

Innsworth Junior School

Inspection report

Unique Reference Number	115562
Local Authority	Gloucestershire
Inspection number	326223
Inspection dates	10–11 June 2009
Reporting inspector	Peter Limm HMI

This inspection was carried out under section 8 of the Education Act 2005 under pilot arrangements; it was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	138
Appropriate authority	The Governing Body
Chair	Allen Robson
Headteacher	Lynfa Jenkins
Date of previous school inspection	7–8 February 2006
School address	Rookery Road Innsworth Gloucestershire GL3 1AX
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Introduction

This pilot inspection was carried out by one of Her Majesty's Inspectors. The inspector visited ten lessons and held meetings with governors, staff, a local authority representative, and groups of pupils. He observed the school's work and looked at the school's documentation. This included pupils' work, attainment data and the school's information on monitoring and tracking of pupil progress, including individual education plans and pastoral support plans of a number of pupils with learning difficulties and/or disabilities. Her Majesty's Inspector also scrutinised the school's work on safeguarding, child protection, bullying and harassment. In addition, he looked at the minutes of governors' meetings and 45 parental questionnaires. He looked in detail at the following:

- Pupils' achievement and the quality of teaching, learning and the curriculum.
- The use of assessment information and the level of challenge provided to raise achievement.
- The impact of leaders and managers on improving teaching, learning and pupil progress.

Information about the school

Innsworth is a smaller than average junior school, which has recently experienced a considerable drop in numbers, with a consequent decrease in staffing, due to the closure of the nearby RAF Innsworth. The majority of pupils transfer from the neighbouring infant school. The percentage of pupils entitled to free school meals is below the national average, and the proportion of pupils from ethnic minority backgrounds is also low in relation to the national picture. The proportion of pupils with learning difficulties and/or disabilities including, for example, speech, language and communication difficulties or sensory impairment is slightly lower than that found nationally, although the proportion with a statement of special educational needs is higher than the national average. The school achieved the national Healthy School award in 2007 and was re-accredited with the Activemark in 2008.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

3

Capacity for sustained improvement

3

Main findings

Innsworth is a satisfactory and inclusive school. There are a number of good features, in particular the interesting and motivating curriculum, and the care, guidance and support given to pupils. Pupils behave well and feel safe and secure in school. The school's policies and procedures for safeguarding are sound. The senior leaders, including governors, are broadly accurate in their school self-evaluation, and put in place the necessary steps for improvement. The effectiveness of these has been limited to some extent due to inconsistency in implementation.

The school has come through a period of considerable change in the past two years and although leaders have maintained a focus on improving aspects of teaching and learning, particularly assessment, this has not yet led to steady improvement in pupil progress over time. In part this is because not all teachers set precise learning targets to enable teaching to be matched precisely to individuals' learning needs. The school has not engaged some groups of parents in school developments or enabled them to support their child's progress as best they could. There are, however, indications that the progress of pupils currently in the school has become more rapid. Leadership roles are now more broadly distributed in supporting the headteacher and this is beginning to have a positive effect upon the outcomes for pupils. As a result, the capacity to improve is satisfactory.

A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the rate of pupil progress by:
 - ensuring that all teachers use assessment information rigorously to plan lessons which meet the learning needs of each pupil
 - setting more precise learning targets
 - ensuring that agreed actions for improvement are implemented consistently across the school.

- Strengthen community cohesion by:
 - forging stronger links with all groups in the local community and engaging more parents and carers both with school developments and their children's education.

Outcomes for individuals and groups of pupils

3

Pupils are making satisfactory progress in their learning. In most of the lessons observed they were interested in the topic and careful questioning by teachers helped pupils to gain greater understanding and build on their prior knowledge. On occasion however, pupils were not given work that challenged them, or spent too long on the carpet listening to their teacher, and consequently became restless. In these situations, the pace of learning was too slow and progress hampered. Pupils with learning difficulties and/or disabilities are supported by carefully planned activities and individual or small group work led by teaching assistants within lessons, enabling them to make satisfactory progress. Pupils consistently attain standards well above the national average in mathematics and close to the national average in English and science. However, many pupils, including some of those with learning difficulties and/or disabilities, do not make the progress that may be expected of them from their attainment on entry to the school. Pupils say they enjoy school, in particular the creative aspects such as art and music, and the broad range of extra-curricular activities. Pupils say that they feel safe in school and strategies to help them feel secure include the 'buddy bench'. Incidents of bullying are rare and pupils say they are always dealt with quickly. Behaviour is good and pupils are attentive in lessons. There are many opportunities for pupils to take exercise and all pupils exceed the minimum two hours high quality physical activity each week through an interesting variety of activities including cheerleading and orienteering. Pupils have access to chilled water and most eat healthily. All groups of pupils make a good contribution to their school and local community through, for example, taking on leadership roles within school, fundraising for their school ball, and performing in Gloucester Cathedral. Attendance is good and is promoted by the school's diligent follow up of absences. Pupils' understanding of spiritual, moral, social and cultural issues is well developed through various curriculum activities, visitors and assemblies, and pupils are curious about the world around them. Opportunities to take on responsibilities within school, together with good standards of literacy and numeracy, mean that the majority of pupils gain good skills for their future, although the standards attained by some with learning difficulties and/or disabilities mean they are less well prepared.

These are the grades for pupils' outcomes

How well do pupils achieve and enjoy their learning?	3
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

To what extent do pupils feel safe?	2
How well do pupils behave?	2
To what extent do pupils adopt healthy lifestyles?	2
To what extent do pupils contribute to the school and wider community?	2
How well do pupils develop workplace and other skills that will contribute to their future economic well-being?	2
Taking into account: <ul style="list-style-type: none"> • Pupils' attendance¹ 	2
What is the extent of pupils' spiritual, moral, social and cultural development?	2

How effective is the provision?

Teaching is satisfactory but there are examples of good and outstanding teaching. Teachers display good subject knowledge and most of the lessons which were observed were of good quality with a range of learning styles addressed, effective use of time, good questioning of pupils and thorough lesson planning. However, teaching does not always lead pupils to make sufficient progress because in some lessons pupils are not challenged sufficiently for them to achieve at a high enough level. This is due to assessment procedures not always being implemented rigorously enough to identify exactly the needs of each child. The recent introduction of 'assessing pupil progress' is beginning to result in a closer match of activities to pupils' needs. Marking often is of high quality, with a balance of praise and improvement points, but in some classes marking is less effective and consequently does not help pupils to improve. Resources are generally used well and teaching assistants deployed appropriately to help learning.

The curriculum is good. Recent developments have led to increased pupil interest, and to greater use of cross curricular links to reinforce learning, for example in some excellent work observed linking history and mathematics. Good use is made of exciting resources to stimulate pupils' interest, such as film clips of the classic story *Jane Eyre*, or looking at camera shots to help pupils create their own dramatic scene on film. The work of visitors, including local artists, the fire brigade and police, and the vicar, contributes to variety in the curriculum. The physical education curriculum includes a broad range of activities and is based on good consultation with pupils to help meet their needs and interests better. Pupils enjoy gardening in their 'growing beds'. The curriculum is enriched by links with neighbouring schools.

Pupils are well cared for in school, resulting in their good personal development and well-being. They display a positive attitude to school, and are generally confident and articulate. The school has worked successfully to enable children with particular difficulties to overcome barriers to learning and emphasis is given throughout the school to the values of respect and care. The learning environment is attractive and well cared for and displays in classrooms and corridors show a good balance of different subjects and demonstrate that pupils' work is highly regarded and valued.

These are the grades for the quality of provision

The quality of teaching	3
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Taking into account: <ul style="list-style-type: none"> The use of assessment to support learning 	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The senior leaders within school monitor closely the progress of pupils and the work of all staff. They identify appropriate areas for improvement and implement changes to address these. School leaders are aware that as yet not all actions are implemented rigorously and consistently and, as a consequence, the pace of change has not been as rapid as it could be. Subject leaders are becoming increasingly effective in monitoring their subjects and all leaders are motivated to continuously improve the work of the school.

The governing body is effective and provides a good level of support and challenge. Governors are knowledgeable about the school and make a strong contribution to school self-evaluation, for example through the analysis of Every Child Matters outcomes. They have been instrumental in supporting the school through the recent difficult changes and are aware that there needs to be a more consistent focus upon raising achievement. Partnerships with external agencies and other providers, such as neighbouring secondary schools and the school sports coordinator scheme, enable the school to enrich its provision, for instance through extra support for a foreign language, art, and sporting opportunities. The majority of parents who responded to the questionnaire were supportive of the work of the school. However, the school is aware that some parents are not always as involved with school activities and their child's progress as they could or may want to be. It is seeking ways to address this issue.

The school's work to promote community cohesion is satisfactory. Governors and school leaders accept that they should do more to strengthen their understanding of the needs of different groups in the community and to ensure that their interests are taken more into account in shaping school developments and provision. Although pupils know about their local community and learn about other countries and cultures, they are not as aware as they might be of being a member of a wider multicultural society. Resources are well managed. The school has worked hard to ensure its finances are on a sound footing and to secure a number of good outcomes for pupils. The school environment is well maintained and the skills of staff, which are developed through further training when required, are utilised to support pupils. The school has shown prudence and ensured financial stability during the past two years of rapidly falling rolls and reduced staffing. Leaders have ensured that the physical environment of the school is well maintained and further developed, for example playground activities and seed growing beds. Staff currently in school are well deployed to lead developments. The personal development and well-being, together with the pastoral care and support for pupils, are good. Pupils make satisfactory progress and most achieve high standards. Consequently, the school provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	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	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
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. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
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.



12 June 2009

Dear Pupils,

Inspection of Innsworth Junior School, Innsworth GL3 1AX

Thank you very much for the kind welcome you gave my colleagues and me when we visited your school recently. It was a pleasure to be shown around by such friendly children and we really enjoyed seeing you at work in your classrooms.

I think your school is providing you with a satisfactory education, and there are many aspects which are good. For example, you attain high standards in your work, although I do think that many of you could achieve more. You told me that you feel safe in school, and enjoy some interesting curriculum activities and the wide range of clubs, visits and visitors. I was pleased that many of you know and understand your targets and think that your teachers mostly provide interesting lessons. I agree that sometimes you spend too long on the carpet and would prefer to be more active and challenged in all your lessons.

The leadership and management of your school are satisfactory and the governors provide good support. School leaders are beginning to make better use of information about your progress to help you achieve at a higher level and I could already see signs that this is working.

To continue to improve your school, I have asked your headteacher, staff and governors to:

- help you to make faster progress by ensuring all teachers use assessment information to plan lessons which meet your needs more closely
- create stronger links with all groups in your local community, including some parents and carers who at present may feel awkward about attending school events, and finding out more how to help you make better progress.

You can help by always trying hard and striving to do your best. Good luck!

Yours faithfully

Peter Limm HMI

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