

# Field Court Junior School

## Inspection report

---

|                                |                    |
|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 115599             |
| <b>Local Authority</b>         | Gloucestershire    |
| <b>Inspection number</b>       | 338615             |
| <b>Inspection dates</b>        | 20–21 January 2010 |
| <b>Reporting inspector</b>     | Mary Harlow HMI    |

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

|  |   |
|--|---|
| <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 of pupils on the school roll</b> | 274   |
| <b>Appropriate authority</b>               | The governing body                                    |
| <b>Chair</b>                               | Mrs Ellie Shaikh                                      |
| <b>Headteacher</b>                         | Mrs Kelly Armstrong                                   |
| <b>Date of previous school inspection</b>  | 5 November 2008                                       |
| <b>School address</b>                      | Courtfield Road<br>Quedgeley<br>Gloucester<br>GL2 4UF |
| <b>Telephone number</b>                    | 01452 720066  |
| <b>Fax number</b>                          | 01452 723417  |
| <b>Email address</b>                       | head@fieldcourt-jun.gloucs.sch.uk                     |

---

|                          |                    |
|--------------------------|--------------------|
| <b>Age group</b>         | 7–11               |
| <b>Inspection dates</b>  | 20–21 January 2010 |
| <b>Inspection number</b> | 338615             |

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 19 lessons and held meetings with staff, governors, parents and carers, pupils and a representative from the local authority. They observed the school's work and looked at a wide range of documentation, including 64 parental questionnaires.

An Ofsted administrative error resulted in the omission of one question in the parental questionnaire. Whilst this has not affected the overall outcome of the inspection it does mean that parental response on the question 'The school makes sure that my child is well prepared for the future (for example, changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)' is not recorded in the report.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- attainment, learning and progress throughout the school, particularly:
  - the progress of more able pupils
  - pupils' achievement in writing and mathematics
- the effectiveness of the monitoring systems implemented by leaders to check the pupils' progress
- the capacity of the leadership to continue to improve the school at a swift pace.

## Information about the school

This larger than most primary schools is situated on the outskirts of Gloucester. Most pupils are of White British heritage and very few are learning English as an additional language. The percentage of pupils with special educational needs and/or disabilities is close to the national average; the majority of these pupils have speech, language and communication problems, moderate learning difficulties or behavioural, emotional and social problems. The school was last inspected in November 2008, when it was given a notice to improve. A monitoring visit was conducted in June 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Field Court Junior School now offers its pupils a good and rapidly improving standard of education.

'The school is getting better and better every day' said a pupil. The others in the group immediately nodded, smiling spontaneously in agreement. 'Why?' asked the inspector. 'Because our new headteacher knows all of us well, learning is fun, the reward systems are great, behaviour has improved and we are making fast progress in our work ', they reported. Inspectors agree.

Due to the headteacher's inspirational leadership coupled with her unswerving drive to raise standards at a swift pace, pupils have caught up on previous significant underachievement from their above average starting points. They are now making good and on occasions, outstanding progress. Because of this, standards improved significantly in the national tests in 2009 particularly in English; they are now at the national average and rising rapidly. Nonetheless pupils' achievement at the higher levels in writing and mathematics still requires further improvement. Pupils enjoy their learning, and their good attitudes and behaviour are key factors in their good progress. This is because teaching and assessment overall are good. That said, learning could be more challenging, particularly for the more able. There are also insufficient opportunities for pupils to be involved in the assessment of their work and the quality of developmental marking is a little inconsistent across the school.

Monitoring by senior leaders and governors is rigorous. All evaluate the school's work accurately; this is enabling the school to set the right targets to get better. Staff are dedicated and keen to improve. All are ambitious for the future and there is a relentless focus on driving up standards. This demonstrates the school's good capacity to improve. Field Court Junior has turned the corner. It has travelled far since its last inspection and its future looks bright. What a success story!

## What does the school need to do to improve further?

- Improve further the quality of learning in English and mathematics particularly for the more able by:
  - providing more exciting curriculum opportunities, including problem-solving activities, which develop the pupils' ownership of learning
  - ensuring all teaching challenges pupils to learn at a swift pace within a given

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

time frame

- identifying clearly the specific learning objective for all groups of pupils in lesson plans.
- Make better use of the good assessment procedures in place by:
  - ensuring greater consistency in the quality of developmental marking across the school
  - increasing the opportunities for pupils to assess their own work and that of their peers.

**Outcomes for individuals and groups of pupils****2**

Pupils' improved attitudes to learning; good behaviour and hard work mean they now make good progress in most lessons. They respond enthusiastically to the consistently better teaching they receive, try with sustained endeavour to meet the increasingly high expectations set by staff and take delight in their accomplishments. Nevertheless, more demands could be placed upon pupils to ensure they always progress at a swift pace in their learning when working independently or in groups.

Pupils who struggle with aspects of their work, including those who are more vulnerable, make good and often outstanding progress in light of their difficulties, because of excellent support that is carefully tailored to their needs. The school's rigorous systems for tracking pupils' progress coupled with improved use of data by staff to identify pupils who are falling behind, ensure early, effective interventions to help them catch up. And they are, at an impressive pace.

More able pupils are increasingly being challenged; nonetheless there is still scope to ensure all teaching consistently meets their needs effectively. Lessons and pupils' work demonstrate that the recent creative strategies put in place to close the gap between boys' and girls' achievement are working successfully. Pupils understand their targets for improvement in English and mathematics; they are keen to show visitors how these are attractively displayed in classrooms and in their books.

Pupils undertake duties around the school diligently and the school council carries out its responsibilities with great pride. Pupils play harmoniously together and the school's Healthy School and Active Mark awards are fitting testaments to their good appreciation of healthy lifestyles.

Pupils are quite right to be proud of the school's imaginative, new 'Mr Worry' signs and the 'traffic light badge system' for visitors which encourage them to feel safe. Pupils' knowledge of these coupled with their understanding of procedures for site security are strong. They reported, 'If there is a problem, we speak to an adult or a friend and write our concerns in the 'worry box. We know the headteacher or the community family worker will quickly sort them out.'

Pupils' attendance continues to improve; it is now good. In inclement weather conditions during the inspection, punctuality at the start of the school day was impressive.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>2</b> |
| Taking into account:  |          |
| Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 2        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 2        |
| <b>The extent to which pupils feel safe</b>   | <b>2</b> |
| <b>Pupils' behaviour</b>  | <b>2</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>3</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:  |          |
| Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

## How effective is the provision?

Teachers' insatiable appetites to get better have resulted in good improvements in the quality of teaching. Effective practice is now shared assiduously on a regular basis and there are appropriate plans in place to develop this further. Classrooms are attractive and well organised.

Positive, caring relationships and detailed planning characterise all teaching. Teaching assistants play a full part in this and form excellent partnerships with the teachers and the pupils. Their carefully planned role ensures that pupils with additional needs are fully engaged and challenged appropriately to succeed; and they do, impressively.

Nonetheless, not all plans state the specific learning objective for all groups of pupils clearly enough.

Accurate assessment is used effectively to target different groups, including girls, more able pupils and those with additional needs. Nevertheless, there are still insufficient opportunities for pupils to take control of their learning, particularly those who are more able. In several classes learning could be more challenging. Marking is detailed and the policy is consistently applied. That said not all pupils respond consistently to the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

comments for improvement they receive. Generally, pupils do not get enough opportunities to assess their work and that of their peers.

There is an increased, heightened focus on providing the pupils with practical curriculum experiences through a thoughtful, thematic approach. This whets their appetite for learning. Schemes of work are comprehensive. Subject leaders are monitoring plans diligently to ensure that there is a good progression in the teaching of skills throughout the school. However, plans require some tweaking to ensure exacting demands are placed upon pupils to solve problems and plan work independently, particularly the more able. There is a good range of clubs which are well attended by pupils.

The school's meticulous commitment to the care of pupils ensures they in turn feel safe and protected. Those pupils whose circumstances have made them vulnerable are monitored assiduously. Pupils value the sensitive support they receive from the community family worker. Supervision at the start and the end of the day is vigilant.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>The use of assessment to support learning  | 2        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

### **How effective are leadership and management?**

Strong, visionary leadership has underpinned the rapid improvements the school has made in a short time. Senior leaders' unfailingly positive attitude has energised staff at all levels to grow in confidence and thrive professionally. An infectious team spirit now permeates throughout the school; all are ambitious to raise standards further and there is no complacency. Monitoring of teaching and learning by senior leaders is both accurate and relentless. Subject leaders execute their role diligently. Nevertheless, their involvement in monitoring lessons is not as yet fully developed in all subjects.

Needs of all individuals are analysed carefully and appropriate strategies are in place to ensure all groups of pupils progress at a swift pace, particularly girls and more able pupils. Robust steps are taken to safeguard children and there are strong partnerships with parents and agencies. The school reaches out to the local and wider communities successfully but more could be done to develop the global dimension of this work. That said the school has good plans in place to do so.

The governing body possesses a range of valuable expertise. Governors take their roles and responsibilities seriously; they too have come a long way in a short time. All hold the school to account in a challenging but supportive manner.

*These are the grades for leadership and management*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>2</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>2</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>2</b> |

## Views of parents and carers

Parents' and carers' views of the school are overwhelmingly positive. Most who responded felt that their children enjoyed school and were kept safe. A significant majority of parents and carers were full of praise with the swift transformation at the school under the new headteacher. This comment was typical of many: 'Since the headteacher's leadership, the school has gone from strength to strength.' A few expressed their individual concerns about their child's progress, homework, behaviour, the speed of support for pupils with special educational needs and/or disabilities and their child's happiness at school. Inspectors found the school to be diligent in dealing with any concerns. Moreover they found the school to be strongly committed to embrace and respond promptly to any concerns raised by parents and carers, if approached.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Field Court Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 274 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 32             | 50 | 30    | 47 | 2        | 3 | 0                 | 0 |
| The school keeps my child safe  | 36             | 56 | 26    | 41 | 2        | 3 | 0                 | 0 |
| The school informs me about my child's progress   | 32             | 50 | 29    | 45 | 3        | 5 | 0                 | 0 |
| My child is making enough progress at this school   | 30             | 47 | 30    | 47 | 4        | 6 | 0                 | 0 |
| The teaching is good at this school   | 31             | 48 | 28    | 44 | 2        | 3 | 0                 | 0 |
| The school helps me to support my child's learning  | 30             | 47 | 32    | 50 | 2        | 3 | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 26             | 41 | 36    | 56 | 1        | 2 | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 0              | 0  | 0     | 0  | 0        | 0 | 0                 | 0 |
| The school meets my child's particular needs  | 28             | 44 | 29    | 45 | 2        | 3 | 2                 | 3 |
| The school deals effectively with unacceptable behaviour  | 29             | 45 | 32    | 50 | 2        | 3 | 0                 | 0 |
| The school takes account of my suggestions and concerns   | 25             | 39 | 35    | 55 | 3        | 5 | 0                 | 0 |
| The school is led and managed effectively   | 41             | 64 | 21    | 33 | 1        | 2 | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 40             | 63 | 18    | 28 | 5        | 8 | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school       | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
|                      | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 39  | 58   | 3            | 0          |
| Primary schools      | 13  | 50   | 33           | 4          |
| Secondary schools    | 17  | 40   | 34           | 9          |
| Sixth forms          | 18  | 43   | 37           | 2          |
| Special schools      | 26  | 54   | 18           | 2          |
| Pupil referral units | 7   | 55   | 30           | 7          |
| All schools          | 15  | 49   | 32           | 5          |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



22 January 2010

Dear Pupils

Inspection of Field Court Junior School, Quedgeley, GL2 4UF

I am writing to say thank you very much for giving us such a warm welcome during our recent visit to Field Court Junior School. We were impressed with the way you greeted us so courteously with lovely friendly smiles. We enjoyed talking with you about your work; watching you chat amiably over your healthy lunches and hearing about how much you feel the school is getting better all the time. We agree! You now go to a good school and standards are improving rapidly. Here are some of the special things that it does well.

- Your school looks after you well and the adults want to do their best for you.
- Your behaviour is good; at times it is exemplary.
- You are now making good progress as you move through the school and you are attaining the expected standards by the time you leave.
- The school council is doing a great job. We love your new trim trail!
- Your teachers plan interesting trips and fun activities which help you to enjoy school. The teaching in the school is good.
- You have a well-developed understanding of moral and social issues; you are developing into confident young people all the time.
- There are lots of visits which you participate in enthusiastically. You contribute well to the local community and care for those who are less well off than you.
- You have a fantastic headteacher, wonderful adults and great governors at your school. We have asked them to ensure all learning is challenging and exciting for you. We have also asked them to involve you more in the assessment of your work.

It was a real privilege to visit Field Court Junior School again. Continue to work hard and, most importantly, enjoy your learning. Best wishes for the future. We hope that you achieve great things!

Yours sincerely

Mrs M Harlow

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**