

# Trosnant Junior School and BESD Unit

## Inspection report

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<b>Unique Reference Number</b>	115911
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	363840
<b>Inspection dates</b>	13–14 July 2011
<b>Reporting inspector</b>	Ann Henderson HMI

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>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Powell
<b>Headteacher</b>	Jim Hartley
<b>Date of previous school inspection</b>	7 July 2010
<b>School address</b>	Stockheath Lane Leigh Park Havant PO9 3BD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 19 lessons or part lessons, observed 12 teachers and held meetings with groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school development plan, its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, the governing body minutes, and questionnaires from staff, pupils and 28 parents and carers.

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

- How well teachers use assessment information to improve learning in English and mathematics, particularly to support vulnerable pupils and challenge more-able pupils.
- The effectiveness of strategies to improve attendance, particularly for pupils with special educational needs and/or disabilities and pupils at risk of underachievement.
- The effectiveness of the governing body in monitoring the work of the school, particularly in relation to equal opportunities.

## Information about the school

Trosnant Junior School and BESD unit is smaller than the average junior school. The BESD unit has provision for eight pupils with behaviour, emotional and social difficulties and is managed by the school. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of pupils who speak English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is well above the national average. The majority of these pupils have behavioural, emotional and social difficulties. The proportion of pupils with a statement of special educational needs is well above the national average. A breakfast club, managed by the governing body, operates on the school site and was included as part of this inspection. A pre-school operates on the school site, but it is not managed by the governing body and is subject to a separate inspection.

The school federated with the local infant school in May 2010. The headteacher of the infant school was appointed as the executive headteacher of the federation in September 2010. A new deputy headteacher was appointed in September 2010. There is one governing body for the federated infant and junior schools. The infant school was subject to a separate inspection at the same time as the inspection of the junior school and BESD unit.

**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?**

**3**

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

**2**

## Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Trosnant Junior School and BESD Unit now provides a satisfactory and rapidly improving standard of education for its pupils. Numerous improvements have been made since its last inspection in July 2010, and the progress being made has accelerated since the last monitoring visit in February 2011.

The focused leadership of the executive headteacher has brought about many improvements. Attendance has improved significantly and is now high. Pupils really enjoy coming to school, which is evident from comments such as, 'This is an amazing school' and 'We do lots of fun stuff such as "The Big Write!"' The quality of teaching has also improved. The executive headteacher has successfully eradicated inadequate teaching and has developed a positive learning culture. The improvement in the rate of progress of almost all pupils, including those with special educational needs and/or disabilities and those in the unit, is due to the diligent efforts of staff. The most recent results for pupils in Year 6 show that, although attainment is low, it is now closer to the national averages in English and mathematics. Pupils with special educational needs and/or disabilities make good and sometimes outstanding progress because of the focused support they receive in lessons, and the well-targeted intervention strategies which are carefully linked to their particular learning needs.

The large majority of teaching and learning observed during the inspection was good and some was outstanding. All teachers manage pupils well and create a calm and purposeful atmosphere for learning. However, in some lessons, assessments are not used sufficiently well to challenge all groups of pupils. Furthermore, too little emphasis is placed on ensuring pupils are clear about how to improve their work through feedback in marking or by using short-term targets consistently to show pupils when their target has been successfully achieved.

The school has done much to promote a cohesive community, both in school and locally. There are good partnerships with parents and carers, and partnerships to promote learning are also good, particularly within the Leigh Park Community Improvement Partnership, which makes a strong contribution to pupils' good personal development. However, pupils' understanding of the cultural diversity to be found within the United Kingdom and on a more global scale is relatively limited.

The executive headteacher, staff and governing body are a very dedicated team, committed to further improving provision and outcomes for their pupils. Self-evaluation accurately pinpoints strengths and areas for improvement. Coupled with the improvements seen since the last inspection, particularly in relation to pupils' attendance

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and progress, and the quality of teaching, this means that the school has a good capacity to improve in the future.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Raise attainment and further accelerate pupils' progress in English and mathematics through more effective use of assessment by:
  - ensuring learning intentions match the levels of ability of all pupils
  - consistently using pupils' targets to provide detailed steps for improvement
  - ensuring marking consistently provides pupils with information on how to improve their work.
- Increase pupils' awareness of cultural diversity in the United Kingdom and the wider world.

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

**3**

Attainment on entry to the school for pupils in Year 3 has been below the national average for four years. As a result of the recent improvements to the quality of teaching, the learning observed during the inspection was good overall, allowing pupils to make good progress. Previous underachievement has been successfully overcome and overall progress for most pupils is now satisfactory. Pupils' attainment remains low, but is rising in response to the increasing pace of learning and quickening rates of progress. Pupils are positive about learning and one commented, 'We're always learning something new!' In a mathematics lesson for more-able pupils, the activities moved at a swift pace. Pupils were challenged to find the coordinates of shapes as they were rotated. They worked diligently, concentrating well, and were eager to share their findings. In the most effective lessons, teachers' questioning, energy and skill challenge pupils to develop their ideas, fully engaging pupils in their efforts to improve their learning through discussion and inspiring them to do their best.

Pupils behave well in lessons and as they move around the school, and their attitudes to learning are good. Pupils say they feel safe and know there is someone to talk to if they have a problem; this is because relationships between pupils and staff are good. Pupils have a good understanding of the need to lead a healthy lifestyle and know they should make healthy food choices and take regular exercise. They successfully improved options for healthy eating by requesting a salad bar to be included as part of their school lunch choices. Through the school council and by acting as prefects, pupils make a positive contribution to the school. Their ideas have contributed to improvements around the school, such as the trim trail and the wildlife area. Their preparation for the next stage of learning is satisfactory. Pupils' key skills are developing rapidly, attendance is high and their spiritual, moral, social and cultural development is good overall, but their understanding of other cultures in the United Kingdom and globally is less well developed.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</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?

Teaching has improved considerably during this academic year. Teachers have high expectations of pupils' academic and personal development. They have secure subject knowledge and good relationships with pupils. This has a positive impact on pupils' learning and progress, and their personal development. Lessons are planned well to take the range of pupils' learning needs into account. The pace of learning is usually brisk and teachers use questioning well to extend pupils' thinking. The use of individual targets is beginning to provide pupils with a clearer understanding of their next steps in learning, but this is at an early stage of development. Marking sometimes provides useful advice to pupils about how to improve their work in English writing, but this is inconsistent across the school and is less evident in mathematics, science and other work. Teaching assistants provide good support for learning in lessons.

The school has focused the curriculum clearly on improving pupils' basic skills in English and mathematics to address underachievement. The daily focus on English skills has successfully improved the quality of pupils' handwriting, spelling and grammar. The curriculum is suitably enriched through sports partnerships and visits to places of interest. The school is working to develop cross-curricular links, but this is at an early stage of development. A range of additional activities are offered to pupils outside the school day, and events such as the recent Jack and the Beanstalk performance enable pupils to

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participate in singing and drama which are celebrated during whole-school assemblies. Pupils clearly appreciate each other's efforts and achievements.

The provision for the support of pupils with special educational needs and/or disabilities is well led and managed. They enjoy full access to learning and social inclusion and consequently their achievement is good. Pupils attending the BESD unit are integrated well in lessons and across the range of opportunities for extended learning provided by the school. Pastoral care is good and the school works sensitively with pupils whose circumstances make them vulnerable. Support is also provided for parents, carers and families to overcome barriers to learning. The home-school link worker has been instrumental in supporting the improvement in attendance. Arrangements for the transfer of pupils from the infant school have improved since the schools were federated. In addition, the transfer of pupils to secondary school is well planned within the Community Improvement Partnership.

The school works well in partnership with a wide range of outside agencies to support the health and well-being of pupils. For example, following oral health screening by the National Health Dental Service, pupils are now given the opportunity to brush their teeth daily, after lunch at school. The breakfast club provides a good standard of care and a welcoming start to the day for pupils that attend, with a range of interesting activities. As a result of the very caring ethos, pupils, parents and carers are extremely positive about the school. One parent echoed the views of many in saying, 'The school has a happy, caring atmosphere and encourages children to achieve their best!'

*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	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The drive from the executive headteacher and senior leaders to overcome previous inadequacies has been concerted and effective. They have successfully motivated the staff team to seek further improvement. There is a clear determination to raise pupils' achievement and to improve provision and outcomes for pupils. Improvement targets are clearly set out in the school development plan, with appropriate actions for raising attainment and improving progress. Through the close tracking of pupils' attainment and progress, teachers are held accountable for the progress of their pupils. Regular meetings between teachers and senior leaders identify any underachievement so that appropriate provision can be made to accelerate progress.

The governing body has a satisfactory understanding of the school's strengths and weaknesses and supports the school well. While it challenges leaders in some aspects of provision, its members recognise they are not yet sufficiently involved in first-hand

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evaluation in order to provide a greater level of challenge to the school. Equality of opportunity has a high priority and this is exemplified in the way that barriers to learning have been overcome for several pupils. The executive headteacher and his staff have worked hard to ensure that partnerships with parents and carers are good. As a result, parents and carers speak highly of the trust and confidence they have in the school to meet their child's needs.

Safeguarding procedures are thorough, and staff and the governing body have accessed good levels of training to know how to keep pupils safe. The school is making satisfactory progress towards promoting community cohesion, although it is not yet doing enough to ensure that pupils have a good awareness of the richness and diversity of life in this country and beyond.

*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>3</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>3</b>

## Views of parents and carers

A very small minority of parents and carers responded to the inspection questionnaire. Their views of the school are overwhelmingly positive, and the questionnaires returned were almost all totally favourable. There were many positive comments, particularly with regard to the care and support provided for pupils, the dedication and hard work of the executive headteacher and staff, and the friendly atmosphere which promotes a happy and secure learning environment for all pupils. The very small number of individual concerns raised helped to inform the inspection, but followed no particular pattern.



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

Ofsted invited all the registered parents and carers of pupils registered at Trosnant Junior School and BESD Unit 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 28 completed questionnaires by the end of the on-site inspection. In total, there are 190 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	71	7	25	1	4	0	0
The school keeps my child safe	20	71	8	29	0	0	0	0
My school informs me about my child's progress	19	68	8	29	0	0	0	0
My child is making enough progress at this school	20	71	8	29	0	0	0	0
The teaching is good at this school	20	71	8	29	0	0	0	0
The school helps me to support my child's learning	19	68	9	32	0	0	0	0
The school helps my child to have a healthy lifestyle	19	68	9	32	0	0	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)	20	71	7	25	0	0	0	0
The school meets my child's particular needs	19	68	9	32	0	0	0	0
The school deals effectively with unacceptable behaviour	14	50	12	43	1	4	0	0
The school takes account of my suggestions and concerns	15	54	12	43	0	0	0	0
The school is led and managed effectively	23	82	5	18	0	0	0	0
Overall, I am happy with my child's experience at this school	21	75	6	21	1	4	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](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.

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.**



15 July 2011

Dear Pupils

**Inspection of Trosnant Junior School and BESD Unit, Havant, PO9 3BD**

Thank you for welcoming us to your school, and special thanks to those of you who took the time to talk to us. We found you extremely interesting to talk with, and very polite and helpful. You spoke enthusiastically about your school and how much you enjoy learning. It is a satisfactory school that is rapidly getting better - it does many things well but still has some things to improve, including your standards of work in English and mathematics.

These are some of the things the school does really well.

- You are encouraged to attend school every day and your attendance is high.
- Your school works well with various partners in support of your learning.
- You have a good understanding of how to live a healthy lifestyle.
- You feel safe in school and know there is always someone to talk to if you have a problem.
- Teachers work hard to make your lessons interesting and help you to make good progress in your learning.

We have asked the school to work on two things to make it even better.

- Raise attainment by using the assessments teachers make of your learning in lessons to plan carefully for your next steps in learning, and making sure you always know how you can improve your work through marking and the targets set for you.
- Do more to help you to understand about different cultures and communities in the United Kingdom and throughout the world.

It was a privilege to visit your school. Continue to work hard and, most of all, continue to enjoy your learning! Thank you again for your help.

Yours sincerely

Ann Henderson

Her Majesty's Inspector

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