

# Pound Hill Junior School, Crawley

## Inspection report

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<b>Unique Reference Number</b>	125905
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	359962
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Melanie Clapton

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>	351
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Cole
<b>Headteacher</b>	Malcolm Willis
<b>Date of previous school inspection</b>	11 June 2008
<b>School address</b>	Crawley Lane Pound Hill, Crawley Crawley RH10 7EB
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## Introduction

Introduction This inspection was carried out by three additional inspectors. They observed 21 lessons, taught by 15 teachers and held meetings with staff, groups of pupils and members of the governing body. Inspectors observed the school's work, scrutinised assessment information, pupils' books, records of pupils' progress, local authority reports and improvement plans. The team analysed 139 questionnaires from parents and carers, 100 responses to the pupil survey and 27 staff questionnaires

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well assessment is used to plan work for pupils of differing aptitudes and how assessment supports pupils in judging how well they are achieving.
- How leaders at all levels bring about improvements to teaching and learning, to raise attainment and improve the consistency of progress across the school.
- Whether pupils' day-to-day work, particularly in Year 6, is outstanding as the school judges.
- Whether care, guidance and support for pupils and their personal development are good as the school indicates.

## Information about the school

This is a larger-than-average junior school with a lower-than-average percentage of pupils known to be eligible for free school meals. Around three quarters of the pupils are White British, with a quarter of the pupils from a range of minority ethnic backgrounds. The proportion of pupils with English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is just above average. Pupils have a range of needs, including moderate learning difficulties, visual impairment, behaviour, emotional difficulties and speech and language communication needs. The school experienced significant staff changes recently with seven staff now in their third year of teaching. The school has a travel plan mark three award, international schools award and eco schools bronze award.

**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

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Pound Hill Junior is a good school. It has improved recently and is in a good position to continue the trend as the concerted effort to improve the quality of teaching, pupils' progress and their attainment has succeeded. Teachers think carefully about how they can improve their lessons so they are fun and promote good learning. These improvements, combined with maintaining the pupils' personal development to high levels, demonstrate the school's good capacity to improve.

A welcoming and caring environment is evident in the school, with staff demonstrating a collective responsibility in promoting the care and personal development of all pupils. The outstanding work in this area is supported by the many parents and carers who speak of the staff's in-depth knowledge of pupils as individuals. One parent, typical of others, summed it up by saying: 'The school has been very successful in promoting my daughter's learning, but more importantly ensuring her love of learning has been maintained and nurtured.' As pupils' enthusiasm for learning and for school is so good, it is not surprising their attendance is high.

Teachers quickly assess pupils when they join the school so their progress can be tracked effectively. As a result of recent improvements in teaching, pupils achieve well so that they reach above-average attainment by the end of Year 6, particularly in English. Results at the higher levels, Level 5, are also above the national average in all subjects. However pupils do not make as much progress in mathematics as they do in English. Reasons for the dip in mathematics results in 2009 were identified quickly and are being addressed through a range of strategies, such as well supported small group work and teaching pupils in classes according to their ability in mathematics. ♦ While the school did not take part in the last national tests, its own assessment data indicate that mathematics levels are starting to rise. In other subjects, in particular French, physical education and information and communication technology (ICT), pupils enter secondary school with better than expected skills. Those pupils with special education needs and/or disabilities make good progress along with fellow pupils, as their needs are well met by skilful and well-briefed teaching assistants and specialist teaching staff.

Effective evaluation by the leadership team and coaching for staff have improved teaching since the last inspection. The introduction of more effective tracking and clear, focused learning objectives has secured better practice to meet the differing needs of pupils. Pupils' attitudes to learning are exemplary and pupils are willing to discuss their learning at length. As a result of teachers being very clear about the aims of lessons, pupils are very clear about the purpose for learning and how they can be successful. In spite of recent improvements, pupils' achievement in mathematics is not as good as it could be. Teaching in mathematics lessons, while normally effective, is less imaginative in approach, which hinders pupils' progress and understanding at times. While feedback to pupils is

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good in lessons, written marking responses are less well developed in mathematics and pupils are less clear about how to improve their work in this subject.

Pupils' behave brilliantly and are very mature in their outlook. Pupils' strong sense of feeling safe and valued is noted and supported by the views of many parents and carers. The governing body supports the school well in challenging senior leaders. Governors gain an awareness of school life through contact with the school, but the school recognises this is not always systematic. Leaders have undertaken a review of the provision for community cohesion, but some actions to improve it are at the early stages of implementation. Although pupils relate very well to each other and those in the local community, their knowledge of others' backgrounds and beliefs found in the United Kingdom or globally is not sufficiently developed.

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

- Improve the progress made by all pupils in mathematics by:
  - using assessment information more rigorously to set challenging targets for pupils
  - improving marking to give pupils clear next step guidance how to improve their work
  - providing more relevant and stimulating opportunities for pupils to develop their mental mathematical skills to solve practical problems.
- Provide more opportunities to widen pupils' knowledge and understanding of those with differing backgrounds and beliefs represented in the United Kingdom and in other countries.

### **Outcomes for individuals and groups of pupils**

**2**

Pupils' attainment at the end of Year 6 is above average as pupils make good progress and achieve well from their starting points. Scrutiny of pupils' work and observations in lessons also indicate that attainment is above average. Work in books shows good progress since the start of the year, although in mathematics progress it is not as marked. Pupils enjoy lessons and they make that clear in discussions with them. For example, pupils really enjoyed learning about how to work as a group and link a sequence of balances in a Year 6 gymnastics lesson. They say that 'school is fun' and they 'look forward to school'. They apply their skills well and are extremely well motivated and concentrate well. However, in a mathematics lesson for older pupils, where pupils learnt about coordinates, they were not so clear about how they could apply their skills to real life situations. Furthermore, pupils' are not as confident in their mental mathematical skills as they do not always have sufficiently stimulating and relevant opportunities to use their knowledge of number operations to solve practical problems. Pupils behave in a very safe, mature and responsible way at all times. They adopt healthy lifestyles, supported by the 'Huff and Puff' playground monitors who promote physical activity at playtimes. Pupils overwhelmingly say that they feel safe and cared for by all adults. 'We trust them,' was a comment reflective of many responses.

Pupils' spiritual, moral, social and cultural development is good. As a result, pupils show high levels of appreciation towards each other. This helps ensure pupils make a strong

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contribution to the very harmonious school community and support each other through their peer listeners 'Earwiggers' group. Work in the wider community involves supporting a wide range of charities. The school eco group is involved in making a film on the benefits of using public transport, as well as designing posters to encourage safer driving and parking in the school area. Pupils have a good local appreciation of the variety of cultures reflected within the school, but this knowledge and appreciation does not extend so well to others living in more distant areas of the United Kingdom or further afield.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teachers promote strong relationships so pupils are confident to ask questions to seek clarification. Basic skills develop well in English as they do in most aspects of mathematics, although opportunities to develop pupils' skills in mental problem solving are less well developed. Clear aims shared at the beginning of lessons help pupils judge their success and are part of regular practice in all curriculum areas. Effective checks and analysis of pupils' progress inform planning of extra support where needed. Teachers adapt lessons in light of pupils' responses, and well-developed skills of questioning and timely interventions check their progress. The flexible approach to adult support ensures good progress of pupils with differing abilities, particularly those with special educational needs and/or disabilities. Lessons planned in English make good use of ICT skills. Other curriculum links add to their enjoyment and achievement.

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An increasingly creative curriculum stimulates pupils' and parents' and carers' interests alike, and 'Wow' introductions to topics and class-based projects aid pupils' understanding and promote enjoyment. The school is reviewing how to increase cross-curricular links and the systematic teaching of skills. The additional wide range of extra-curricular activities aids pupils' activity levels and broadens their horizons. Activities such as French language teaching, laptop computer work, physical education and music help extend pupils' interests. The school provides an extensive range of residential visits, one in every year group, to enhance learning and social skills and this is appreciated by many of the parents and pupils.

The school goes that extra mile to know every child's strengths and difficulties and helps them build on these, which is evident in the pupils' confidence in speaking and social skills. Very strong links with other agencies and the work of the school counsellor ensure good provision and progress for those pupils whose circumstances make them vulnerable and their families. Very good close working relationships with local secondary schools enable a good combination of activities which help extend pupils' academic skills as well as ensuring pupils make a smooth transfer when they leave in Year 6.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

The recently formed senior leadership team works well together and is striving to make further improvements to teaching and learning with increasingly good effect. Consequently, teaching has improved and, along with it, pupils' learning and progress. Self-evaluation routines are thorough. Analysis of pupils' progress is now more rigorous and more ambitious targets are being set to raise expectations. However in mathematics, assessment information is not always fully effectively used to set sufficiently challenging targets. These targets are now more clearly shared with teachers who are responsive to the challenge of improving the school still further.

The governing body fulfils its statutory duties for safeguarding extremely well. Checks on staff are regular and comprehensive. Governors are clear about the strengths and weaknesses of the school and are keen to challenge senior leaders when required, but their monitoring is not always systematic in approach. The creative homework grid, shared with and liked by most parents, to promote pupils' independent learning helps promote good partnerships with parents. The school shows sensitivity to all pupils, regardless of their differing backgrounds, that discrimination in any form is not tolerated. Monitoring of different groups of pupils ensures that all have equal access to support if needed. As a

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consequence all groups of pupils make good overall progress. The school also ensures that all pupils have equal access to the various clubs and tuition available.

Community cohesion is promoted positively within the very harmonious school community. Pupils are aware of other cultures represented within the school and there are some global links through charity events and tentative links with a school in Madagascar. The school recognises that pupils' awareness of localities beyond their immediate environment within the United Kingdom and overseas is not sufficiently in depth or well developed to enable them to gain greater insights into the backgrounds and beliefs of others.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Over a third of parents and carers returned questionnaires. They expressed many positive views about how well the school is led and managed. They feel that their children are kept safe and enjoy school. They appreciate the high levels of care provided by the school. There were a very small number of parents who pointed to possible improvements or had some concerns about how the school reports on pupils' progress and manages behaviour. There were no common threads to their concerns, but inspectors followed up issues with the school where possible. While attainment is above average, inspectors judged that pupils' progress in mathematics, especially in mental problem solving, could be better.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Pound Hill Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 139 completed questionnaires by the end of the on-site inspection. In total, there are 351 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	102	73	36	26	1	1	0	0
The school keeps my child safe	101	73	38	27	0	0	0	0
My school informs me about my child's progress	63	45	66	47	9	6	1	1
My child is making enough progress at this school	67	48	67	48	2	1	1	1
The teaching is good at this school	77	55	59	42	2	1	0	0
The school helps me to support my child's learning	59	42	72	52	7	5	0	0
The school helps my child to have a healthy lifestyle	54	39	76	55	9	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	77	55	55	40	3	2	0	0
The school meets my child's particular needs	74	53	57	41	5	4	0	0
The school deals effectively with unacceptable behaviour	63	45	69	50	7	5	0	0
The school takes account of my suggestions and concerns	58	42	74	53	4	3	0	0
The school is led and managed effectively	91	65	46	33	2	1	0	0
Overall, I am happy with my child's experience at this school	88	63	48	35	2	1	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and 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 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



10 February 2011

Dear Pupils

**Inspection of Pound Hill Junior School, Crawley, RH10 7EB**

Thank you for making us all so welcome in our recent visit to your school. You made it very clear to us how much you enjoy being at school and all the opportunities that are available to you at Pound Hill. We agree with you that yours is a good school and some of the things it does are outstanding. For example, your behaviour is outstanding and is a credit to the school staff who care for you so well. We were particularly impressed about the way in which you were able to talk about your learning and how you use your 'WALT' and 'WILF' to challenge yourself and improve your work. Your attendance is excellent. Well done! You achieve well in many aspects of school and this is because you are taught well and because you are keen to do your best at all times.

We have asked the staff to help you make even more progress in mathematics, especially in your mental mathematical skills, by making these lessons more fun with problem-solving activities and investigations that link mathematics to 'real life' when possible. We have also asked teachers to help you learn more about how people live in other areas of the United Kingdom and to extend your new links with Madagascar.

We hope you will continue to be so enthusiastic about your learning and continue to do well.

Yours sincerely

Melanie Clapton

Lead inspector

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