

# Fordingbridge Junior School

Penny's Lane, Fordingbridge, Hampshire, SP6 1HJ

## Inspection dates

7–8 May 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although attainment in reading, writing and mathematics is above average, achievement overall requires improvement because pupils do not make consistently good progress. This is because teaching over time has not been good enough.
- Teaching has not been good enough across subjects or year groups to lead to pupils' good progress over time.
- Teachers' marking does not consistently help pupils improve their work.
- At times, the work set in some lessons is too difficult for some pupils and too easy for others, so that progress slows.
- In mathematics, progress requires improvement. Some pupils struggle with their mathematics because teachers do not encourage pupils to think mathematically, or solve practical number problems.

### The school has the following strengths

- The headteacher has lost no time in putting in place the necessary actions to accelerate improvement in pupils' achievement.
- Careful termly checks on pupils' progress ensure that any pupils falling behind are quickly identified and given individual support to help them catch up.
- Pupils have good attitudes to their learning behave well in lessons and around the school and feel very safe.
- Governors have a good understanding of the areas for improvement in the school's performance and, along with senior leaders, have shown they are not afraid to take the difficult decisions needed to make sure the school improves.

## Information about this inspection

- The inspectors observed 22 lessons or part lessons, of which two were jointly observed with senior staff.
- Meetings were held with two groups of pupils, the Chair of the Governing Body and four other governors, the headteacher and other senior staff. Additionally, a meeting was held with a local authority officer.
- The inspectors took account of the 75 responses to the online Parent View survey and the responses to the 28 staff questionnaires.
- The inspectors observed the school's work and looked at a number of documents, including the school's own information on pupils' current progress, planning and checks on the quality of teaching, records relating to behaviour and attendance, the sports premium action plan and documents relating to safeguarding.
- The inspectors listened to pupils from Year 3 and Year 6 read.

## Inspection team

Janet Sinclair, Lead inspector

Additional Inspector

Ian McAllister

Additional Inspector

## Full report

### Information about this school

- Fordingbridge Junior is an average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils supported by the pupil premium (additional funding for pupils in local authority care, or those known to be eligible for free school meals) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- A new headteacher was appointed in September 2013.

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

- Improve the quality of teaching so that all groups make good progress and achieve well, particularly in mathematics, by:
  - developing pupils' mathematical problem solving skills
  - making sure that all teachers fully stretch pupils of the highest ability and support those of lowest ability, so that work is at the right level of difficulty in order for them to achieve well
  - improving the consistency of marking so that all pupils have a clear understanding of how to develop their work and are able to show to their teachers that they have understood and acted on the advice given.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because too many pupils, particularly in mathematics, do not make good progress.
- The progress of disabled pupils and those with special educational needs requires improvement. Their achievement is improving due to clear guidance and greater input from the special educational needs coordinator and training for teaching assistants who support pupils in class
- Attainment on entry is above average. Attainment over time has been above average and progress broadly as expected at the end of Year 6. The attainment of pupils currently in the school is above average in reading, writing and mathematics.
- The school has worked well to improve writing. Lessons are well organised with interesting content, for example in science and history. A good focus on spelling and punctuation, opportunities to write across a range of subjects, and regular assessments are raising achievement in writing across the school.
- There are regular opportunities for reading across a wide range of styles in literacy lessons. These include poetry in Year 4 which, with paired and group reading sessions well focused on the development of key skills, is helping to accelerate progress.
- Newly introduced termly checks on pupils' progress ensure that those falling behind are identified and given additional support. This, alongside higher expectations from teachers for pupils' achievement, has clearly helped to accelerate progress. It has also helped to ensure that the gaps in the performance of different groups are closing and shows that the school is promoting equality of opportunity and tackling discrimination.
- As a result of concerns about the progress of the most able pupils, the school is now providing targeted small-group support for pupils in Years 5 and 6, especially in mathematics. This includes those who are on track to attain Level 6 in mathematics and reading, which is the expected level for 15-year-olds, hence these pupils are achieving well.
- Inspection evidence, supported by robust data provided by the school, indicates that current pupils are making better progress than those who have taken the national tests in the recent past. Achievement has improved strongly in response to better teaching and sharper support for pupils the school has identified as underachieving. Current Year 6 pupils are on track to exceed national averages for attainment and progress in reading, writing and mathematics.
- Pupils who are supported by additional government funding attain better than the national average for this group in reading and are close to the average in mathematics and writing. Their progress is similar to that of other pupils in the school who do not attract this additional funding
- Pupils display good attitudes to their learning and show interest and enthusiasm for their work and this is having a positive impact on their achievement.

### The quality of teaching

### requires improvement

- Teaching requires improvement because although it is getting better quickly, it has not been good enough over time for pupils to make consistently good progress.
- Work is not always at the right level for pupils, particularly in mathematics; it is sometimes not hard enough for the most able pupils and too hard for less able pupils. For example, in a lesson lower Key Stage 2, although less able pupils were well supported, they still struggled to complete their work.
- Teachers do not always challenge pupils enough by ensuring tasks set for them extend their ideas and encourage them to think more deeply.
- In mathematics, teachers do not develop well enough pupils' abilities to solve practical, hands-on mathematical problems or extend their ideas in a way that develops their mathematical understanding. The school is beginning to address this weakness. For example, in Year 3, pupils investigated how many different shapes they could make with the same area.

- Teachers do not always ensure that marking and target setting is used well to help pupils improve their work or show they have understood and acted on advice.
- Teaching is improving, with good and occasionally outstanding teaching seen during the inspection. Where lessons are effective, teachers have high expectations for pupils' learning and work effectively meets the needs of different groups of pupils. Tasks are interesting and resources are well used.
- The school places a great deal of emphasis on pupils becoming life-long learners and encourages qualities such as resilience and motivation, which pupils apply to their learning.
- Pupils mainly enjoy their lessons and find the work challenging and interesting. However, some pupils spoken to said that some pupils really struggle with their work and have to stay behind for lunchtime learning.
- Teaching assistants provide good support, particularly for small groups of pupils, through effective encouragement, challenge and praise. These groups include pupils who are disabled, those with special educational needs and those known to be eligible for the pupil premium.
- Teachers make sound use of homework, including research for topics, spelling and regular reading, which further develops pupils' understanding.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. Pupils behave well in lessons and around the school.
- The school now has effective systems in place for managing behaviour with a clear set of rules that pupils understand. Behaviour has improved since the autumn term, with the new headteacher setting clear guidelines and high expectations.
- There is very good support for pupils with identified behavioural difficulties, including the newly established nurture unit. Consequently they rarely disrupt lessons now and the school works hard to improve their confidence, self-esteem and social skills.
- In most lessons, due to improved teaching, pupils are keen to learn and have good attitudes to their work. The generally good presentation of their work and the way they actively engage in lessons reflect this.
- Pupils enjoy the responsibility of being school councillors, especially as they have helped to ensure all pupils now have lockers for their personal belongings. They were also responsible for organising the behaviour charters in all classes.
- Pupils say that there is very little bullying, mainly name calling and occasional physical contact and when it does occur, the school deals with it quickly and effectively. Playground incidents, bullying or racism are recorded and follow-up procedures are fully in place.
- School mealtimes are friendly, well organised occasions, with all staff contributing to a positive experience for pupils.
- Attendance has improved, reflecting pupils' increasing enjoyment of school.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils work well together, learn right from wrong through a good focus on moral values and are kind and respectful towards each other.
- Behaviour is not outstanding because occasionally, when lessons do not engage them, pupils sometimes make silly noises, fidget and lose interest and there is some misbehaviour at break-times.
- The school's work to keep pupils safe and secure is good.
- The school provides a safe environment for its pupils. Pupils learn about how to stay safe through, for example, Bikeability, road safety training, e-safety and safety awareness days. Policies and procedures for behaviour and safeguarding are robust and administered well.
- Pupils say they feel very safe in school and are confident of adult support if they have any concerns. They also find the worry boxes in classrooms helpful for private concerns. Parents who responded to the online Parent View survey agree that behaviour is good and the school keeps their children safe. Inspection evidence confirms their views.

**The leadership and management are good**

- Leadership and management are good because the determined and clear-sighted drive of the senior leaders have led to recent rapid improvements in teaching and learning which in turn are leading to an acceleration of pupils' achievement. This shows that the school has the capacity for further improvement.
- The headteacher is widely acclaimed by staff and governors as having been hugely instrumental in improving the school. She leads the way in driving ambition and has established a shared sense of purpose to raise the aspirations of pupils and teachers alike.
- Leaders with subject responsibilities are performing their roles with passion and enthusiasm. All of the staff now have high expectations and ambition for pupils, and have responded with eagerness and confidence to the challenge to improve pupils' achievement.
- Accurate checks on the school's performance undertaken by the new headteacher on her arrival, led to many new initiatives. Particularly successful were those related to accelerating pupils' rates of progress and improving behaviour. Additional support for pupils with identified behaviour problems ensured they received the appropriate nurture they needed whilst not disrupting the learning of others.
- All school leaders have an accurate view of teaching and the progress that all groups of pupils are making. The headteacher has set very high standards for teaching and learning in all classes. Through highly effective coaching, mentoring and the provision of training and support, they have ensured that these standards are being met. This is the main reason why teaching has improved so considerably and why pupils' performance is accelerating.
- The school's process for setting individual and whole-school targets for all staff, appropriate to their level of responsibility, is fully in place. It is rigorous, now expects a higher level of accountability from staff in terms of pupils' progress and makes sure that training needs are met. Staff spoken to were very positive about the changes and their increased involvement and accountability.
- The curriculum is broad and balanced and broken down into 'learning units'. Pupils have particularly enjoyed units such as 'World War 2' and 'Eat your Words' with associated school trips such as a visit to the D Day museum and the Co-op. They also enjoy their residential trips and the many after-school clubs that support their health and well-being. It is now also contributing to accelerated progress.
- The school has used the extra sports funding to buy into sports partnerships, start a 'Change for Life' club, arrange professional development for all staff, including a new physical education curriculum and staff training for the new swimming requirements. Collectively, these will ensure sustained impact.
- The local authority provides light touch support for the school. Parents spoken to and those who responded to the online Parent View are happy with the school and what it provides. The school ensures they are well informed through, for example, regular newsletters and curriculum information evenings.
- **The governance of the school:**
  - Governors, some of whom are new, fulfil their statutory duties well and now provide good support and challenge to the school. They know how effective teaching and learning are because the headteacher keeps them informed. Additionally, they visit classes to check for themselves. They make sure that all safeguarding policies and procedures are in place so that pupils and staff are kept safe. They are well informed of the state of the school's finances which they carefully check, including the pupil premium and sports funding, how they are spent and its impact. They are clearer now about how well pupils in the school are doing due to termly tracking that gives more immediate access to those not doing well enough and the impact of interventions put in place. Governors undertake appropriate training so that they develop their knowledge and skills and are well informed of local and national initiatives. They are involved in setting targets for the management of the headteacher's performance and have also been involved in the review of the process that is in place for staff, noting that it is much more focused now.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	116068
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	431412

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>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Wagland
<b>Headteacher</b>	Kim Robertson
<b>Date of previous school inspection</b>	3 June 2009
<b>Telephone number</b>	01425 652285
<b>Fax number</b>	01425 657531
<b>Email address</b>	k.robertson@FJS.hants.sch.uk

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