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30 November 2011

Mrs Steele  
Headteacher  
Horsell C of E Aided Junior School  
Meadway Drive  
Woking  
GU21 4TA

Dear Mrs Steele

**Special measures: monitoring inspection of Horsell C of E Aided Junior School**

Following my visit to your school on 28 and 29 November 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in October 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – satisfactory.

Newly Qualified Teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Surrey.

Yours sincerely

Anne Wellham  
**Her Majesty's Inspector**

## Annex

### **The areas for improvement identified during the inspection which took place in November 2011**

- Accelerate pupils' progress in order to raise their attainment in English and mathematics by:
  - ensuring that the more-able pupils are always given work that challenges and extends them
  - analysing the reasons why girls underachieve in mathematics and implementing consistent teaching strategies that build their confidence and understanding
  - giving pupils more opportunities to write at length independently in order to improve the fluency of their writing.
- Ensure that teaching is consistently good in all year groups by:
  - ensuring all teachers take responsibility for assessing pupils' progress regularly throughout the year and making sure they are on track to meet challenging targets in relation to their initial starting points
  - checking the accuracy of teachers' assessments so that there is whole-school agreement about levels of attainment and what constitutes good and satisfactory progress
  - eliminating inconsistencies between classes and year groups so that all groups of pupils are given work that challenges and extends their thinking.
- Increase the effectiveness of leadership, management and governance in driving improvement by:
  - evaluating all aspects of the school's work with greater rigour
  - giving senior and middle leaders more autonomy and accountability for driving improvement and monitoring pupils' progress
  - involving teachers in checking their pupils' progress from term to term and taking swift action to tackle early signs of underachievement
  - ensuring that the school improvement plan includes precise actions, timescales and measurable targets for improvement so that staff and governors can evaluate the impact of actions taken.

## **Special measures: monitoring of Horsell C of E Aided Junior School**

### **Report from the third monitoring inspection on 28-29 November 2011**

#### **Evidence**

The inspector observed the school's work, visited lessons, scrutinised documents and met with the senior leadership team, heads of year, subject leaders, teachers, groups of pupils, four representatives from the governing body, a consultant employed by the school and an Improvement Partner employed by the local authority.

#### **Context**

Six new members of staff started the school in September 2011. All are experienced staff recruited from other schools, including a local partner school. Two new members of staff have taken on the roles of heads of year and subject coordinators in English and mathematics. The deputy headteacher's role has been extended to include a responsibility for inclusion across the school. Two new governors have been appointed.

#### **Pupils' achievement and the extent to which they enjoy their learning**

The school is continuing to improve and refine its use of assessment information. Systems to track the progress of pupils across year groups and from their starting points are being used with more precision than during the last visit and are being applied more consistently across year groups. Outcomes are now being analysed to target intervention and support that is more sharply focused on underachieving groups and individual pupils. Teachers' assessments and moderation of pupils' attainment in relation to national curriculum levels is more accurate and targets are realistic and increasingly challenging. Heads of year are tracking progress across year groups and are working together to share findings and to develop an accurate view of progress across the whole school. Pupils report that they enjoy the additional daily guided reading and 'maths blast' sessions and these are beginning to have a positive impact on the development of core skills.

Examination results for Year 6 in 2011 show that the gaps between what pupils achieve and what they are capable of achieving are narrowing. Higher- and middle-ability pupils are not making sufficient progress, particularly in mathematics. Girls' achievement in mathematics has improved. Expected progress in mathematics is slightly below national levels for boys and girls. The progress of pupils with special educational needs and/or disabilities is in line with their peers as they receive good quality support from additional adults to sustain their learning. The achievement of pupils who speak English as an additional language, especially those at the more advanced stages of learning English, is not evaluated robustly.

Progress since the last section 5 inspection on the areas for improvement:

- Accelerate pupils' progress in order to raise their attainment in English and mathematics – satisfactory.

### **Other relevant pupil outcomes**

Behaviour around the school and in the majority of lessons makes a strong contribution to learning. Pupils attend school regularly; they report that they enjoy lessons and feel very safe. They contribute well to the school community.

### **The effectiveness of provision**

The majority of teaching observed during the inspection was satisfactory, with a higher proportion of good teaching than during the last visit. There is a more purposeful atmosphere amongst the staff and a strong commitment to continue improving. Teachers and additional adults are planning collaboratively and sharing good practice. This is developing a collective understanding of what good or better teaching looks like and how this leads to effective learning. Teachers are receiving precise and meaningful feedback and training is being focused on their identified priorities for development. The quality of learning in lessons is improving because pupils are engaged in appropriate activities and time is not wasted. Pupils are keen to learn and apply themselves well. Planning is matching tasks and activities more accurately to the different abilities and interests of the pupils, although this is not yet consistent in all lessons. Teachers are providing opportunities for pupils to talk to each other effectively in most lessons, although occasionally too much time is spent discussing a question that interrupts the flow of the lesson. Teachers have improved their questioning skills so that pupils are asked to explain or justify their responses and to take account of other pupils' views. More opportunities are being provided for extended writing. Spelling is weak across the school, which has an impact on performance in writing. Although pupils are able to articulate and use complex vocabulary, there is limited support in identifying, practising and applying subject-specific words during lessons. Teachers are marking pupils' work regularly and where comments are focused on how to improve learning, pupils are responding well.

Progress since the last section 5 inspection on the areas for improvement:

- Ensure that teaching is consistently good in all year groups – good.

## **The effectiveness of leadership and management**

The appointment of experienced teachers and managers who are new to the school as heads of year and subject coordinators has strengthened the capacity of middle leaders. They have a clear understanding of their roles and are effective in monitoring performance and accountability within their areas of responsibility. As a result of more precise use of assessment information they are able to identify pupils who are underachieving and target appropriate support and intervention. They are beginning to be involved in monitoring and evaluating the quality of teaching and learning, but this is an area that is not yet fully developed.

Senior leaders continue to benefit from support to develop their strategic skills. The leadership of the headteacher has strengthened. Clearer messages are being communicated, particularly about the management of teaching and learning and a shared accountability for pupils' achievement. The quality of the school's evaluation of teaching and learning has improved considerably since the last visit. Feedback about the quality of teaching is more regular and systematic and takes account of the learning that takes place in lessons. The roles and responsibilities of the other leaders in the senior team are not defined explicitly or formalised. In particular, the school needs to move more quickly in developing the deputy head's overall responsibility for inclusion.'

The governing body has established links with subject leaders and year leaders. It is receiving better quality assessment information and self-evaluation, which is allowing them to have a more accurate understanding the school's work. The school is evaluating achievement and the quality of teaching and learning more effectively, which is helping to inform improvement planning. This rigour is not yet used to evaluate the impact of actions taken by senior leaders and governors.

Progress since the last section 5 inspection on the areas for improvement:

- Increase the effectiveness of leadership, management and governance in driving improvement – satisfactory.

## **External support**

The local authority continues to provide high levels of support. The consultant appointed to work as part of the senior leadership team is employed by the school on a part-time basis and is working well alongside managers and teachers to improve provision in mathematics. The Improvement Partner continues to provide effective support.