

Henleaze Junior School

Park Grove, Henleaze, Bristol, BS9 4LG

Inspection dates

1–2 May 2013

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Outstanding 1
Achievement of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. They make excellent progress in a wide range of subjects, not just English and mathematics.
- Pupils' attainment is extremely high in both English and mathematics. Nearly one third of pupils are working at the highest level expected for their age in both subjects.
- Teaching is outstanding. Teachers use approaches which are innovative, inspiring and exciting. These motivate the pupils so that they are engrossed in, and really enjoy, their learning.
- The wide range of subjects and activities provide many exceptional experiences for the pupils. These enable pupils to attain highly in a variety of subjects, from information and communication technology to music and sport.
- The school makes sure that all pupils are supported so that each individual makes rapid progress. Although there are few pupils who find learning difficult, these have personalised programmes which are carefully reviewed and revised to ensure they always receive the right support to meet their individual needs.
- Pupils say they feel extremely safe in school. Their behaviour is exemplary both in class and around the school and recreational areas.
- Pupils are keen to take on a wide range of responsibilities, from looking after the school office at lunchtime to introducing a new on-line system for booking appointments at parents' evenings.
- The headteacher provides exceptional leadership. He has built successfully on outcomes from the two previous inspections of the predecessor school, both of which resulted in a judgement of 'outstanding'. Staff, parents and governors share his aspirations and vision to attain the highest standards in pupils' academic and personal development.
- The board of governors provides exceptional support for the school. It has an excellent understanding of the school's performance and the quality of teaching and learning. It challenges the leadership robustly whilst providing total commitment and dedication to the school.

Information about this inspection

- The inspectors observed 14 lessons, one of which was a joint observation with the headteacher. They also observed specific sessions such as 'i-tribe' (a group of pupils experimenting with various aspects of information and communication technology.). The inspectors heard pupils from Years 3 and 6 read, and examined pupils' work.
- The inspectors held meetings with staff, including the representatives of the English and mathematics leadership teams and the special needs coordinator. They met with a group of pupils from all year groups to discuss various aspects of school life.
- The inspectors met with members of the school's governing body, who are also the academy's trustees.
- A wide range of school documentation was analysed and evaluated, including that relating to safeguarding, assessment data, school development plans and monitoring records.
- The 62 responses to the questionnaire on the Parent View website were analysed and the 19 responses to the staff questionnaire were also taken into consideration.

Inspection team

Christine Huard, Lead inspector	Additional Inspector
Margaret Simmons–Bird	Additional Inspector
Rob Isaac	Additional Inspector

Full report

Information about this school

- Henleaze is a larger than average junior school in north Bristol.
- The school has three classes for each year group. From time to time during the year, older pupils may be taught in ability groups for mathematics and English.
- The proportion of disabled pupils and those who have special educational needs supported through school action is similar to that seen in most other schools. The proportion supported through school action plus or with a statement of special educational needs is below that seen in most schools.
- The school has a higher than average proportion of pupils from minority ethnic heritages. The proportion of pupils who speak English as an additional language is also above average.
- The proportion of pupils known to be eligible for the pupil premium is below average. This is additional support for looked-after children, pupils known to be eligible for free school meals and pupils with a parent in the armed services. There are currently no looked after children or pupils with parents in the armed services.
- The school meets the government's floor standards which set the minimum expectations for pupils' attainment and progress.
- The school converted to become an academy on 1 October 2011 . When its predecessor school, also known as Henleaze Junior School, was previously inspected by Ofsted, it was judged to be outstanding.

What does the school need to do to improve further?

- Make sure that all members of staff follow the best practice in marking so that all pupils receive the best possible guidance on how to improve their work further.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils join the school with attainment that is above average. They continue to build on this to reach standards that are significantly above average by the end of Year 6. About a third of pupils in Year 6 are securely working within the highest level expected for pupils of this age in both mathematics and reading and in some aspects of writing.
- Pupils make outstanding progress, not only in English and mathematics but also in a range of subjects across the curriculum. The quality of work in all subjects is high and pupils are encouraged to take a pride in their work.
- The school places a great emphasis on the key skills of spelling, punctuation, grammar and presentation. The pupils respond readily to the high expectations for the quality of their work and this is a major contributory factor to the high standards achieved.
- Pupils achieve so well because they are always set work at the right level of difficulty. Problem solving and investigative work feature highly in mathematics lessons and pupils tackle real-life mathematical problems, to which they can relate, with great relish and enthusiasm.
- In English, tasks set appeal to the pupils and allow them to give rein to their imaginations. Pupils in Year 5 wrote letters of application to become one of Robin Hood's merry men. Superbly written, with a wealth of original ideas and persuasive language as well as being beautifully presented, they would have persuaded any employer to take them on!
- Attainment in reading is high across the school. Pupils of all ages show a real love of reading and they have ample opportunities to pursue this in school. Pupils are encouraged to read a wide range of literature, and discussion with older pupils shows they are skilled in making inferences and forming opinions as well as being able to skim and scan texts effectively.
- Pupils have many opportunities to consolidate their mathematics and English skills in a range of other subjects. Topic work is carefully planned to extend and reinforce skills in order to build on previous learning.
- The progress of pupils who are eligible for pupil premium funding is tracked meticulously. The needs of this group are carefully considered and a range of strategies put in place to support or challenge them. There is very little difference in attainment between these pupils and others in both mathematics and English.
- Disabled pupils and those who have special educational needs make outstanding progress. Their needs are very carefully considered and plans put in place to ensure these needs are supported. Because of the school's robust systems in place for monitoring and reviewing, their progress is similar to that of their classmates.
- There are very few pupils who are at an early stage of learning English. They receive excellent support and are quickly able to become fully involved in lessons, achieving as well as other pupils in their classes. Other pupils for whom English is an additional language make similar progress to their classmates, as do all pupils from minority ethnic heritages.

The quality of teaching

is outstanding

- Teaching is of very high quality. Much of it is outstanding and it is never less than good. Teachers plan lessons that build very well on what has been learned in previous lessons. They frequently adapt their lessons as needed to ensure that they provide pupils with the challenge or support that they need.
- Teaching frequently builds on the pupils' own interests and staff are not afraid to do something that is a little unusual. As a result, pupils are very well motivated and lessons are fun, exciting and inspiring.
- Time is never wasted. In a Year 5 mathematics lesson, one group of more able pupils were sent off to pursue a task about time zones, while the rest of the class were given some more input on

a different aspect of time which they had found difficult. The teacher's explanations to this group were very clear and they were moved onto tasks as quickly as possible. All pupils made excellent progress in this lesson as a result.

- Teachers plan very well to ensure that the work set is always at the right level of difficulty. There are few pupils with disabilities or with special educational needs. The provision for them is outstanding; they receive excellent support and tasks which move their learning on at exactly the right pace.
- Pupils who are learning English as an additional language also receive excellent well-focused support which enables them to make excellent progress.
- Teaching assistants provide excellent support and know exactly the right questions to ask and the right amount of guidance to provide. They work very closely with class teachers to ensure that there is a consistency of approach.
- The great majority of marking is excellent. It tells pupils clearly how to improve their work and move forward in their learning. Most teachers give pupils time to respond to marking at the start of a lesson. However, there is a small proportion of marking that does not fully comply with the school's excellent policy. The comments made are too vague and do not provide pupils with such clear guidance on how to improve their work.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary. They are friendly, lively, polite and cooperative. They have very strong relationships with each other and with their teachers. This means lessons take place in an atmosphere of mutual respect and there is an excellent rapport between adults and pupils.
- Break and lunchtimes are relaxing and thoroughly enjoyable. A wide range of activities takes place, such as chamber choir and football practice. Many pupils play happily outside whilst others may opt to read quietly in their classes. The degree of supervision is excellent and unobtrusive. These pupils do not take advantage of the fact that they are trusted to behave well.
- Pupils work extremely well together. They are keen and enthusiastic learners. The school's motto, dating from 1953, 'In quest of the best', is as relevant today as it was then.
- Pupils' enthusiasm and enjoyment in their learning is reflected very well in their high attendance and excellent punctuality.
- The pupils made it very clear to inspectors that there is very rarely any poor behaviour. They were adamant that there is no bullying in the school, although they have a very good understanding of what bullying entails. They are very clear about what they would do if it should occur. They have an excellent understanding of how to keep themselves safe, particularly when using the internet.

The leadership and management are outstanding

- The headteacher displays passion for his school and the education and personal development of all the pupils who attend. He and his senior leaders constantly review and amend the school's practice in order to sustain the high standards that have consistently prevailed, as shown in the quality of outcomes at the predecessor school over the last five years.
- One of the reasons for the school's success is the commitment and dedication of all staff. There is an expectation of excellence and high standards in all that the school does and all staff are extremely ambitious for their pupils and committed to ongoing improvement. The vision is shared by all across the school.
- Teachers are deployed extremely effectively to ensure that their areas of expertise are exploited to their fullest extent, not only in teaching the pupils but also in coaching and guiding other members of staff.
- Teachers are provided with carefully selected training, often provided in-house, to enable them

to develop their skills effectively. Targets set for teachers to support their improvement have been instrumental in helping them to develop and fine-tune their skills so that the provision is excellent. This means that although there have been some changes in staffing, the quality of teaching and learning in the school remains at an exceptionally high level.

- Systems for checking the quality of the school's work are rigorous and cover all aspects of teaching and learning as well as areas such as pupils' attitudes to their learning. All teachers are accountable for the progress their pupils make. Performance management is very strong and is closely linked to teachers' progression through the salary scales. There is excellent capacity for further improvement.
- Responses to the 'Parent View' questionnaire were extremely positive and this demonstrates the high level of support for the school. All parents who completed the questionnaire said they would recommend the school to other parents.
- The range of activities offered is inspiring and stimulating. Pupils enthusiastically describe the wide range of visits, tasks and practical activities that they engage in. The school ensures that all aspects of pupils' personal development are covered, as well as their academic needs. Pupils are encouraged to be thoughtful and reflective, to consider the needs of others and celebrate successes. As such, the curriculum makes an outstanding contribution to pupils' spiritual, moral, social and cultural development.
- There are several programmes such as 'stretch groups' or 'build up' groups which are tailored to meet specific needs. The school's involvement in the 'Forest Schools' programme has proved to be the turning point for some pupils who have had difficulties with their learning. The school is determined that all pupils should have full and equal opportunities to reach their full potential and it does not tolerate discrimination in any form.
- **The governance of the school:**
 - The governing body has an excellent understanding of the strengths of the school. Members are fully aware of what school leaders are doing to build on the school's success and maintain high standards in all that it does. Governors know the school extremely well. They visit regularly and know how the school performs on a day-to-day basis, as well as over time. The governing body has an excellent understanding of the school's performance in comparison to other schools. Training, to hone and develop their skills, means that governors are extremely well qualified to both support and challenge the school's leadership. They monitor the school's finances extremely well, especially the use and effectiveness of the pupil premium funding. The school provides a range of additional support for the pupils, such as targeted one-to-one support in mathematics and literacy, and workshops to provide pupils with practical skills to stimulate and enhance their speaking, listening and literacy skills. These are monitored carefully to ensure their effectiveness. The governing body ensures that all statutory requirements are met, particularly in regard to safeguarding and child protection.

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	135518
Local authority	Bristol
Inspection number	413216

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

Type of school	Academy converter
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	375
Appropriate authority	The governing body
Chair	Jeff Hurran
Headteacher	Adam Barber
Date of previous school inspection	17–18 March 2009
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