



Mundeford Junior School

Inspection Report

Unique Reference Number 113740
LEA Dorset
Inspection number 279234
Inspection dates 8 November 2005 to 9 November 2005
Reporting inspector Michael Burghart RISP

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

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|------------------------------------|--------------------|---------------------------|---|
| Type of school | Junior | School address | Mundeford Lane Mundeford Christchurch, Dorset BH23 3HP |
| School category | Community | Telephone number | 01202 473217 |
| Age range of pupils | 7 to 11 | Fax number | 01202 476783 |
| Gender of pupils | Mixed | Chair of governors | Mr D Johnson |
| Number on roll | 256 | Headteacher | Mr Colin Hancock |
| Appropriate authority | The governing body | | |
| Date of previous inspection | 18 September 2000 | | |

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This is an average sized junior school. Nearly all pupils are White British and none are in the first stages of learning English as an additional language. The proportion of pupils with learning difficulties and disabilities is above average. Few pupils are eligible for free school meals but as there is no hot meals service in Dorset for primary schools some families do not apply. The attainment of pupils when they first enter Year 3 is average. The proportion of pupils entering the school at times other than at normal times is above average. This is because of changes to secondary school catchment areas. Over the past three years many of those joining the school after the start of Year 3 have had learning difficulties

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

In this effective school pupils make particularly good progress and reach standards that are consistently above average by the time they leave. The school is very successfully helping pupils develop as people. The school's very caring ethos is the result of very good relationships, good teaching, and a good curriculum. Pupils respond with excellent behaviour and positive attitudes. The school is very well led and well managed under the strong guidance of the headteacher, deputy and governors. Its self-evaluation is rigorous and accurately reflects the school's strengths and areas for further development and these match those highlighted by inspectors in this report. Assessment is very good in the core subjects of English, mathematics, science, and information and communication technology (ICT), and in design and technology. Although satisfactory it is not yet as effective in other subjects. There is insufficient information about standards and how pupils are doing available to parents in pupils' annual reports. The school's support for pupils with learning difficulties is outstanding. ICT provision is good but not used enough to support class work. Improvements are already being planned for and this is an example of the school's good capacity to improve. This is backed up by excellent teamwork and a keen commitment to making things even better. Careful financial management ensures that the school continues to give good value for money.

What the school should do to improve further

- Continue to develop assessment in non core subjects.
- Give parents a clearer picture in reports of how well pupils are doing compared with national expectations.
- Make more use of ICT in class work across the curriculum.

Achievement and standards

Grade: 1

Standards are consistently above average by the end of Year 6 and are frequently high compared with similar schools. Pupils regularly make excellent progress to reach the challenging targets set. Results in 2005 for Year 6 put the school in the top 8% of all schools in mathematics and the top 2% in science. Although still above average, English standards were slightly lower. This was the result of a few pupils narrowly missing higher levels, the school's above average profile of pupils with learning difficulties associated with language and literacy, and the impact of a high proportion of pupils joining the school mid-year. Inspectors and staff judge that standards are likely to be well above average by the end of this academic year with pupils making particularly good progress from about average starting points. Pupils with learning difficulties are achieving very well to reach close to average standards. Higher attainers usually do very well to reach well above average levels. The overall profile of standards and progress, and the school's very successful track record of adding value to pupils' performance make it possible to judge achievement as outstanding. The school's own

evaluation of the achievement of pupils as 'good' related more to the 2004 situation rather than the current year.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Spiritual, moral, social and cultural development is satisfactory with particular strengths in moral and social aspects. Assemblies are used to raise issues, which are followed up in lessons, for instance, pupils considered the reasons for Remembrance Day and learned to show respect for the feelings of others. Pupils readily listen to other peoples' points of view.

Behaviour is excellent and pupils' attitudes are good. The vast majority of pupils take part in lessons with enthusiasm. They enjoy learning and are keen to contribute to discussions. Lessons are characterised by good teamwork, high levels of concentration and effort, and very positive relationships. For example, in a Year 5 lesson on fractions pupils worked keenly together to solve real life problems. The attendance of the vast majority of pupils is good but a small minority of persistently poor attenders means that overall attendance is judged as satisfactory.

Pupils are treated with respect by all staff. They are expected to be responsible for their own conduct and they rise to the challenge. They take seriously the chance to be involved in deciding on class and school rules and value opportunities to take on responsibilities as part of the running of the school. These foster a good understanding of being part of a community and of right and wrong. Incidents of bullying are rare, but are dealt with effectively.

Pupils respond well to the high priority the school places on safe practices. There are well planned opportunities to promote pupils' personal development, to encourage pupils to stay healthy, and to develop useful life skills. Further developing how ICT is used would improve this.

Quality of provision

Teaching and learning

Grade: 2

Teaching is good with outstanding features. Consequently pupils learn well. Relationships are very good and behaviour is very well managed. Lessons with good pace inspire pupils to learn. Teachers have created a stimulating learning environment and plan to make lessons interesting. Staff have high expectations of work and behaviour. Very comprehensive planning effectively supports teaching. For example, in a very good history lesson, pupils' note taking and report writing skills were used and developed very effectively in work on Victorian lifestyles. Computer whiteboards are used well to motivate pupils and help bring learning to life. For example, in an outstanding numeracy lesson pupils and the teacher enjoyed exploring sequences interactively. Effective use is made of specialist teachers in swimming, music and foreign languages. Good marking shows pupils how to improve their work.

The school has very thorough, effective systems for checking pupils' progress and standards in core subjects. Data is used very effectively to revise planning, refine the curriculum, and support developments in teaching. In other subjects, rather than assessing each individual's performance, subject coordinators gather examples to illustrate the standard of work completed in each year group. This means that staff are not able to gauge where pupils are compared with national expectations and are not reporting achievement to parents as required. The introduction of a computerised system of tracking pupils' progress is set to overcome this.

Curriculum and other activities

Grade: 2

The school's good curriculum reflects a strong commitment to make learning interesting. It is innovative and unusually includes French and Spanish. Specialist rooms for food technology and music, together with specialist teaching of swimming, music, and foreign languages, support the curriculum well. Very good provision in core subjects frequently leads to good standards and achievement. ICT provision is good but not used enough in class work. Literacy and numeracy skills are being used and developed well across a range of subjects. There is a very wide range of extra-curricular activities including a variety sports, cooking, computing, art and choir. These activities, with a good range of visits and visitors, very successfully enrich and enliven the curriculum. For example, over 100 pupils take part in music activities out of school time.

Care, guidance and support

Grade: 2

This is a very caring school. Pupils receive good levels of guidance and support. They report that they enjoy school and like their teachers. They feel safe and know who to go to if they have any worries or concerns. There are very effective routines and practices to ensure pupils' health and safety, for instance, during physical education and food technology lessons. Staff know pupils well. They mark pupils' work effectively to show where improvements can be made. Although there is little comment about it in pupils' reports, teachers discuss pupils' personal development with parents as well as reviewing academic attainment and progress. Links with parents and the community are good and make a positive contribution to pupils' well-being and learning. Provision for those with learning difficulties, many of whom join the school after Year 3, is outstanding. Consequently, such pupils are very well supported and usually make very good progress. Learning in withdrawal groups is linked closely to class lessons and this helps to raise pupils' confidence and self-esteem. Teaching assistants make a significant contribution to pupils' learning. The school is very successful in including all pupils in all activities and preparing them for the next stage of education.

Leadership and management

Grade: 2

The school is very well led and well managed. Strategic planning for the school's development very positively supports pupils' learning. Money is well spent to provide good staffing, good resources, and to create a good learning environment. Because the school is very good at self-evaluation it knows where its strengths and areas for development are. The head skilfully uses the contributions of governors, staff, parents and pupils to highlight what needs to be done next. His strong leadership and the very good support of the deputy head and senior staff keep the school on track and maintain an excellent balance between promoting high standards and encouraging pupils' personal development. Criticism of the management of governors and subject coordinators in the last inspection was taken to heart. This resulted in considerable improvements to how the school is governed. Although there is still more to do to improve the management of assessment in some subjects, subject leadership has been improved to the good level through the monitoring of planning, pupils' work, and teaching. Excellent teamwork, the good quality of forward planning, and the school's proven track record in maintaining standards, show the school has a good capacity for further improvement. The school is very well regarded by parents. 'A wonderful school,' and, 'Ten out of ten!' were typical comments.

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Inspection judgements

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| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

Overall effectiveness

| | | |
|--|-----|----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 2 | NA |
| The quality and standards in foundation stage | NA | NA |
| The effectiveness of the school's self-evaluation | 2 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

| | | |
|--|---|----|
| How well do learners achieve? | 1 | NA |
| The standards ¹ reached by learners | 2 | NA |
| How well learners make progress, taking account of any significant variations between groups of learners | 1 | NA |
| How well learners with learning difficulties and disabilities make progress | 1 | NA |

Personal development and well-being

| | | |
|---|---|----|
| How good is the overall personal development and well-being of the learners? | 2 | NA |
| The extent of learners' spiritual, moral, social and cultural development | 3 | NA |
| The behaviour of learners | 1 | NA |
| The attendance of learners | 2 | NA |
| How well learners enjoy their education | 2 | NA |
| The extent to which learners adopt safe practices | 2 | NA |
| The extent to which learners adopt healthy lifestyles | 2 | NA |
| The extent to which learners make a positive contribution to the community | 2 | NA |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 | NA |

The quality of provision

| | | |
|---|---|----|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 | NA |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 | NA |
| How well are learners cared for, guided and supported? | 2 | NA |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 2 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 2 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Mudeford Junior School Mudeford Lane Mudeford Christchurch Dorset BH23 3HP

10 November 2005

Dear Pupils

It was a pleasure to visit your school. We particularly appreciated your excellent behaviour, positive attitudes, and your eagerness to tell us about your work. We can see that you feel safe at school and that you get on well with your teachers.

Yours is a good school. The headteacher, governors and staff are very good at finding ways to make improvements. The school is well run. Teachers and their assistants make an excellent team and do their jobs well. They help you to achieve very well and reach good standards before you leave. You are well prepared for secondary school. The school takes very good care of you and helps you to grow up as healthy, sensible people. Staff plan work carefully so that it is right for you. They try to make it interesting and enjoyable. The school is extremely good at helping pupils who find work difficult to do their best.

To make the school even better teachers should continue to improve the ways in which they assess how well you are doing, and how you can make more use of computers in your class work.

Your parents were keen to tell inspectors how much they like Mudeford Juniors and how much you enjoy coming to school. We can see why this is a popular school.

We wish you all well for the future.

Yours sincerely

Mike Burghart (Lead inspector)