

Bartley Church of England Junior School

Inspection report

Unique Reference Number	116338
Local Authority	Hampshire
Inspection number	338798
Inspection dates	27–28 April 2010
Reporting inspector	John Seal

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	The governing body
Chair	Mrs Lisa Stevens
Headteacher	Jonathan Clay
Date of previous school inspection	28 April 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 17 lessons which involved seeing 12 teachers. Meetings were held with pupils, staff and governors. The inspectors observed the school's work and looked at: data on pupils' progress; a range of policies and planning documents; minutes of meetings; the school's self-evaluation documents; risk assessments; financial information and the single central record of safeguarding checks on staff. The team analysed questionnaires which were returned by 166 parents and carers, 100 pupils and 18 staff.

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

- the rates of progress that all pupils are making across the school
- the consistency of the quality of teaching and learning in all classes
- how well leaders and managers make sure that those pupils who may be underachieving are identified swiftly and given effective support to make better progress.

Information about the school

Bartley Church of England Junior School is larger than the average junior school. Almost all the pupils are of White British origin, and a small number are at an early stage of learning English. The proportion of pupils known to be eligible for free school meals is low and the proportion of pupils identified as having special educational needs and/or disabilities is slightly above average. Their needs include specific learning difficulties, and behavioural, emotional and social difficulties. The school holds a number of awards, including Healthy School Enhanced status and the Financial Management Standard in Schools accreditation.

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

Bartley continues to be a good school. It has many outstanding features. The warm, friendly atmosphere of the school contributes to the excellent quality of care that all pupils receive. The school has an enviable reputation and has built on this to establish outstanding relationships and working practices with parents, vulnerable families and professional agencies. Other outstanding features include:

- a strong feeling of safety and security amongst the pupils the pupils' excellent behaviour
- pupils who have a very clear awareness of how to live healthily
- pupils' spiritual, moral, social and cultural development.

The good teaching is supported by a well-planned and interesting curriculum. The school's many strengths include a wide range of interesting visitors and visits. Teachers plan creative and stimulating activities which tap into the enthusiasm and joy the majority of pupils have for learning.

By the time pupils leave Bartley their levels of attainment in the national tests for English, mathematics and science are high. Pupils make good progress throughout most of their time in the school, especially in Years 5 and 6. The very caring staff help pupils in Year 3 to settle in to their new learning environment. However, the school's information about their learning indicates that, given their above average starting points, many pupils' rate of progress is not as rapid as in other year groups. This relatively slower progress continues into Year 4 where it begins to speed up later on. In Years 5 and 6, progress accelerates even further. Although pupils' standards are above average leading up to the end of Key Stage 2, the evidence from the lessons observed by inspectors shows that some pupils have the capability to secure even higher levels of attainment. The school is well aware of this and has recently made a good start in ensuring that the rates of pupils' progress become more evenly spread across the year groups.

The headteacher is ably supported in his good leadership of the school by members of the school improvement teams. Their effective self-evaluation ensures they know the children and the school well and what is needed to improve further. However, some aspects of the school's systems for monitoring pupils' progress and the quality of teaching do not provide them with a sufficiently clear overview of pupils' progress. As a result, the efficient identification of those pupils who require additional assistance in keeping up with their peers is hindered.

The governing body challenges the school and holds it to account effectively. The school's procedures for safeguarding pupils are robust, thorough and efficient. The

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school has noted, quite rightly, that although pupils have a good awareness of different cultures and beliefs, it can do even more to support their awareness of the school, local and global communities in order to gain a better understanding of the range and diversity of communities in the United Kingdom.

The school has continued to improve well since the last inspection and the leaders and managers provide the school with a good capacity to maintain its trajectory of improvement.

What does the school need to do to improve further?

- Respond more rapidly to inconsistencies in pupils' rates of progress, especially in Years 3 and 4, by further developing the school's tracking of their progress and rigorously monitoring the quality of teaching and learning.
- Improve community cohesion through developing further plans and activities that will increase children's understanding and awareness of different people's cultures and beliefs both locally, nationally and internationally.

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

Most pupils generally achieve well across the school, although this is not always consistent because many of the younger pupils make slower progress than expected nationally. The work in lessons, on display and in books was above average so by the end of Year 6, pupils' attainment in reading, writing and mathematics is high. Pupils with special educational needs and/or disabilities, vulnerable children and those whose English is at an early stage of development make good progress over their time in the school because of the school's effective support and range of intervention strategies. Pupils' attitudes to their learning and school are exceptionally positive and enthusiastic. Pupils work well together and are considerate and thoughtful at all times. A good example of this is at break times where older, trained pupils are able to mediate and resolve any relationship problems. The pupils' high level of understanding of healthy living is seen through their positive attitudes to nutritious school meals and packed lunches, and their enthusiastic attitudes to physical and sporting activities. Pupils feel that if there is ever any bullying, which is an extremely rare event, it will be dealt with effectively by the school.

Pupils demonstrate exceptionally high levels of tolerance and social skills when dealing with a range of circumstances. Their very highly developed awareness and understanding is fostered through the pupils' positive experiences of cultural developments in subjects such as personal, social and health education, art and music. Pupils contribution to the community is demonstrated in their active participation in the school council which helps develop the school environment and many pupils are involved in raising funds for charities. In addition to the pupils above average standards in literacy numeracy and information and communication technology (ICT), the school's transition arrangements to secondary school and events such as the annual careers fair ensure pupils are well prepared for their futures.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	1
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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Lessons are generally planned well. Clear learning outcomes build on previous learning and teachers provide pupils with many opportunities to consolidate previous skills and knowledge. Many lessons are pacy, exciting and enthuse the pupils. Inspectors saw many examples of teachers providing pupils with good opportunities for actively discussing their learning, both in groups and in pairs. Many teachers demonstrated good subject knowledge and use of resources, including information and communication technology, to enhance learning. Teachers' use of assessment information is accurate, but the school acknowledges that on a very few occasions, some teaching is less effective because activities are not always identified clearly enough in some lesson plans to meet the learning needs of specific groups of learners.

All pupils have opportunities to participate in exciting and enjoyable residential field trips which enhance the curriculum. There are many activities which bring subjects to life, such as setting up the school hall as an Egyptian tomb or celebrating VE day by studying it across different subject areas. Visitors also add an interesting dimension to pupils' learning. For example, when studying the Second World War, a local man who escaped

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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from Nazi Germany spoke to the pupils about his experience. The school has developed strong and well-used provision for ICT, for example in conjunction with the local authority the school has successfully introduced a virtual learning platform called 'Whiz kids'. This effectively enables pupils and parents to access work and information online, both at school and at home. The school has a well-planned approach to the National Curriculum and has identified further refinements to the day-to-day teaching of literacy and numeracy to allow all groups to achieve even more.

The school has exemplary links with the schools that the pupils come from and go to. As a consequence, pupils settle extremely well at Bartley and are prepared well for their secondary schools. Pupils are supported very well to become confident and reflective individuals, seen in the development of the pupils who are play leaders. All staff show respect towards all pupils and this is reciprocated. Many pupils talked about the 'caring and kind' adults who work in the school. A particularly strong feature of the school's work is the nurture group and the work of the Emotional Literacy Support Assistants (ELSAs) in the support of vulnerable pupils. These pupils are provided with strategies which help develop their emotional and social skills very effectively.

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	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher, leadership team and staff know the pupils well and work hard to develop positive, caring relationships with parents and carers and vulnerable groups. The school, quite rightly, prides itself on its extremely well-embedded values relating to care, friendship and respect for others. The team approach to developing the quality of teaching and the curriculum ensures that there is generally a secure whole-school approach to learning and pupils' personal well-being. A strength of the school's work is its links with parents and hard to reach groups. Governors are well informed about the school's work and ensure they are up to date with the latest requirements. They are aware that more work remains to be done to promote community cohesion, which is satisfactory overall. Some strong local links exist and, although in its early days, a project with a school in Birmingham enables pupils and staff to learn more about peoples' different cultures and beliefs.

These are the grades for leadership and management

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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	1
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	3
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

A very high proportion of the parents' and carers' questionnaires were extremely positive, with most of them full of praise for the work of the school. Nonetheless, a few raised concerns about their children making enough progress; the school taking into account their suggestions and concerns; being informed about their child's progress; helping them to support their child's learning; and, preparing their children for the future. Inspectors found that some pupils, especially in Years 3 and 4, could make more progress, but evidence indicates that the school has exemplary systems in place for communication. In terms of preparing children for the future, the inspectors could not find any evidence that the school's promotion of this aspect was less than good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bartley Church of England 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 166 completed questionnaires by the end of the on-site inspection. In total, there are 335 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	43	85	51	5	3	4	2
The school keeps my child safe	98	59	65	39	3	2	0	0
The school informs me about my child's progress	45	27	101	61	16	10	3	2
My child is making enough progress at this school	45	27	98	59	17	10	5	3
The teaching is good at this school	57	34	94	57	11	7	0	0
The school helps me to support my child's learning	48	29	97	58	17	10	2	1
The school helps my child to have a healthy lifestyle	47	28	111	67	5	3	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)	59	36	85	51	14	8	3	2
The school meets my child's particular needs	54	33	91	55	11	7	4	2
The school deals effectively with unacceptable behaviour	55	33	100	60	9	5	0	0
The school takes account of my suggestions and concerns	42	25	92	55	19	11	3	2
The school is led and managed effectively	71	43	81	49	8	5	2	1
Overall, I am happy with my child's experience at this school	68	41	81	49	9	5	4	2

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.



29 April 2010

Dear Pupils

Inspection of Bartley Church of England Junior School, Bartley SO40 2HR

I would like to say thank you for your very friendly welcome when we came to visit your school. All the inspectors were impressed with your excellent behaviour and the caring, thoughtful way you look after each other. We enjoyed seeing you learn and how you are a real part of your school's life. You completed some forms with questions and spoke politely to us about your school. Your ideas and thoughts have helped us in understanding what kind of school Bartley is.

You told us that your school was good and so did your parents, headteacher, governors and staff. We agree! We agree because your school does lots of things well and some things very well indeed. Just a few of the good and really good things the school does are:

- helping you learn a lot in reading, writing and mathematics
- making sure that learning is fun and interesting
- encouraging you to work well together
- caring for you extremely well, and helping you in all the things you do in school
- encouraging you to know how to stay very safe and healthy.

We talked a lot with your headteacher, staff and governors about what we saw, and here are two things we have asked them to work on in the future:

- check that all of you learn as much as you can all the time
- think of even more ways to help you understand about the many people in this country and around the world who have different ways of living.

You can help the school by continuing to be the enthusiastic, excellently behaved, hard working young people that you are.

We wish you all the very best for the future

Yours sincerely

John Seal

Her Majesty's Inspector

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