

# Clanfield Junior School

## Inspection report

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<b>Unique reference number</b>	115876
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379160
<b>Inspection dates</b>	13–14 March 2012
<b>Lead inspector</b>	Andrew Saunders

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	264
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Steve Baxter
<b>Headteacher</b>	Mark Pickering
<b>Date of previous school inspection</b>	7–8 May 2009
<b>School address</b>	Little Hyden Lane Clanfield Waterlooville PO8 0RE
<b>Telephone number</b>	02392 593209
<b>Fax number</b>	02392 571733
<b>Email address</b>	adminoffice@clanfield.hants.sch.uk

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	13–14 March 2012
<b>Inspection number</b>	379160



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## Introduction

Inspection team

Andrew Saunders

Additional inspector

Lyndsey Diamond

Additional inspector

Kusum Trikha

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 20 lessons or parts of lessons taught by 10 teachers, including sessions to support disabled pupils and those with special educational needs. Observations totalled eight and a half hours. Members of the inspection team met with groups of pupils, teachers and governors, and spoke to parents and carers informally. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school's systems for tracking the attainment and progress of pupils, records of monitoring of the quality of teaching, minutes from meetings and the school's documents for self-evaluation. Inspectors considered the 104 questionnaires completed by parents and carers and returned during the inspection.

## Information about the school

This is an average-sized school of its type and is located in a village setting. The school draws pupils from the wider area. The proportion of pupils who are known to be eligible for free school meals is below average. Most pupils are from White British heritage, with a few pupils from a range of other heritages. A very few pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs is broadly average. These pupils have a range of needs, including moderate learning difficulties, specific learning difficulties, and speech, language and communication difficulties. The school meets the government's current floor standards, which sets the minimum expectations for attainment and progress.

There is a breakfast club at the school which is run by a private company; this is subject to separate inspection arrangements.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>3</b>

## Key findings

- This is a satisfactory school because improvements mean that achievement is satisfactory and almost all teaching is at least satisfactory, with an increasing proportion that is good. Although achievement is improving, weaknesses in some teaching mean that the progress of pupils is inconsistent, particularly in writing, and this means that this is not yet a good school.
- Pupils' attainment has been rising and is in line with national averages for English and mathematics. Over time, the progress of pupils has been satisfactory although recently the rate of progress has increased in reading and mathematics. Progress in writing has not increased as strongly. Together with the average attainment, this means that achievement over time is satisfactory.
- Where teaching is good, lessons proceed at a good pace and pupils are given work to do which closely matches their needs. However, this does not happen often enough and too much satisfactory teaching, along with a small proportion of inadequate teaching, constrains the progress pupils make across the school.
- The management of behaviour is a strength of the school. Consistent approaches mean that pupils' attitudes are good and they are keen to take all the opportunities given to them to improve their work. They have a good perspective on how to keep themselves safe. Pupils appreciate the opportunities they have to reflect on their learning and on the spiritual, moral, social and cultural aspects of their development. However, they are not given sufficient opportunities to manage their learning independently.
- Overall leadership is satisfactory. The leadership of the headteacher has overcome considerable issues in the school and ensures that improvements continue. A more distributed model of leadership is now being implemented and responsibility for identifying key issues and introducing strategies to tackle these and improve teaching is being shared more widely. However, this is too early to have had a full impact on the outcomes for pupils, and analysis of data is not always sufficiently well used.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment in writing to at least national averages by:
  - making the most of every opportunity for pupils to write as part of their learning across the curriculum
  - providing all pupils with well-focused targets which are more frequently reviewed and updated as learning moves on.
- Eliminate any inadequate teaching and increase the proportion of good or better teaching to at least 75%, within a year, by ensuring all teachers:
  - use more frequent, ongoing assessment to ensure lessons proceed at an appropriate pace
  - give pupils more opportunities to explore and develop their own learning.
- Develop the roles of leaders at all levels, including teachers as leaders of learning, by:
  - developing more incisive analysis of the data available about pupils' progress to identify more quickly those at risk of falling behind
  - critically evaluate the effectiveness of strategies to increase the pace of progress for all groups of pupils.

## Main report

### Achievement of pupils

Since the previous inspection, attainment levels in English and mathematics at the end of Year 6 have risen and are now broadly average. From their starting points, this represents satisfactory progress. This was reflected in the majority of lessons observed, where pupils made satisfactory progress. Strategies to improve the teaching of mathematics have been effective and the rates of progress are increasing for all groups of pupils. Increased confidence in their basic numeracy skills means that pupils are more resilient in working on solving mathematical problems. They apply these well in tasks in different subjects. However, progress in writing has been slower to improve because strategies to tackle this have not been implemented consistently and their effectiveness has not been monitored closely enough. The planned curriculum is delivered satisfactorily overall. Teaching of how to link sounds and letters (phonics) is variable across the school and less effective in the upper part of the school. Pupils are secure readers by the end of Year 6, with attainment in reading that is broadly average. However, they do not always have the skills to tackle the spelling of more ambitious vocabulary accurately and this undermines their confidence in writing. Pupils are confident in their speaking and listening skills, but too many lessons miss opportunities for pupils to use writing to consolidate their learning, in English, mathematics and across the curriculum. Most pupils have targets to work towards, but these are too general and are updated infrequently so they are not effective in helping pupils to focus on what their next steps of learning should be. Work in books and during lessons, as well as the school's own assessment data, confirms the variable progress in writing.

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During lessons, disabled pupils and those with special educational needs are given appropriate support. Occasionally adults direct these pupils' work too closely, intent on making sure the tasks get done but without ensuring pupils have progressed in their learning. Other groups of pupils, including those who speak English as an additional language and those with speech, language and communication difficulties, make at least similar progress to their peers, and some make good progress. Almost all parents and carers who responded to the questionnaire indicated that their children are making good progress and are helped to develop skills in communication, reading, writing and mathematics. Inspectors found that progress is improving, but that there is not yet enough evidence to support the view that it is good. Pupils themselves said that they felt they usually made good progress, although they said that work was too easy at times. While most pupils could say what their targets were, they were unsure how this helped them improve their work quickly, because targets remained the same for a long time.

### **Quality of teaching**

Lesson observations, work in books and the school's own records of monitoring of teaching show that while it is improving, teaching over time is satisfactory. Teachers have good subject knowledge and use good questioning to engage pupils in their learning. Pupils are confident when talking about their ideas and enjoy the opportunities to do so. However, in the majority of lessons observed, teachers spent too long explaining and the amount of time pupils had available for doing the key tasks was curtailed. Occasionally, the pace of lessons slows considerably and the progress of pupils stalls because work is poorly matched to pupils' needs and all groups of pupils are expected to do the same tasks. For some this is too challenging, while for others it is too easy. In contrast, the best lessons enable more-able pupils to get on with their work quickly without listening to explanations they do not need, or they are given additional input that stretches their thinking. Teachers also use strategies to bring the topics alive, such as sound tracks from the Second World War which helped Year 3 pupils to motivate their learning.

A topic-based approach to the curriculum provides pupils with interesting themes to study. Pupils are given opportunities to reflect on the work they have done and this is increasingly effective. For example, pupils enjoy the chance to give each other feedback, with 'a star, a wish and a star', showing what they have done well and what they could do even better. These opportunities to reflect, alongside thought-provoking assemblies, mean that teachers and leaders promote the spiritual, moral, social and cultural development of pupils well. Marking has been a focus for improvement and comments in books more accurately indicate pupils' next steps in learning. However, responses to these comments are sporadic and this means pupils miss out on opportunities to consolidate their progress and simple errors are perpetuated.

Disabled pupils and those with special educational needs benefit from good use of technology to help them do their work. Support for these pupils has been a focus for

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improvement and is satisfactory.

Almost all parents and carers held positive views about teaching overall. Inspection evidence indicates that while teaching is improving, there are inconsistencies which impact on pupils' progress and achievement.

### **Behaviour and safety of pupils**

Pupils are keen to please and are proud of their school; their behaviour is almost always good. They relish opportunities to take on responsibilities and their above-average attendance is an indicator of their enjoyment of school. Given the opportunities, they participate eagerly in learning. When the pace of lessons slows or work is too easy, they almost always remain well behaved and compliant with the expectations of teachers. Lesson observations, discussions with pupils and school records show that this is typical of behaviour over time. A few parents and carers did not agree that behaviour in lessons was good. While this may refer to very occasional incidents involving a very few pupils, inspectors did not find evidence to support this view. Pupils themselves were positive that behaviour was good for almost all pupils and were understanding of those who find it more difficult to keep within the high expectations of the school. They like the many clubs, activities and visits which enrich the curriculum. Pupils are aware of different forms of bullying, including cyber-bullying, and feel well informed about what they can do to prevent it. They feel safe and are confident that any concerns they raise with an adult in the school will be dealt with quickly. Pupils with physical disabilities and those with special educational needs are helped to take part in all aspects of school life because of the emphasis on equality. Pupils are supportive of each other and take pride in the achievements of all members of the community, particularly the impressive artwork on display around the school and the success of the popular cross-country running team.

### **Leadership and management**

The key issues from the previous inspection have been addressed, so that pupils have opportunities to develop their skills across the curriculum. Consequently, they are more involved in assessing their own work, and attainment has risen. While systems to record information about pupils' performance are embedded, this is not always analysed critically enough to identify where strategies are not proving effective. Leadership is being developed more widely; some of these roles are relatively new and have not yet had time to impact fully on the data. Almost all areas of weaker teaching have been tackled, and the proportion of good or better teaching is increasing. The responsibility for monitoring teaching and learning is now shared more widely, and the focus of this has rightly shifted from the content and delivery of lessons to the learning outcomes for pupils. Recently, professional development has included sharing best practice through observing colleagues teaching. This is at an early stage and has not yet shown the full benefit in the consistency of teaching across all classes. The review of the curriculum means that the school delivers a broad and balanced curriculum and that topics pupils study are engaging. Further

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development is being done to ensure that the views of pupils about what they study are given more emphasis. The curriculum is satisfactory.

Members of the governing body work alongside the headteacher to understand what the data indicates about the performance of groups of pupils. They provide insight and challenge to the school leadership. Along with leaders at all levels, governors ensure that safeguarding arrangements meet requirements. Governance is satisfactory. Together with the improvements to teaching and the rising attainment, this means that the school has satisfactory capacity to sustain and bring about further improvements.

Leaders and managers at all levels take seriously their responsibilities to promote equality and ensure that there is no discrimination in terms of pupils' ethnic heritage. Analysis of the progress of groups of disabled pupils and those with special educational needs is improving. The strong emphasis on the ethos of the school, alongside opportunities for art work, performances, and participation in sports and competitions, means that provision for pupils' spiritual, moral, social and cultural development is given a high priority.



## Glossary

### 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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



15 March 2012

Dear Pupils

### **Inspection of Clanfield Junior School, Waterlooville PO8 ORE**

Thank you for talking to us and showing us the work you were doing when we visited your school. We found that your behaviour was good and you like being at school, especially when teachers make the work interesting and it challenges you. We could tell this because your attendance is above average. We have judged that your school is a satisfactory school.

The headteacher and other leaders are working hard to make sure that more of the teaching you receive is good. As a result, your results in tests at the end of Year 6 have improved in English and mathematics and are similar to those of other pupils your age. However, your writing has not improved as much as your reading, in English. This is because you do not always get enough time to do the tasks the teachers set for you.

The headteacher and other staff want to keep making the school better. We have asked them to do the following things.

- Improve your writing so that it is a similar standard to that of other pupils of your age, by giving you more chances to write and by giving you new targets more often.
- Make sure that none of the teaching is inadequate, and that more of it is good or better, by checking how well you are learning during lessons and by letting you do more work for yourselves.
- Use the information they have about how well you are making progress, to check you are not falling behind, and helping you more effectively if you do.

You can help by making sure you do as much of your work by yourself and using all the opportunities your teachers give you to improve your work. We hope you will continue to enjoy your learning, and wish you all the best for the future.

Yours sincerely

Andrew Saunders  
Lead inspector

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