

# Stourfield Junior School

Cranleigh Road, Bournemouth, BH6 5JS

**Inspection dates** 1–2 May 2013

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

## Summary of key findings for parents and pupils

### This is a good school.

- A strong leadership team, including the governing body, has established a wide range of strategies to check on the school's work and to ensure pupils' good progress. Thorough tracking systems enable a good, wide range of interventions to take place which support well any pupil falling behind.
- Pupils receive good and better teaching. Teachers develop their skills as a result of effective coaching and mentoring by senior leaders.
- Pupils behave well, are courteous and display positive attitudes to their learning. In particular, the vast majority remain on task for prolonged periods during lessons.
- Whilst pupils make good progress in their academic work, the school also ensures high levels of care and individual support for pupils. Such strategies as the 'key worker' for children who require further support enable pupils to feel secure and concentrate on their learning.

### It is not yet an outstanding school because

- Not enough teaching is outstanding. There are inconsistencies in how teachers plan work and where this occurs then progress slows. In particular, not all teachers are sufficiently skilled in planning work that challenges all pupils, and in ensuring pupils access independent work as quickly as they might.
- Other inconsistencies exist in areas such as the extent to which teachers refer to levels when marking and allow pupils time to respond to their comments. Also, there are differences between teachers in their expectation of the presentation of pupils' work and in highlighting and reinforcing spelling.

## Information about this inspection

- Inspectors observed learning and teaching in 20 lessons. In many of these, the inspectors were accompanied by the headteacher and the two deputy headteachers.
- The inspection team listened to the reading of a sample of pupils from Years 3, 4 and 5.
- The inspection team took account of 59 responses to the online Parent View survey and the most recent school parent survey. Questionnaires from school staff were also considered.
- Discussions were held with senior and other leaders, teachers, the Chair of the Governing Body and four other governors, teaching assistants, parents, pupils, and a representative from the local authority.
- The inspector observed the school’s work and looked at progress and attainment data, the school’s development plan, curriculum plans, governing body documentation, and policies and procedures. Those relating to health and safety and safeguarding of pupils were carefully scrutinised.

## Inspection team

Michael Pye, Lead inspector	Additional Inspector
Susan Hunnings	Additional Inspector
Victor Chaffey	Additional Inspector

## Full report

### Information about this school

- The school is a larger than average sized junior school. There are more boys than girls when compared to the national average.
- The proportion of pupils supported under pupil premium funding, which provides additional funding for pupils known to be eligible for free school meals, children from service families and looked after children, is below the national average. There are no pupils from service families at the school.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. There is a broadly average proportion of pupils at school action plus or with a statement of special educational need. The main needs of these pupils relate to speech, language and communication needs.
- The majority of pupils come from a predominantly White British background. The two next largest minority ethnic groups consist of pupils who come from Any Other White or Mixed backgrounds.
- A daily breakfast club operates from the school dining room.
- In 2012, the school met the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- Since the last inspection, the school has experienced some extensive staffing upheaval. This included the absence of the headteacher for a prolonged period of time.

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

- Raise the standard of teaching so that a greater proportion is outstanding through ensuring that all teachers:
  - use information about how well the pupils are progressing to plan work that challenges pupils of different abilities. This includes those mathematics and English lessons where pupils are set by ability
  - employ strategies to ensure that pupils access independent learning in lessons as quickly as possible and that they consequently take more responsibility for their own learning
  - refer to the levels of pupils' work when marking and ensure that they give pupils the opportunity to respond to their comments
  - have consistently high expectations of the presentation of pupils' work and make sure that spelling errors are followed up.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well, and this includes those pupils from minority ethnic backgrounds.
- The school has introduced, over recent years, an assessment of pupils on entry to Year 3. These assessments have been checked by external moderators. This information, together with work seen during the inspection, shows that pupils make good progress given their starting points.
- In 2012, attainment at the end of Year 6 dipped to well below average, with mathematics being the weakest subject. Over a quarter of that cohort had significant special educational needs relating to behaviour issues.
- In current work seen in Year 6, the majority of pupils are on track to make good progress and attain at higher rates than in 2012. Pupils are on track to attain at average levels. This includes those pupils who are disabled or have special educational needs.
- In the 2012 national tests and assessments, pupils eligible for free school meals and supported through the pupil premium were some six months behind their peers in English and four months behind in mathematics. The attainment of the very small number of pupils in the care of the local authority was some two years behind that of their peers in English although they attained as well in mathematics. This situation is now changing. The gap is closing rapidly in both English and mathematics.
- The school is fully aware of the continuing, although closing, gap between girls and boys in writing. Consequently, curriculum topics are adapted to encourage boys to read and write and a new reading scheme is about to be introduced to help ensure faster progress.
- Readers heard by inspectors say they enjoy reading. They are able to separate words into sounds and blend them together (phonics) to pronounce the word correctly.
- The effect of the varied interventions, such as for phonics, which support pupils is tracked carefully and this shows the good, and at times, outstanding progress made by these pupils as a consequence of the strategies employed.

### The quality of teaching is good

- A strength of the teaching is the way teachers use pace to motivate and ensure pupils remain on task. This aspect was seen in a mental mathematics lesson for low attaining Year 6 pupils when time targets were given to pupils to figure out addition problems. Secure subject knowledge was displayed because questioning was used well in this lesson. Pupils who gave the correct answer were revisited to probe their deeper understanding and to emphasise the need to explain their working out.
- In a Year 3 and 4 set in mathematics, the teacher had planned work relating to time and digital clocks which challenged pupils of different abilities exceedingly well. This also enabled the pupils to self assess their progress using the red, amber and green strategy.
- However, not all teachers are adept at such planning for different abilities. This was seen in a Year 5/6 English lesson. These pupils were well challenged by the task of making notes about animal habitats against a time target. However, high attainers had the same tasks as low and middle attainers and consequently progress dipped.
- Pupils are given good opportunities to work and share ideas in pairs and small groups. This undoubtedly contributes well to their social development. This was seen in a Year 3/4 English lesson based around the use of adjectives. The pupils worked well together using imaginative resources that stimulated them to use a good range of different adjectives.
- However, opportunities to encourage independent work are inconsistently delivered. For example, in whole-class sessions, some pupils who quickly understand the work and task are kept listening to the teacher rather than being encouraged to 'cut away' to independent work.
- Good opportunities to encourage pupils' global knowledge and cultural development are seen in

lessons. For example, a lesson for Year 3/4 pupils explored the meaning of 'fair trade' with developing countries.

- Teachers mark regularly and give good guidance on how pupils can improve their work. This is stronger in English than in mathematics. There is sometimes insufficient guidance for pupils about their level of work. Other inconsistencies exist between teachers with regard to their expectations of presentation and how they highlight spelling errors and corrections.
- Whilst some opportunities exist for pupils to respond to teachers' comments in marking, these are not consistent.
- Teaching assistants are well deployed. A Year 5/6 English lesson saw good one-to-one support by a learning assistant who supported the pupil well, but also encouraged independent learning rather than leading the pupil.

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

- Pupils behave well in lessons and show good social development when adapting their behaviour to different environments such as in assembly or the breakfast club. Good opportunities are given for pupils' spiritual development during a 'reflection' period in assembly.
- They have positive attitudes to their learning. Pupils said that, 'The teachers are the best thing in the school'. Others commented upon how they are helped by the adults.
- Pupils say that there is no bullying. They know about the different types of bullying and, for example, talk about the dangers of cyber-bullying. Pupils say that if there are any issues in school they know whom to go to, and that the school acts quickly and effectively.
- Of the parents who completed the online survey (and the school's own survey), the very large majority believe their child to be happy and safe in school. A similar proportion believe that their child is well looked after. Pupils say they feel safe and have a secure knowledge of what constitutes risk.
- The school tracks behaviour incidents well. Incidents of poor behaviour have reduced because of the consistent use of report cards and the new system to involve parents at an early stage.
- Pupils enjoy responsibility. School councillors conduct research into topics such as where pupils felt unsafe around the school. They identified the need for fencing in certain areas and this has now been addressed. They eagerly participate in fund-raising, especially for local charities and establishments. The recent water-aid project involved the older pupils in walking to collect a litre of water and then making it last for the entire day, for drinking, washing clothes and watering plants.
- The head boy and girl represent the school well, after having to apply for the posts, make a presentation, and experience an interview with the headteacher and chair of governors. Such experiences reflect good opportunities presented to pupils to help develop their knowledge of citizenship and moral and social development.
- Behaviour is not yet outstanding because there remain some areas for further development. For example, pupils told inspectors that some 'over-enthusiasm' outdoors and jostling in the corridors lead to some minor behavioural problems.

### **The leadership and management** are good

- Upon her return to the school, the headteacher promptly reconstructed the senior leadership team. Very good teamwork has brought about a unified approach to school improvement. This is based around improving teaching and pupil outcomes and maintaining a caring ethos in which pupils feel safe and valued. The overwhelming majority of staff questionnaires are positive and demonstrate how well this message has been shared.
- Regular and in-depth checks take place on the work of the school. Senior leaders, for example, conduct weekly work scrutiny sessions and feed back during the next staff meeting. This allows for quick action by staff to meet any needs highlighted. They are effective in ensuring all pupils

are treated equally and that there is no discrimination.

- A further strength is the emphasis on trialling initiatives. Last year the school introduced the cross-year (twinning) setting of Years 5 and 6 in mathematics and English. This was trialled and its success identified. It has now been extended to Years 3 and 4.
- Lesson observations are regularly conducted and leaders provide some good levels of guidance that allow teachers to develop their skills. All teachers receive good written and oral feedback on their lessons although there is an insufficient focus on the progress of pupil groups in these records. There are increasing numbers of outstanding lessons in the school.
- Pupil progress meetings have raised accountability amongst staff, and this has been accompanied by the successful distribution of leadership and management responsibilities.
- The English and mathematics coordinators have, as a result of their checks, built a good bank of evidence about their areas of responsibility. Consequently, they identify very appropriate development priorities. For example, in mathematics it was identified that pupils required more mental mathematics strategies and this led to the introduction of 'Big Maths'. In English, spelling and grammar sessions have been successfully introduced.
- Performance management is well used to support the school's development priorities. Teachers tell of the experience being a good reflective and developmental process. Targets are well focused on pupil outcomes and a good balance is established with teachers' personal development targets.
- Continual professional development is also well used to help support staff. In particular, subject coordinators benefit well from leadership training courses.
- The well-established primary international curriculum presents good opportunities for pupils to practise their basic skills and develop their cultural understanding. There exist extended writing opportunities during the themed topics. Older pupils, for example, learn and write about tropical climates and their suitability for cocoa production.
- Safeguarding arrangements are secure.
- Partnerships are good and have benefits for pupils and staff. Strong links with local schools bring benefits in areas such as moderating the schools' lesson judgements and sharing good practice, as well as in providing, for example, history and science workshops for high attainers.
- **The governance of the school:**
  - The governing body is rigorous in checking the school's work; governors visit the school, receive oral and written reports and talk to pupils. This enables them to build good levels of knowledge about how well the school is doing and to raise questions of the school about its performance. For example, when the challenging 'twinning' arrangements were proposed, vigorous discussions took place and a link governor was named who regularly visits and oversees the effect of the new arrangements. As a consequence of such checks, the governors are fully aware of where the best teaching is, and where further development is required, and there is a clear understanding of links to salary progression. Appraisal takes account of the new national teaching standards, and does challenge the school to improve. Candidates for a current temporary promotion opportunity have a clear understanding of the expectation of a good teaching record as a precursor to success. Governors know the groups who qualify for pupil premium funding, but not all have sufficient knowledge of the effect of the expenditure of the budget on pupil progress. Statutory responsibilities are met, with special attention given to safeguarding and health and safety issues.

## 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>	113730
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	411854

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>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	470
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gaynor Brown
<b>Headteacher</b>	Emma Rawson
<b>Date of previous school inspection</b>	15–16 June 2010
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