

# Bursledon Junior School

## Inspection report

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<b>Unique Reference Number</b>	116027
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	343835
<b>Inspection dates</b>	15–16 September 2010
<b>Reporting inspector</b>	Chris Grove

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hilary Bax
<b>Headteacher</b>	Alec Smith
<b>Date of previous school inspection</b>	30 June 2009
<b>School address</b>	Long Lane Bursledon Southampton SO31 8BZ
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 lessons taught by eight teachers. Meetings were held with pupils, governors and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governors' meetings, the school's development planning and documents relating to monitoring and safeguarding. Inspectors analysed inspection questionnaires returned by 74 parents and carers, and questionnaires completed by staff and pupils.

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

- The effectiveness of the school's self-evaluation in identifying strengths and weaknesses in pupils' outcomes and provision, and in focusing on the priorities for improvement.
- The extent to which teaching offers the challenge to ensure good progress in writing and mathematics by all pupils, especially those who may be vulnerable.
- How well the curriculum meets the needs of all pupils and supports the progressive acquisition of skills in writing and mathematics.
- How well the school promotes equal opportunities and the three strands of community cohesion.

## Information about the school

Bursledon Junior is an average sized primary school. Most pupils come from a White British background, with small numbers from other backgrounds. The proportion of pupils with special educational needs and/or disabilities, principally specific learning difficulties, is above average. There is a breakfast club and an after-school club that are not managed by the governing body. The school holds the Basic Skills Quality Mark and the Enhanced Healthy Schools award.

At the last inspection, the school was removed from special measures, and given a notice to improve. The school became part of a federation with Bursledon Church of England Infant School in May 2009. A new headteacher to the federated schools was appointed from January 2010, following a period when the junior school had been led by a number of different interim headteachers. The two schools share the same governing body.

**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?**

**3**

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

**3**

## 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. The overall effectiveness is now satisfactory, because it is an improving school which has some good features. A very positive ethos has been developed in which pupils are very happy, are well behaved and enjoy what the school offers. Pupils say that they feel entirely safe at school. Most responses to the parents' and carers' questionnaire were very positive in agreeing that their children enjoy school. One referred to the 'lovely atmosphere' and another judged that the school had improved significantly over the last eighteen months.

The principal reason for the school's recent improvement lies in the ambition and drive of the senior leadership team, and particularly the new headteacher, as several parents and carers specifically acknowledge. Members of the teaching and support staff are similarly positive about the school's new leadership. One respondent, for instance, thought that the headteacher has had 'a huge impact on learning, and the morale of staff'.

At the end of Year 6, pupils' attainment is now broadly average. Results in mathematics in 2010 improved to some extent on previous years, and in English to a greater extent, especially in writing, where almost half the year group reached the higher Level 5 standard. Pupils' overall progress is satisfactory. However, rates of progress are not consistent between year groups and subjects.

Across the school, teaching is never less than satisfactory, and is sometimes good or outstanding. In mathematics, there are some inconsistencies in teaching calculation methods, and also inconsistencies between classes in pupils' access to equipment and resources to support their learning. The level of challenge for lower-attaining pupils is not always well judged in mathematics. In English, teachers' marking regularly points out to pupils the next steps in their learning, but this is much less evident in mathematics. The curriculum is satisfactory, but for the most part not enough links are made between subjects to promote pupils' learning.

The good aspects of pupils' personal development stem from the school's inclusive ethos and good pastoral care. Most pupils who completed the questionnaire knew that the adults care about them and said that they enjoy school. One contented pupil characterised this well in saying, 'I love this school. The teachers are fun and help me to learn'. Although pupils' spiritual, moral and social development is good, their cultural, including multi-cultural, development is satisfactory, because they have limited opportunities to develop their understanding of people from different ethnic and

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religious backgrounds.

The headteacher and the deputy headteacher form a strong team, and are well supported by the governing body. The school recognises that middle managers do not yet have as strong an impact on school improvement as they could. Although several aspects of leadership and management are good, community cohesion is not well developed at all levels. The school's self-evaluation activities are improving in terms of their impact on pupils' attainment and progress. The issues for improvement from the last inspection have been satisfactorily addressed, as demonstrated, for instance, in the pupils' higher standards in writing. In view of the improvement in pupils' attainment, and the good quality of much of their personal development, especially their strong feeling of being safe, the school's capacity for further improvement is satisfactory.

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

- Accelerate the progress of all pupils in mathematics by:
  - setting more appropriately challenging tasks for different groups
  - ensuring that all pupils have consistently good access to resources, to support their learning
  - improving the quality of the marking of pupils' mathematics work to match the good quality evident in English, in order to provide pupils with better feedback about the next steps in their learning
  - developing a policy to support the consistent teaching of calculation across the school.
- Develop the leadership capacity of middle managers so that they can contribute more effectively to school improvement.
- Improve the curriculum with the aim of:
  - creating imaginative links between subjects so as to heighten the relevance for pupils
  - developing pupils' awareness of community cohesion, and of cultural and multi-cultural issues, through a wider range of contacts, in order to promote their understanding of the diversity of other communities.

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

**3**

When pupils enter the school, their attainment is typically a little below average. Pupils make satisfactory, and sometimes good, progress across the school. In recent years, attainment by the end of Year 6 has been below average in English and mathematics. However, attainment was higher in 2009, and higher still in 2010, so that it is now broadly average. The improvement has been greater in English because of generally better progress, especially in reading, than in mathematics. For instance, in an outstanding lesson in Year 6, pupils made very good progress because the extended opportunities for discussion and well judged pace to the lesson prepared them

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particularly well for the writing task. As a result, pupils gained insights into a different cultural setting, and learned to empathise with the conditions of life for black people in white South Africa. Lower-attaining pupils, including those with special educational needs and/or disabilities, also make satisfactory progress, although on occasions tasks are not well enough adapted to provide appropriate levels of challenge for them.

The great majority of pupils say that they enjoy school. They feel very safe because of their keen awareness of risks, and are secure because of the good quality of adults' care for them. Pupils are polite and respectful in their behaviour towards adults and other pupils in classrooms, assemblies and around the school. They report that there is little bullying, and that where bullying occurs they are confident that it is quickly addressed. Exclusion rates declined markedly in the course of the last year.

Although there are some opportunities to reflect on issues and thereby to develop their cultural understanding, for example through the study of India, pupils' contact with people from other backgrounds, and their opportunities to learn about the diverse nature of modern Britain, are limited.

Pupils practise healthy lifestyles. In addition to timetabled sessions of physical education, pupils participate well in lunchtime activities and the many extra-curricular sporting opportunities available. There is good take-up of the well-balanced school meals, and the school informs parents effectively about what constitutes a healthy lunchbox. The Enhanced Healthy Schools award provides good support for this aspect of pupils' development, though the pupils themselves do not yet promote health issues.

Pupils have satisfactory opportunities to take some responsibility for the school environment, and to adopt roles such as school councillors. The school council has helped to select charities, and governors have supported councillors to hold their own General Election. However, pupils have had fewer opportunities to make contributions to the wider community beyond the school. Pupils develop satisfactory workplace skills through activities such as 'talk partners,' and through working in teams, and learn to adopt problem-solving approaches. Together with their satisfactory skills in literacy and numeracy, this means that they are adequately prepared for the next stage of their education.

*These are the grades for pupils' outcomes*

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<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.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

The purposeful tone in lessons, good relationships and a lively pace to most learning involve pupils well. Planning for lessons is mostly good, and includes setting different tasks for pupils of different abilities. However, in mathematics, there is not always an appropriate level of challenge for all groups of pupils, especially those who are lower-attainers. Equipment and other resources, such as 'number lines', are not consistently available and used by pupils to support their learning. Furthermore, not all teachers use the same method to represent addition and subtraction, which points to the need for a consistent calculation policy. Teachers mostly make judicious use of questions in assessing pupils' understanding of the purpose and content of lessons. Teaching assistants are often well deployed to support pupils, but do not always successfully reinforce new learning, such as scientific terminology.

The broad curriculum has a strong focus on basic skills. The quality of the curriculum is only satisfactory because it does not link learning in different subjects well enough in order to promote pupils' understanding and enjoyment. However, good linkage was observed in English lessons in Year 6 where pupils were excited to read a novel about conditions in South Africa during the apartheid era, which is to be related to an historical study of Nelson Mandela. This challenged their thinking and supported their multi-cultural understanding. Specialist teaching in music enhances provision well. French is taught effectively to all pupils. Work in personal, social and health education, and in physical education, makes a good contribution to pupils' awareness of matters of safety and healthy living. The link with a secondary school extends sports provision well. Partnerships with other local schools have had a good impact on the teaching of rights,

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respect and responsibility, and this has helped to reduce exclusions.

The school is strongly committed to the care and support of pupils, and especially to the needs of those who may be vulnerable. Provision for pupils with special educational needs and/or disabilities is well organised. Good liaison with the feeder infant and secondary schools supports induction and transfer well. The good work of the parent support adviser promotes improved attendance with families where pupils' absence from school is a concern.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The governing body has fulfilled a significant strategic role in setting up the federation with the infant school, and in providing continuity of leadership before the appointment of the present headteacher. Governors have a clear understanding of the school's strengths and weaknesses, and offer good support and challenge to the leadership team. Good leadership in the school at the senior level has resulted in improved use of information from tracking and from self-evaluation activities, which in turn have led to higher attainment. However, important roles in middle leadership, such as the English and mathematics managers and the upper and lower school leaders, have been subject to change for a variety of reasons beyond the control of the school. As a result, their function in respect of school improvement is at an early stage of development. The school's inclusive approach shows a strong commitment to promoting equal opportunities, but in practice this is satisfactory as there has been underperformance by vulnerable groups, including some girls.

At the time of the inspection, the school's systems and procedures met all the requirements for safeguarding. Child protection arrangements are robust. There is good collaboration with outside agencies, where necessary. The school has assessed its provision and has a satisfactory strategy to promote community cohesion. The inclusive ethos, together with good neighbourhood links, ensures effective contributions at the school and local levels. However, the school accepts that at the national and international levels there is more to be done to foster pupils' sense of cohesion.

*These are the grades for leadership and management*



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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>

## Views of parents and carers

Most parents and carers have positive views about Bursledon Junior School. The great majority feel that their child enjoys school, and that their children's needs are met. Most parents and carers believe that the school keeps their child safe, and feel that it supports a healthy lifestyle. Inspectors agree with these judgements. Most also feel well informed about their child's progress, and think that their child is making enough progress at school. Inspectors judge that pupils make satisfactory progress but that some could do better.

The large majority of parents and carers believe that the school deals effectively with unacceptable behaviour, and inspectors agree. Most also think that the quality of teaching is good and that the school is well led. Inspectors judge that the quality of teaching and the school's leadership and management are satisfactory.

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

Ofsted invited all the registered parents and carers of pupils registered at Bursledon 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	54	30	41	2	3	0	0
The school keeps my child safe	33	45	38	51	2	3	0	0
The school informs me about my child's progress	19	26	44	59	6	8	0	0
My child is making enough progress at this school	19	26	40	54	8	11	1	1
The teaching is good at this school	20	27	45	61	2	3	0	0
The school helps me to support my child's learning	19	26	47	64	3	4	1	1
The school helps my child to have a healthy lifestyle	27	36	44	59	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)	27	36	40	54	3	4	0	0
The school meets my child's particular needs	24	32	41	55	4	5	0	0
The school deals effectively with unacceptable behaviour	19	26	38	51	8	11	1	1
The school takes account of my suggestions and concerns	19	26	45	61	3	4	0	0
The school is led and managed effectively	33	45	33	45	2	3	0	0
Overall, I am happy with my child's experience at this school	33	45	33	45	4	5	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><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.**



17 September 2010

Inspection of Bursledon Junior School, Bursledon, Southampton SO31 8BZ

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at playtimes and lunchtimes. We would like to thank especially the school councillors who spoke to us.

We think that Bursledon Junior is a satisfactory school with some good features:

- Your school is welcoming and sets a positive atmosphere for your learning.
- You really enjoy school, and behave well in lessons and around the school.
- All the adults take very good care of you.
- The headteacher and deputy headteacher are good at their jobs and know how to improve the school.
- You feel completely safe in school and know how to live in a healthy way.
- Your attainment is broadly average, but higher in reading and writing than in mathematics.
- The teaching and the curriculum in your school are satisfactory.
- Your parents are pleased with your experience at the school.

We have also asked your school to make some further improvements:

Improve your progress in mathematics by:

- setting tasks that are better matched to your different abilities
- ensuring that you can easily make use of resources, such as number lines, to support your learning
- ensuring that the marking points out the next steps in your learning
- being consistent about the ways you are taught to add and subtract.

Help the teachers with important responsibilities to be more involved in improving the school.

Develop the curriculum so that you find work more interesting, and have more opportunities to contact others elsewhere in Britain and in other parts of the world, to help you understand more about people from different backgrounds.

You can help by continuing to work hard, and by making sure you come to school regularly. We wish you every success in the future.

Yours sincerely

Chris Grove  
Lead Inspector

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