

Bishop's Waltham Junior School

Inspection report

Unique Reference Number	116006
Local Authority	Hampshire
Inspection number	338701
Inspection dates	12–13 July 2010
Reporting inspector	Peter Clifton

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	221
Appropriate authority	The governing body
Chair	Andy Harris
Headteacher	Darren Campbell
Date of previous school inspection	11 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 14 lessons and observed six teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors talked to pupils in lessons and at break- times. They looked at school documentation, including development planning, recent monitoring reports, safeguarding procedures and pupils' books. They analysed 120 responses to the parents' questionnaire and took account of the views of parents and carers when they spoke to them during the inspection. It was not possible to observe lessons in Year 6 during the inspection because the pupils were out on a residential visit.

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

- the current picture of learning and progress for different groups of pupils
- areas of the school's work which leaders had identified as outstanding
- how successfully the school has worked with families to improve attendance
- pupils' understanding of living in a multicultural society.

Information about the school

This is a school of average size, with eight classes. The school is situated on the edge of the town of Bishop's Waltham. Most pupils live in the town and the rest come from the surrounding villages. The proportion of pupils known to be entitled to free school meals is below average. Nearly all pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. There are very few pupils who speak English as an additional language.

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?

1

The school's capacity for sustained improvement

2

Main findings

Bishop's Waltham is an outstanding school. There are significant strengths in many areas of its work. Pupils' attainment is above average and their progress is good. Pupils with special educational needs and/or disabilities make good progress in their learning, because adults plan well to meet their different needs. Leaders are successful in placing pupils at the heart of decision making. Pupils' exemplary attitudes are an outstanding factor in their successful learning. They relish the opportunities provided to take responsibility for their learning. The pupils say they always feel safe in school. They see themselves as ambassadors for being healthy and benefit from the regular swimming and additional sporting activities provided. The pupils make a substantial contribution to the school and local community. Nearly all take part in additional clubs and activities and their involvement in local events is highly valued. While their attendance is broadly average, it is improving as a result of action being taken by the school. The pupils are well known as individuals, they are cared for outstandingly well and safeguarding arrangements are exemplary. The partnership with parents and carers is outstanding and contributes much to the pupils' good progress. The pupils have a positive view about other cultures and backgrounds. However, opportunities for them to engage with pupils from different ethnic groups within Britain are underdeveloped.

Leaders have securely maintained and built on the good and outstanding areas identified when the school was last inspected. Teaching is regularly monitored and evaluated; this is improving provision. Leaders across the school have accurately evaluated the school's strengths and weaknesses. Plans are securely in place for improvement, for example to enrich the pupils' experiences of working with others from different backgrounds and ethnicities. The school's record of sustained improvement demonstrates that it has a good capacity for making continuing progress.

The school's excellent curriculum provides the pupils with particularly memorable experiences. These include whole-school theme weeks, activities promoting real-life experiences and the use of skills across several subjects. There are many opportunities for pupils to be actively involved in their own learning and to assess their own and others' work. The quality of teaching in the great majority of lessons is at least good. Excellent features of teaching include the quality of questioning and the use of 'talk partners' to help pupils develop their ideas and debate together. In group work, pupils work very productively together and persevere with challenging tasks. However, on a few occasions, teachers spend too much time working with one group and, as a result, miss opportunities to guide the learning of all pupils in the class.

What does the school need to do to improve further?

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- Improve teachers' awareness of pupils' progress during group work to ensure that the pace of learning is consistently maintained at a high level.
- Implement plans to promote pupils' engagement with a range of community groups, beyond those represented in the school, within the United Kingdom.

Outcomes for individuals and groups of pupils**1**

Outcomes for pupils are outstanding because pupils' achievement is good and several other aspects of their development are excellent. During the inspection, learning observed in lessons was nearly always good and sometimes better. Excellent learning was observed, for example, in mathematics when pupils in Year 3 applied their numeracy skills to measure capacity using different scales. In English in Years 3 and 5, outstanding use of questioning and paired discussion enabled the pupils to develop their use and understanding of adventurous vocabulary. More typically, learning is good. Pupils' learning is enhanced by topics which draw together different ideas that are used to enthuse the pupils. The pupils comment that they enjoy many of these activities; they find the work interesting and because it has practical elements. Pupils with special educational needs and/or disabilities make good progress in learning letters and sounds, which is helping them to build their reading and writing skills well. Pupils have very secure basic skills in literacy, numeracy and information and communication technology (ICT), which they apply with considerable confidence. Taking into account their improving attendance, they are well prepared for their next school.

Pupils say that their school is 'special' and that the teachers are 'very kind and fun to be with'. They comment that staff and, particularly, the headteacher, welcome them into the school at the start of the day. They express great confidence in the adults around them and say that any issues are 'very quickly resolved'. They have an extremely well-tuned perspective on their own safety and that of others. Pupils are involved in assessing risk, for example, in design and technology projects. Year 5 pupils can demonstrate basic CPR (cardiopulmonary resuscitation). Pupils' behaviour is excellent in lessons and around the school at breaktimes. Pupils' participation in many local events has maintained the school's high profile in the local community. These include raising money and tackling environmental issues. The school is also successful in promoting participation, through the 'young citizens award' involving working in the community and helping out at home and in the school.

Pupils demonstrate a high level of understanding about the need to eat healthily and take plenty of exercise. They eat healthy lunches provided by the school or brought in from home. Pupils have an acute awareness of environmental issues facing the planet and have, for example, written very persuasive letters to the Prime Minister to express their views about deforestation. Pupils respond well to the school's high expectations about 'taking part'. In assembly, their singing of 'Hey Mr Miller' was memorable for all those present.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons have a clear objective for learning and identify the ways in which learning can be measured. In most lessons, teachers give timely reminders about what is being learned to help the pupils to focus their effort. In writing, good use is made of individual targets. Warm-up activities in mathematics quickly engage pupils.

Questioning nearly always requires the pupils to think deeply about what they understand. The use of in-depth discussion is a very regular feature of lessons which supports learning exceptionally well. Teachers trust the pupils to take on responsibility for their own learning. Pupils with special educational needs and/or disabilities receive good support. They work confidently in groups and show resilience and perseverance. They know their individual targets and how well they are doing. Teaching assistants make a significant contribution to helping the pupils learn letters and sounds and apply these to their reading and writing. On a few occasions, learning slows. This happens when, for example, teachers do not move around the class frequently enough to prompt and support, and when introductions are too long.

The curriculum is exceptionally well planned and provides at least two major topics each term. A memorable example includes the work on medieval history, linking work on English, mathematics, design and technology, and art. Pupils study rights and responsibilities using the Magna Carta. There are many special projects. For example, the pupils have built a 'green' battery-operated car with support from parents and

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

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carers. ICT is used well. Pupils use programmes to compose dance music, and data-loggers to investigate how the intensity of sound changes over distance.

Leaders have developed a new policy with other local schools to improve attendance, so that regular attendance is now promoted strongly and daily procedures to follow up an absence are good. As part of its outstanding care and support for pupils, the school can point to examples of excellent encouragement being provided for those who are made vulnerable because of their circumstances. As a result, they are making good progress in their learning.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The senior leadership team have high expectations of staff and pupils. They are backed up well by a knowledgeable and enthusiastic team of coordinators. There is a strong sense of common purpose and staff say they feel greatly valued by the headteacher. This has resulted in ongoing improvement. Governors have made a strong contribution through monitoring the school's work and challenging its leaders. They are clear about the progress being made in the school and make sure that the staff and pupils work in a safe and secure environment. They seek the views of pupils and parents regularly and act on the outcomes.

Leaders track the progress of individual pupils and groups across the school very regularly. However, there is a complex range of measures used to judge progress and, as a result, it is not easy to quickly gain a clear view of the progress of different groups. The provision to secure equal opportunities and tackle discrimination is good. There is a strong emphasis on rights and responsibilities based on the UK Convention on the Rights of the Child. External agencies are used diligently to help support pupils with special educational needs and/or disabilities.

Measures to promote child protection are fully in place. The school has excellent systems to evaluate risk and has ensured that its practices have come under external scrutiny. Training on safeguarding issues is regular and comprehensive. The school's work to raise the pupils' awareness of possible dangers of using the internet and mobile phones has been highly successful.

Pupils from different backgrounds in the school work together very harmoniously. Leaders have forged a number of international links, for example, with The Gambia to develop the pupils' understanding about diversity. Older pupils work with others from

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different cultural backgrounds during residential trips; leaders understand that this area is under-developed. □□

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

Parents and carers strongly agree that the school keeps their children safe. The majority responded and their views indicate that the school has a highly positive relationship with nearly all parents and carers. There were many very positive comments, for example, 'fabulous' and 'a fantastic choice', indicating that parents and carers believe that their children are very happy and doing well. Parents and carers particularly appreciate how the teachers value their children. One parent commented, 'All the children are so positive, thoughtful and happy. The opportunities they are given are second to none.' Inspectors agree with these positive comments. While a few parents and carers raised a very small number of individual concerns, there was no pattern to these comments.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bishop's Waltham 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 120 completed questionnaires by the end of the on-site inspection. In total, there are 221 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	67	36	30	2	2	0	0
The school keeps my child safe	86	72	34	28	0	0	0	0
The school informs me about my child's progress	61	51	56	47	1	1	0	0
My child is making enough progress at this school	65	54	50	42	5	4	0	0
The teaching is good at this school	79	66	41	34	0	0	0	0
The school helps me to support my child's learning	63	53	51	43	3	3	0	0
The school helps my child to have a healthy lifestyle	80	67	40	33	0	0	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)	86	72	30	25	2	2	1	1
The school meets my child's particular needs	73	61	42	35	5	4	0	0
The school deals effectively with unacceptable behaviour	70	58	47	39	2	2	1	1
The school takes account of my suggestions and concerns	59	49	57	48	2	2	1	1
The school is led and managed effectively	84	70	34	28	1	1	0	0
Overall, I am happy with my child's experience at this school	88	73	28	23	3	3	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 July 2010

Dear Pupils

Inspection of Bishop's Waltham Junior School, Bishop's Waltham, SO32 1EP

Thank you for the very warm welcome you gave us when we visited your school. We thoroughly enjoyed looking at your work, seeing you in lessons and talking to so many of you. We were highly impressed by your friendliness and how clearly and confidently you expressed your opinions. You are rightly very proud of your school. You go to an outstanding school. Adults in the school know you as individuals and care for you exceptionally well. They ensure that you are safe. The teaching in your lessons is good. We were exceptionally impressed by the very positive attitudes that you have to learning, and the memorable experiences provided through your curriculum. It was a great pleasure to be present in your singing assembly. Your headteacher and other leaders are doing a lot to improve your school.

These are some of the other important good things that we found:

- You make good progress in your lessons and achieve well.
- You help each other a great deal and are very happy in school.
- You have excellent information about how well you are doing so that you can assess your work and set your own targets.
- Teachers ensure you have many opportunities to answer questions, discuss your ideas with each other and do practical activities.
- Your teachers keep a very close eye on how well you are doing and ensure that you do not fall behind.
- Those of you who find learning more difficult are given a lot of extra help and support.

We have asked your headteacher and the other adults to do these two things:

- Improve teaching even more by checking on how well you are doing in lessons more regularly.
- Give you more opportunities to work with other pupils from different cultural backgrounds.

You can help by attending school as regularly as possible.

Yours sincerely

Peter Clifton

Lead Inspector

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