This enables lessons to proceed at a fast pace and provides an opportunity for pupils to build on their own knowledge with confidence. The best teachers are good at developing pupils' self-esteem by allowing them to have a go at answering questions in the security that they can give a good or what proves to be a silly answer without fear. Teaching is not so good for the less able pupils in the school. While the right skills are being taught to build basic knowledge in reading, writing and mathematics, these pupils spend too much time out of the class.

### Curriculum and other activities

#### Grade: 3

The curriculum is satisfactory and covers all subjects well. The school has maintained an important focus of providing pupils with a wide curriculum. Music is taught by a specialist and French is taught at least once a week to all classes. Physical education and swimming remain important parts of the curriculum, as do design and technology and information and communication technology. Literacy and numeracy are taught in set groups in each year, based on prior attainment of pupils. For some groups of less able pupils, there are intervention programmes in English and mathematics. However, because they are withdrawn from lessons so regularly, these pupils are missing some interesting and dynamic teaching in the classroom.

The pupils go on various visits outside the school and take part in local events such as the cluster school multi-sports festival, which took place during the inspection. The school choir performs locally. All classes have a guided reading session four times a week, which has had an impact on improving standards in reading across the school. This is where pupils have made the most progress by the end of Year 6.

### Care, guidance and support

#### Grade: 2

The good quality of care, guidance and support provided by the school has improved rapidly since the last inspection. There are rigorous procedures for child protection and adults strive to make sure that pupils are able to work and play in a caring and safe setting. The recently implemented behaviour policy has successfully resulted in much improved and consistent behaviour management across the school. Rigorous systems are in place to improve attendance

and the school makes effective use of its links with outside agencies to give support to vulnerable pupils and their families. There is a comprehensive programme of personal, health and social education, which is enhanced by visiting experts; pupils are encouraged to stay healthy and safe and to be considerate to others. Systems for tracking the progress of pupils are robust and are used well to plan lessons. Pupils know their targets and receive sound guidance on the next steps in their learning.

## **Leadership and management**

### **Grade: 3**

The school has satisfactory leadership and management. The strong and focused partnership between the acting headteacher, the executive headteacher and the deputy headteacher has set a clear direction for its future development. Middle managers are making an increasingly significant contribution because they have recently been made more accountable and their roles are clearly defined. Their combined efforts have resulted in good teamwork which has brought about much greater consistency in teaching and learning. However, the roles of some subject leaders have only recently been refined and clarified, and so they have not, as yet, had sufficient impact on standards.

Leaders know the school well, take account of the views of parents and pupils and are accurate in their self-evaluation, although over-generous in their evaluation of standards. Teaching and learning are regularly monitored through a range of strategies, including lesson observation and work scrutiny, and this helps them form a wider picture of where there is work to do. There is strong commitment to the inclusion of all pupils in the school's activities and pupils are set challenging targets. The school has started to work on promoting community cohesion locally, and the development of the children's centre and the federation with the infant school will further strengthen this provision, as there will be all-through provision on site from 0-11 years of age. The robust assessment systems allow teachers to identify pupils who are not doing as well as they should be, and to plan to support them accordingly. The recently restructured governing body of the new federation has an accurate view of the school; it provides a robust challenge to managers, and members are becoming increasingly involved in developing and improving the school.

**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
---	----------------

**Overall effectiveness**

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
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	3

**Achievement and standards**

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and/or disabilities make progress	4

---

<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>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
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	3

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

## 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	2
How effectively leaders and managers use challenging targets to raise standards	3
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?	3
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	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?	Yes

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

10 September 2009

Dear Pupils

Inspection of Bursledon Junior School, Southampton, SO31 8BZ

Thank you so much for welcoming us to your school. We enjoyed talking to many of you at lunchtime, in your classroom and during play-time outside. Your school is improving rapidly and we can see how well you behave in lessons and how you are learning to read, write and calculate much better than you did. Your behaviour in class and around the school is exemplary, and you are a credit to your parents and the staff at the school who teach and care for you so well. Teachers are much better at knowing what to teach you because they have a clearer idea of where you are on your own learning journey. This means that the lessons are more relevant to your needs. Many of you told us how much more fun the lessons are.

As a result of all of these improvements, your school no longer needs special measures. However, it does need to improve how well you are doing by the end of Year 6, as too many of you are still not doing as well as you should be and some of you miss out on some of the excellent teaching in some of the classes. For this reason, we have decided that the school still needs a 'notice to improve', as there is still some work to do to improve your standards of work overall. We have also asked the school to consider whether so many of you need to spend so much time out of your classroom when some excellent teaching is going on for your classmates. 'Notice to improve' means that some inspectors will come back to check on how well you are all getting on with your work.

I know you will all be very busy over the next few weeks and some of you will have been involved in helping to decide who will be your new headteacher. Your present headteachers and deputy headteacher have done a good job in improving the school so far and I am confident that, with all the new arrangements planned for the future leadership of the school, this will continue to be the case. You can help here by continuing to behave so beautifully and by working as hard as you are at the moment.

I wish you all the best for your future happiness and continuing success.

Yours faithfully

Linda Kelsey

Her Majesty's Inspector