

Leesland Church of England Controlled Junior School

Inspection report

Unique Reference Number	116334
Local Authority	Hampshire
Inspection number	357943
Inspection dates	11–12 May 2011
Reporting inspector	Keith Sadler

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Oliver Fisher
Headteacher	Sue Hine (Executive Headteacher)
Date of previous school inspection	10 January 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed 17 lessons led by 10 different teachers. The inspectors held meetings with members of the governing body, staff, parents and carers, and groups of pupils. They observed the school's work and looked at a wide range of documentation. This included the school's analysis of pupils' progress, teachers' lesson plans, the school improvement plan, leaders' monitoring records and pupils' work. Questionnaires from staff and from 62 parents and carers were analysed and their responses taken into account.

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

- The degree to which current Year 6 pupils are on track to attain their targets, and whether this will justify the school's own evaluation of good learning.
- How well the school ensures that higher ability pupils make suitable gains in their learning.
- Whether the pace of learning in lessons is sufficiently brisk.
- The extent of the role that teachers with responsibility play in the school's monitoring and evaluation processes.

Information about the school

Leesland is an average-sized junior school that is sited in a residential area in Gosport. Almost all the pupils live close to the school. Almost all pupils are of White British heritage and there are very few pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The number of pupils identified as having special educational needs and/or disabilities is high.

Following the retirement of the previous headteacher, the school formed a 'hard' federation with the partner infant school with effect from September 2010. A new executive headteacher was appointed and she has full responsibility for the junior school and oversight of the infant school. The two schools share a governing body made up of about half the governors from each of the former infant and junior school governing bodies.

The school provides breakfast and after-school care for pupils that is not managed by the governing body and is subject to a separate inspection report. The school has gained a number of awards including Investors in People and enhanced Healthy School status.

In December 2009, the school received an Ofsted monitoring visit to check progress towards the improvements required that were identified in the previous inspection.

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

Leesland is a good school. Its effectiveness has been lifted from satisfactory since the previous inspection and pupils, staff and the governing body are proud of their school and the education that it offers. The school provides a harmonious learning community in which pupils' personal development is successfully nurtured because they are provided with good care, guidance and support. As a result, pupils' behaviour is good, they have positive attitudes to school and learning and they are helped to feel safe. By the time they reach Year 6, pupils are thoughtful and socially mature and they are prepared well for the next stage in their education and for life beyond school. Parents and carers are highly supportive of the school and are unanimous in saying that their children enjoy school.

Provision has improved considerably since the previous inspection and monitoring visit. Teaching is now consistently good, and this has a positive effect on pupils' achievement. Teachers invariably provide interesting and lively activities that are usually matched well to meet pupils' varying learning needs. Pupils are helped to understand lesson objectives and hence are clear about what they need to do in order to succeed. Even so, occasionally teachers talk for too long and this slows the pace of learning. In addition, teachers do not always ensure that work is sufficiently challenging for the more able pupils and this too slows these pupils' rate of learning.

Pupils in all year groups achieve well. After many years of attainment that was significantly below average, standards were lifted to average levels in 2010 and this improvement is being sustained due to the improvements in teaching and learning. The current Year 6 pupils are on course to attain at least average levels and to meet their challenging targets. Even so, there is more to be done. In mathematics, the school has rightly focused on strengthening pupils' skills in applying their sound calculation skills in practical mathematics. In science, staff have successfully focused on improving pupils' investigational skills. However, in both subjects, their investigation and problem-solving skills are hampered because the development of their subject-specific vocabulary is relatively limited.

Parents and carers, staff and pupils are rightly fulsome in their support for the new executive headteacher. As a member of staff wrote, 'The impact of the new head is evident throughout the school. She has managed a great deal in a small amount of time.' Her leadership and management are outstanding. She has successfully built on the good leadership and management identified in the previous inspection report and has lifted the rigour of the school's self-evaluation processes. These are now accurate and secure, and underpin a good quality school development plan which is a good tool for future improvement. The improvements in the school's overall effectiveness, checking of provision and monitoring of pupils' progress reflect the school leaders' success in embedding ambition and driving improvement. They also demonstrate a marked

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improvement in the school's capacity for further improvement since the monitoring visit, and it is now good.

What does the school need to do to improve further?

- Raise standards to above average levels and lift the quality of teaching and learning from good to outstanding by:
 - maintaining a brisk pace in all lessons by ensuring teachers do not talk for too long
 - ensuring that there is consistently high challenge for more-able pupils
 - developing the pupils' use of subject-specific vocabulary, particularly in mathematics and science.

Outcomes for individuals and groups of pupils

2

On entry into Year 3, pupils' attainment is below average, particularly in their writing skills. Pupils achieve well in all year groups and their enjoyment of learning is evident in all classes. They are eager to learn and particularly relish the many opportunities that teachers provide for them to work in small groups or pairs. This helps to enhance their speaking and listening and social skills. This was evident in an outstanding Year 5 literacy lesson in which the focus of learning preparing non-chronological writing was made exciting by the use of video clips of great white sharks. Pupils' exciting on-task discussion in small groups, to build success criteria for the genre, aided learning exceptionally well. The many pupils with special educational needs and/or disabilities progress as well as their classmates because provision for them is well founded and their progress is aided by the support staff. At the time of the monitoring visit, progress was inconsistent across the subjects and year groups. This is no longer the case as all groups of pupils now make good progress, including higher-ability pupils.

Pupils enjoy school, and responsibility and respect for each other are at the heart of the school's values. They play and learn well together and readily take on responsibilities such as answering the school telephone, helping to manage toys, games and equipment at lunchtimes, and membership of the influential school council. The school's curriculum effectively encourages a wide range of community activities that the pupils enjoy. They also undertake a wide range of activities to raise money for charity. Pupils were particularly proud of the £600 raised for Children in Need last year from collections on the Gosport to Portsmouth ferry. Pupils' good understanding of the need to conduct a healthy lifestyle is evident in the high take-up of physical and sports activities, and also the gaining of the Healthy School award.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Good quality teaching is at the core of the pupils' improved progress. Lessons are planned well, good use is made of teaching and learning aids, and staff generally provide interesting and motivating activities. Improvement projects such as the focus on strengthening assessment for learning are paying dividends because pupils are much more independent than in the past. Because marking is consistently good and gives effective guidance on next steps for learning, pupils are clear about what they have to do to move to the next level. Teachers are particularly skilled at making learning meaningful by linking activities across subjects. For example, the science focus of the study of minibeasts was successfully linked with English in both Year 4 classes, in which class teachers taught the literacy target of the use of connectives through the study of features of minibeasts. These lessons, and many others, were enhanced by the teachers' use of technology which aided those pupils who like to learn visually.

The curriculum is well planned and an imaginative choice of topics ensures that these provide many memorable activities for pupils. There is a clear focus on giving units of study clear meaning to pupils by building on first-hand experiences. Hence, for example, older residents in the locality were interviewed in the study of the Second World War. Links with the Royal Navy and a local arboretum provide a focus for study and enliven learning. Additional activities are good with pupils benefiting from a good range of well-attended extra-curricular activities which focus particularly on the arts and physical

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education. Recent curricular improvements in the provision for literacy and numeracy have lifted progress and learning to good levels. These initiatives now need time to bed down.

Levels of care, guidance and support are good. Very well-trained support staff ensure that pupils whose circumstances make them vulnerable are supported well within the classroom and by programmes that are tailored to their individual needs. The contribution made by these staff is complemented by the work of two trained counsellors. Pupils are known well by the staff and pastoral support is good. There are strong links with the partner secondary school, and transition from the infant school is good and developing.

These are the grades for the quality of provision

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

How effective are leadership and management?

The executive headteacher, working in close collaboration with the assistant headteacher and senior leaders, has been successful in embedding ambition and driving improvement. Staff morale is high and the whole staff team has successfully developed a common approach which helps the pupils both to thrive socially and to make good progress in learning. Data are used exceptionally well to track pupils' progress and to identify any pupils in danger of slipping behind, as well as holding teachers to account for their pupils' progress. Teachers with responsibilities support the good-quality self-evaluation procedures well. This leads to a clear and documented path for improvement based on accurate and thorough self-evaluation. All these positive features are key in the improvements in pupils' achievements. In addition, the school promotes equality for all pupils well and no discrimination on any grounds is tolerated. A strong tradition of good-quality staff training was recognised at the time of the previous inspection, and is demonstrated by the gaining of the Investors in People award. Good performance management procedures ensure that staff are provided with a wide range of opportunities to further enhance their skills.

The school provides a cohesive community and there is a positive and inclusive atmosphere in which the variety of cultures in the world are studied and respected. There is a close link with a contrasting school in London, and pupils enjoy exchanging emails and sending PowerPoint presentations about Gosport and Portsmouth and receiving information about Enfield. Pupils' international understanding is enhanced by links with Senegal and also by raising money to support 23 children in a children's home in Brazil.

Even though the governing body has been re-established since the commencement of the federation, governors have successfully built on the many strengths found at the time of the last inspection. Members of the governing body have a thorough understanding of pupils' attainment. They are deeply committed to supporting the school and ensure that

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they maintain a thorough appreciation of the school's strengths and development points by regular visits. Keeping pupils safe has a very high priority and the governing body ensures that safeguarding procedures and staff vetting arrangements are of good quality.

These are the grades for leadership and management

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

Views of parents and carers

The parents and carers who responded to the invitation to complete questionnaires showed their positive support for the school. The overwhelming majority said that overall they were happy with their children's experiences at the school. There were also supportive comments about the quality of leadership and management of the executive headteacher and the improvements made since her arrival. These are summarised by the parent or carer who wrote, 'The impact of the new head is evident throughout the school. There is a happy and positive environment.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Leesland Church of England 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 62 completed questionnaires by the end of the on-site inspection. In total, there are 239 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	65	22	35	0	0	0	0
The school keeps my child safe	43	69	19	31	0	0	0	0
My school informs me about my child's progress	36	58	24	39	1	2	0	0
My child is making enough progress at this school	40	65	20	32	2	3	0	0
The teaching is good at this school	38	61	21	34	2	3	0	0
The school helps me to support my child's learning	35	56	24	39	3	5	0	0
The school helps my child to have a healthy lifestyle	29	47	29	47	3	5	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)	35	56	23	37	2	3	0	0
The school meets my child's particular needs	32	52	27	44	1	2	1	2
The school deals effectively with unacceptable behaviour	28	45	25	45	2	3	1	2
The school takes account of my suggestions and concerns	28	45	29	47	2	3	1	2
The school is led and managed effectively	34	55	25	40	1	2	0	0
Overall, I am happy with my child's experience at this school	41	66	18	29	2	3	0	0

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



16 May 2011

Dear Pupils

Inspection of Leesland Church of England Junior School, Gosport, PO12 3QF

Thank you for your help when we came to visit your school. We enjoyed our visit and we were pleased to see how much you enjoy school.

Yours is a good school, and you are helped to learn well because the adults look after you well and their teaching is good. We were impressed with how well you get on together. Your behaviour is good, and you have a good understanding about being healthy and you feel safe in school. We think that your executive headteacher is doing an excellent job and she is helped by all the staff. They are always checking on how well you are doing because they want you always to do as well as you can. Your parents and carers said how much they value what the school provides for you, and they work well with the staff for your benefit.

Even in a good school like yours, there are things that can be improved. We have asked your headteacher and the governing body to make lessons even better by ensuring that there are always good challenges in the work for those of you who find learning easier. We have also asked that lessons are made even more interesting for you by ensuring that your teachers do not talk too much. There is one final thing that we have asked your teachers to do, and you can help here. We found that sometimes, particularly in mathematics and science, you do not use the correct vocabulary in the work that you are doing. We would like you to make sure that you try hard to do this!

Thank you for taking time to talk to us and letting us watch your lessons. We hope that you continue to find your time in school enjoyable.

Yours sincerely

Keith Sadler

Lead inspector

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