

Lyndhurst Junior School (Academy)

Crofton Road, North End, Portsmouth, PO2 0NT

Inspection dates 7–8 May 2015

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

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

- Achievement requires improvement because pupils do not make consistently good progress. The expectations teachers have are not always high enough.
- Standards are not as high as they could be. By the end of Year 6, the attainment in mathematics and in spelling and grammar are below that of reading and writing.
- The most-able pupils do not achieve as well as they should. The work does not always challenge them.
- Pupils' behaviour requires improvement because there are occasions when they lose interest and the rate of progress slows down.
- Teachers mark books regularly; however, feedback does not always challenge pupils to move on to the next stage of their learning.
- Pupils are provided with too few occasions to practise their writing and mathematical skills in other subject areas.
- The role of middle leaders has not been developed enough for them to secure an improvement in pupils' achievement.
- Some parents do not feel fully involved in their children's education.
- The governing body is still developing its skills in checking the progress pupils are making in school.

The school has the following strengths

- Leaders are committed to improving the school. The revised systems used to track pupils' progress and monitor the quality of teaching are now more rigorous, with evidence of improvement.
- The support for disabled pupils and those with special educational needs is well led and managed and the progress they are making is improving.
- The gap between the achievement of disadvantaged pupils and other pupils in the school is now closing.
- Pupils enjoy coming to school and attend regularly.
- Pupils' spiritual, moral, social and cultural development is strong. It contributes well to their understanding of British values.
- The school's work to keep pupils safe is good. The large majority of parents who responded to the online questionnaire say their children are well looked after at the school.

Information about this inspection

- Inspectors observed pupils’ learning in all classes. They visited 25 part-lessons, some together with the Principal. In addition, inspectors observed small groups of pupils taught by teaching assistants.
- Inspectors heard pupils from Years 3 and 6 read and they also held meetings with groups of pupils, including members of the school council.
- Meetings were held with senior leaders, staff and five governors including the Chair of the Governing Body.
- Inspectors looked at a range of documents, including the school’s data on pupils’ current progress and planning and monitoring documents. They also considered records relating to behaviour, attendance and the safeguarding of children. Inspectors scrutinised the school’s arrangements for spending including the additional funding for sports and the pupil premium.
- The inspectors took account of the communications they had with parents and the 46 responses to the online, Parent View questionnaire. They also took into account the results of a recent survey of parents’ views carried out by the school in April 2015. The inspectors also had informal discussions with parents at the start and end of the school day.
- Questionnaires completed by 54 members of staff were analysed.

Inspection team

Sarah Jones, Lead inspector	Additional Inspector
John Cavill	Additional Inspector
Mo Galway	Additional Inspector

Full report

Information about this school

- The junior school is larger than the national average for primary schools.
- The school converted to become an academy in April 2013. When its predecessor school Lyndhurst Junior School was last inspected by Ofsted in May 2012, it was judged as good overall.
- Most pupils are from White British backgrounds.
- The proportion of disabled pupils and those with special educational needs is just above the national average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium (additional government funding which in this school supports pupils known to be eligible for free school meals) is just below the national average.
- There are four classes in each year group.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Nelson cluster of 12 local schools that the Principal chairs. The group works to support each other and help raise standards.
- The school is part of the Challenge Partners Programme.
- The Portsmouth Teaching School Alliance has supported the school.
- The school provides a number of after-school clubs and a well-attended breakfast club that is managed by the governing body.
- The school holds the Food for Life Award, Arts Mark, ICT Mark and Investors in People Award.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make good progress and achieve well by:
 - ensuring teachers have high expectations for all pupils especially the most able
 - planning work to meet all pupils' needs
 - ensuring there is consistency in teachers' feedback to pupils about how to improve their work, including the presentation and how this can be achieved
 - making sure that teachers plan more opportunities for pupils to apply their reading, writing and mathematical skills in a range of other subjects to strengthen their understanding
 - making sure that learning is not disrupted by inappropriate behaviour.
- Improve the effectiveness of leadership and management across the school by:
 - ensuring the roles and responsibilities of subject leaders are clearly defined, so that they have a greater awareness of their contribution to school improvement
 - improving the effectiveness of leaders and governors at all levels to make better use of information on pupils' achievement and behaviour to inform further planning
 - improving communication with parents, so they feel more involved with the school and their child's education.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be further improved.

Inspection judgements

The leadership and management

require improvement

- The leadership team has not yet achieved the required improvements in the quality of teaching and pupils' achievement. However, there is clear evidence that there is an improvement in both the quality of teaching and the progress pupils are making. The school's review of its performance is accurate with priorities identified.
- The revised systems for tracking pupils' progress provide evidence of the improvements. Regular checks are in place to ensure support is put in place for any pupils who are in danger of falling behind. However, subject leaders do not use the data effectively.
- Not all subject leaders are clear on their roles and responsibilities. They do not play a full part in improving the school, especially when making use of information available on pupils' progress.
- Senior leaders have developed a more rigorous approach to monitoring teachers' performance that is closely linked to pupils' progress. There are signs that the revised approach is having an impact, as teachers are far more aware of what supports pupils' learning. Teachers at the start of their career feel well supported by both leaders and colleagues.
- The school has worked with other schools in the Nelson cluster to revise the approach to assessing pupils' progress. Leaders are supporting staff well during this period of transition.
- The school strongly promotes pupils' spiritual, moral, social and cultural development through a range of activities that include different subjects, visits and assemblies. For example, in a Year 3 lesson on the General Election pupils had the chance to discuss the different parties' policies and then cast their vote. Pupils had the chance to consider a range of British values and what it means to live in modern Britain. Links were made to the process they go through when voting for school council representatives each year.
- The subjects pupils study are broadly based on mathematics and English. Activities are well planned in response to pupils' needs and interests. However, they give pupils too few opportunities to practise their writing and mathematical skills in other subjects, such as science, history and art.
- The school is an inclusive school providing all pupils with opportunities to access support to develop their learning, whatever their starting points are, and leaders tackle any discrimination well. The additional government funding to support disadvantaged pupils is used to improve pupils' literacy and numeracy skills, as well as providing support for their personal development including building confidence. The school's tracking data and pupils' books indicate that their progress is now in line with their peers.
- The additional sports premium funding the school receives is used effectively to ensure that pupils and teachers benefit from the skills and expertise of sports coaches. Pupils now have the opportunity to experience a range of sports; for example, gymnastics for all year groups, dance in Year 3, swimming and cycle training in Year 5. The school football team has been very successful in the National Schools' Football Cup and will now play at Wembley in the national final.
- There is a good relationship between the school and other schools in the area. The older pupils help pupils in the infant school next door as reading buddies and are Young Sports leaders. Pupils have had the chance to work with students at Mayfield and Trafalgar Secondary Schools.
- Parents who spoke to the inspectors were positive about many aspects of the school; however, some did raise concerns about communication.
- Safeguarding procedures meet statutory requirements to keep pupils safe and make sure they are well cared for.
- **The governance of the school:**
 - The governors know the standards at the school require improvement. They have not been rigorous enough in questioning leaders about pupils' progress. Governors have now engaged in additional training and this includes joining the teachers during their training days, to ensure they have a better understanding of the progress pupils are making. They are now more aware of the performance of different groups including disadvantaged pupils. They are aware of the use of and impact of funding including the additional funding for disadvantaged pupils and the additional funding for sports. Governors have a good understanding of the teaching, how underperformance is tracked and how pay awards are linked to pupils' progress.
 - The governing body makes sure that safeguarding arrangements meet the statutory requirements and that there are appropriate procedures to check the suitability of staff.

The behaviour and safety of pupils**require improvement****Behaviour**

- The behaviour of pupils requires improvement.
- Pupils' conduct around the school is good; they are polite and welcoming to visitors. However, they can lose interest in lessons and become distracted and the rate of progress slows down for both themselves and their classmates.
- Pupils understand what bullying is and report there is very little. Nevertheless, they do say there is some falling out, including name calling, and pupils are very confident that the school deals with these situations.
- A small minority of parents who responded to the online questionnaire and some who spoke to inspectors feel the school does not deal effectively with bullying. The school's records indicate that the number of incidents has reduced.
- Pupils enjoy the responsibilities they have at the school; these include prefects, school council representatives and play leader roles at lunchtime.
- There have been no permanent exclusions since the school became an academy.
- Pupils appreciate the lunchtime activities organised by teachers and teaching assistants, with play leaders supporting younger pupils.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in the school and the large majority of parents agree.
- Pupils describe their teachers as kind and nice and are very confident that should they have any concerns teachers would be there to sort these out.
- Pupils are given clear advice on how to keep themselves safe from a range of risks, including when using the internet.
- Pupils enjoy school and attend regularly.
- The breakfast club provides a calm and peaceful way to start the school day.

The quality of teaching**requires improvement**

- Teaching requires improvement because the progress pupils make particularly in writing and mathematics across the school is variable. The checks senior leaders make on the quality of teaching show that it is variable; however, there are signs that it is beginning to improve.
- Teachers mark pupils' work regularly. However, the feedback is inconsistent and some comments do not provide pupils with sufficient information to improve their work and move on rapidly to the next steps in their learning.
- Most pupils take a pride in the presentation of their work, but on occasions they are not challenged over poorly presented work.
- Pupils make good use of the resources available to them. In a Year 4 lesson pupils made reference to the displays around the room to help them with their spelling and grammar.
- Pupils do not have sufficient chances to develop their numeracy and literacy, including opportunities to improve their spelling and grammar, in other areas such as history and science.
- Pupils enjoy reading and read regularly. However, they do not have enough opportunities to use their research skills in different areas.
- Teaching assistants make a valuable contribution to pupils' learning particularly when working with small groups in the class.
- Relationships between pupils and adults are positive at all times. The pupils respect adults and have confidence to ask for help if they are unsure of their work.
- Where teaching is most effective, teachers regularly check the progress of pupils in lessons. They ask probing questions to assess their understanding. For example, in a Year 6 mathematics lesson, pupils were challenged with higher-level questions in preparation for the end of Year 6 test. Pupils were thoroughly enjoying the challenge and thirsty for more.

The achievement of pupils**requires improvement**

- The evidence in pupils' books and the school's information on progress show that achievement requires improvement. Although pupils are making progress it is not rapid enough.
- In 2014, the attainment of pupils in Year 6 was in line with the national average for reading and writing but below in mathematics and in spelling and grammar. The school has worked successfully to secure improvements in the current Year 6, with pupils making good progress. The school information indicates that more are on target to achieve in line with national averages in reading, writing and mathematics.
- The most able pupils do not make enough progress in reading, writing and mathematics. The recent opportunities for the most able pupils to further deepen their understanding in mathematics have been effective and some pupils will be taking the higher Level 6 papers in mathematics at the end of Year 6. However, this is not the same in writing as they do not always find the work challenging enough.
- Disabled pupils and those with special educational needs are now making better progress and this is in line with their peers. They benefit from well-planned activities and good support both in the classroom and when taught in smaller groups to meet their individual needs.
- The disadvantaged pupils have generally attained less well than other pupils in the school. Recent school data and pupils books indicate that pupils are now making better progress since the start of the school year. In the 2014 tests, the gap in attainment in reading, writing and mathematics was about a term and a half behind other pupils. Compared to pupils nationally the gap was about a term and a half for reading, two terms for writing and three terms for mathematics.
- Pupils read regularly and widely. The more confident readers use their knowledge of phonics (the sounds letters represent) to read unfamiliar words.

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

Unique reference number	139496
Local authority	Portsmouth
Inspection number	456232

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

Type of school	Primary
School category	Academy converter
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	500
Appropriate authority	The governing body
Chair	Mark Macey
Principal	Margaret Beel
Date of previous school inspection	not previously inspected
Telephone number	02392 663645
Fax number	02392 650737
Email address	admin@ljsacademy.com

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2015

