



Fordingbridge Junior School

Inspection Report

Unique Reference Number 116068
LEA Hampshire LEA
Inspection number 279740
Inspection dates 26 June 2006 to 27 June 2006
Reporting inspector Philip Littlejohn AI

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

Type of school	Junior	School address	Pennys Lane
School category	Community		Fordingbridge
Age range of pupils	7 to 11		SP6 1HJ
Gender of pupils	Mixed	Telephone number	01425652285
Number on roll	220	Fax number	01425657531
Appropriate authority	The governing body	Chair of governors	Mr Ken Hayward
Date of previous inspection	13 March 2000	Headteacher	Mr Jonathan Hannam

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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Fordingbridge is a medium size junior school. Pupils' attainment on entry to the school is above average overall. Most pupils come from White British backgrounds and very few pupils are at an early stage of learning English. The school data shows the pupils come from a wide range of socio-economic circumstances. The proportion of pupils with learning difficulties and disabilities is below the national average as is the percentage entitled to free school meals. There have been changes in the senior management since the previous inspection including a new headteacher four years ago.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

The inspection team agrees with the school that it provides outstanding education for its pupils. Having gone through an unsettled period since the previous inspection the excellent new leadership has effectively raised standards and achievement. Teachers share a commitment to ensure that learning is effective for each pupil. The headteacher, known to all connected with the school as the lead learner, and his staff, share a clear vision to enable pupils and staff to be effective learners. Lessons are interesting and have appropriate challenges that are well matched to pupils' abilities. Pupils enjoy learning very much and are very keen to participate in all aspects of school life. Pupils, including those with learning difficulties and disabilities, make good progress overall. They make outstanding progress in mathematics and science as a result of the teaching and support they receive. Standards are above average in English but the school has rightly identified the need to continue improving pupils' writing.

The school provides an outstanding curriculum which is enriched by an extensive range of additional activities. The school provides exceptional opportunities for pupils' personal development and well-being together with an outstanding level of care. The governing body are strongly committed to raising standards and play a full part in leading the school forward. The school has an excellent partnership with other schools providing smooth transition for pupils when joining or leaving. The school provides excellent value for money and its capacity to build on the improvements it has already made is outstanding.

What the school should do to improve further

- Further improve standards in writing

Achievement and standards

Grade: 2

Achievement is good overall and outstanding in science and mathematics. Pupils enter the school with overall standards that are above those expected for their age. Despite an unsettled period for staffing in recent years, standards have risen so that, by Year 6, pupils' attainment is well above average in science and mathematics. Their attainment has also risen in English; it is above average overall although writing lags behind reading. The school's accurate data for tracking pupil progress from Years 3 to 6 shows that progress is at least good overall. Teachers set, and pupils meet, challenging targets. These are well understood by pupils and help them improve the standards achieved. Pupils with learning difficulties and disabilities make good progress as a result of the high level of expert support they receive. Those pupils identified as the most able are provided with stimulating challenges and opportunities to work with others of similar ability so that they, too, make good progress.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils have a high level of enjoyment of school; they arrive on time and are eager to start. As a Year 6 pupil remarked, 'we enjoy school very much because it is a learning community and we do some real things'. As a result attendance is high and behaviour is extremely good. The excellent relationships between staff and pupils enable all pupils to feel secure and strive to do their best. Pupils feel their views are valued and show a readiness to take responsibility for their learning. They are also perceptive in the qualities required to take responsibility: 'They need to be a good listener', said a Year 3 pupil.

Pupils' spiritual, moral and social development is outstanding and their cultural development is good. Innovative lessons and the well thought out assemblies offer pupils excellent opportunities to reflect on their feelings and emotions as well as those of others. Social skills are particularly well developed and helped by regular opportunities to work and play in different groups. Discussion with pupils indicates that they have a very good understanding of healthy diets, exercise and keeping safe. They make an important contribution to the community through various fund raising activities. The work of the proactive school council and projects such as 'Make it real', help pupils to exercise and learn about their rights and responsibilities. Pupils' achievement in basic skills and the excellent focus on developing pupils as learners and thinkers prepare them well for their future life.

Quality of provision

Teaching and learning

Grade: 2

The overall quality of teaching and learning is good with some outstanding teaching. Teachers demonstrate good subject knowledge, set high expectations and make learning fun for pupils of all abilities. An outstanding feature of all lessons is the way pupils take responsibilities for their own learning. They are encouraged to evaluate their learning continually. This helps pupils to develop their learning skills and styles. A Year 3 pupil confidently evaluated her learning and said 'I know now the eight points of the compass well but I need to work better at how to write down the instructions.' In the outstanding lessons teachers use a wide range of strategies to enthuse all pupils so that they make rapid progress. Less effective lessons, although good overall, do not consistently support a brisk enough pace for learning. The school recognises the need to focus on further raising standards in writing. A small number of pupils need to take more care in the presentation of their work and handwriting. Pupils with learning difficulties and disabilities are effectively identified and receive high quality support from teachers and other support staff.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and meets the needs of all pupils. It is well balanced and enhanced by some excellent features. A real strength is the way the school has used its own research to focus on how to learn as well as what to learn. This helps pupils to develop their interests and they become highly enthusiastic learners. There are good links established between subjects that make learning meaningful and enjoyable. Year 3 pupils' work on science and Year 5 pupils' multi-media presentation of work on the animals in the New Forest show that information and communication technology is used well to develop skills and knowledge in other areas.

The curriculum is further enhanced by theme days and weeks. Good use is made of visits and visitors to enrich learning and personal development. The wide range of enrichment activities and clubs such as girls' football, Triathlon Club and the school choir help pupils to extend their skills and interests. The school has developed its surroundings to provide excellent opportunities for learning including natural science studies and have regular swimming lessons in the school pool. The school is about to introduce the teaching of a modern foreign language.

Care, guidance and support

Grade: 1

The care, guidance and support are outstanding and embedded in the ethos of the school. This is reflected in pupils' good achievement and their exemplary personal development. Through specific programmes and a focus on 'emotional intelligence', both pupils and staff are able to keep an increasingly close check on progress and emotional well-being. This is particularly effective in giving guidance through challenging targets and informative marking of pupils' work. This helps all pupils, including those who are vulnerable and those with learning difficulties and disabilities, to build their self-confidence and self-esteem, and to take responsibility for their learning. The school has excellent links with parents including regular newsletters, questionnaires and parent workshops. Excellent liaison with feeder schools help pupils settle in smoothly when they join or leave. The Buddy system ensures Year 3 pupils feel happy, confident and secure.

Child protection arrangements and health and safety procedures are robust. All staff, volunteers and student teachers have been checked and cleared to ensure their suitability to work with children.

Leadership and management

Grade: 1

Leadership and management are outstanding. The lead learner provides dynamic leadership and inspires his colleagues and pupils in their drive to raise standards and achievement. Staff form a cohesive and hard working team who embrace change in a desire to improve. The school leaders recognise that continued focus on improving

pupils' achievement and standards is crucial, particularly in regard to writing. A particular success has been the commitment, led by the lead learner, leadership team and subject leaders to develop learning skills that pupils can use throughout their lives.

Self-evaluation is accurate, well founded and focussed on the key areas for development. Governors fulfil their responsibilities very effectively. Together with the school's management team they have a clear understanding of the school's strengths and areas for development as a result of regular visits to the school. There are outstandingly good systems for taking pupils' views into consideration when evaluating provision.

The school has made good progress overall since the previous inspection and outstanding progress since the present headteacher was appointed. Standards and achievement at the end of Year 6 have risen annually. The school is successful in ensuring that all pupils have equal opportunities to develop in a safe and secure environment. The school is in an outstanding position to build upon its success.

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Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	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?	1	NA
How well are learners cared for, guided and supported?	1	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?	1	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	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	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

Pupils

Thank you for all the help you gave us when we came to visit your school. We enjoyed our visit very much, especially talking to you and looking at your work. We think you go to an outstanding school. We were very impressed with your behaviour and the friendly way in which you play together and care for everyone. You obviously enjoy school and take part enthusiastically in lessons as well as the interesting out of school activities.

You work hard, listen to other children and make lots of helpful comments in lessons. We agree with you that your teachers are good at guiding you and providing helpful homework. Other adults who help in lessons are good at supporting children who find some learning difficult and this means that everyone can join in. The results you achieve in tests are improving and the standards of work are better than we see in most other schools. However, the quality of writing is not as high as other areas such as reading, and some of you could improve your handwriting and how you present your work.

We know that your teachers and parents are proud of you, just as you are proud of your school. We wish you every success in the future.

Yours sincerely

Phillip Littlejohn

Lead Inspector