

Wallisdean Junior School

Inspection report

Unique Reference Number	115889
Local Authority	Hampshire
Inspection number	357838
Inspection dates	19–20 July 2011
Reporting inspector	Mick Pye

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Joy Preston
Headteacher	Natasha Farrell
Date of previous school inspection	10 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 14 lessons and a total of 9 teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, pupils and staff. The inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation, and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by staff, pupils and those from 24 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 effective school actions are in improving and sustaining the attainment and progress of pupils in English and mathematics.
- The extent to which teachers are using assessment information to plan work that challenges pupils of different abilities.
- The quality of leadership and management at all levels in the school and whether they are securing a sufficiently good rate of improvement.

Information about the school

Pupils in this average-sized junior school come from a predominantly White British background. The next largest ethnic group consist of pupils from a range of other White backgrounds. 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 average. The main group consists of pupils with moderate learning difficulties. The school manages a unit, called 'The Ark', to support hearing impaired pupils, and this contributes significantly to the well above average number of pupils with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is well above average. The school holds the Healthy School award.

The school shares, but does not manage, a pre-and after-school club which runs from the adjacent infant school site. This provision was not inspected on this occasion.

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

3

Main findings

The school provides a satisfactory education for its pupils. Inspection evidence supports the school's self-evaluation of improvement, particularly regarding pupils' progress and the rising proportion of good teaching. The school's work regarding the Healthy School award is having a very positive impact; the pupils have an excellent understanding of, and willingly act as ambassadors for, living healthily. For example, the Craze Crew ensures that pupils participate in healthy activities at lunchtime. Parents, carers and pupils support the view that pupils are safe. The spiritual, moral, social and cultural development of pupils is good. Pupils adapt particularly well to different social circumstances and demonstrate a good awareness of the need for respect and how to relate to each other in different social contexts. However, although pupils' personal development is good, their academic achievement is satisfactory.

The inclusion of the pupils with hearing impairment is excellent. This contributes significantly to the school's promotion of equal opportunity, which is good. These pupils fit seamlessly into the life of the school and participate fully in lessons. Adults ensure that opportunities, such as membership of the school council, are fully available for them. Pupils make a good contribution to their community, with the school council involved in making meaningful decisions about school life. However, there are missed opportunities for pupils to be involved in reviewing aspects of their learning, for example at the end of lessons. Good partnerships exist and consequently pupils benefit from additional sporting activities, coaching and wider music opportunities. Similarly, the school has developed good links with parents and carers using a variety of modern technology, but also more traditional methods such as the newsletter and questionnaires. The care, support and guidance of pupils are good, with pastoral care being very strong.

In recent years attainment by the end of Year 6 has been low. This has changed, with attainment in English broadly average since 2010 as indicated by the school's accurate tracking data. Attainment in mathematics has been lower than that in English. As a consequence of improved teaching, coupled with appropriate curriculum changes, current attainment in mathematics is also broadly average. This constitutes satisfactory progress for most of the pupils, including those known to be eligible for free school meals.

The quality of teaching is satisfactory. However, there is now more good teaching which reflects the positive impact of the school's programme of lesson observations and guidance. The good use of talk partners helps pupils to share their views. However, inconsistencies remain between teachers and when this occurs, pupils' progress dips. On occasions, the lesson objective is insufficiently challenging, and not all teachers have sufficiently high expectations of the quantity and quality of pupils' learning. Good examples of marking exist, especially in English, but not all teachers give a clear enough

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idea about how pupils can improve their work. Furthermore, inconsistencies exist in the extent to which pupils are encouraged to respond to comments in teachers' marking.

The highly focused headteacher has distributed leadership responsibility well and promoted accountability. Consequently, subject leaders are involved in monitoring their area of responsibility and use a wide range of strategies. The headteacher and her deputy collate and analyse data well about the attainment and progress of different pupil groups. However, not all subject leaders carry out a sufficiently rigorous analysis of the data and information that they collect from their monitoring activities. In addition, subject development plans do not always show how they support the priorities in the whole school improvement plan. The governing body makes a sound contribution to monitoring of the school. A link has been established between governors and year groups, but this is in its infancy. Self-evaluation is accurate and leads to very relevant whole school development objectives. For example, in mathematics there has been a successful move towards providing more opportunities for pupils to use and apply their knowledge in different contexts. These factors, together with improvements to the quality of teaching and pupils' progress, demonstrate a satisfactory capacity to sustain improvement.

About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.

What does the school need to do to improve further?

- Raise pupils' attainment and improve progress through eradicating the inconsistencies in teaching by ensuring that all teachers:
 - plan lesson objectives which clearly show the learning expected of pupils and which does not cap their learning
 - have high expectations of the quantity and quality of pupils' learning
 - when marking, clearly show pupils how they can improve their work.
- Sharpen the skills and experience of subject leaders by ensuring that they all:
 - analyse rigorously the data and information gained from their monitoring activities
 - develop action plans that clearly show how their area of responsibility supports the whole school development plan, and have measurable success criteria against which the effectiveness of implementation can be judged.
- Increase the pupils' awareness of learning through ensuring that:
 - pupils reflect upon and respond to comments made in teachers' marking
 - pupils are provided with more opportunities to contribute their views about the curriculum and their learning, and that the end of lesson sessions give them sufficient time to reflect on how well they have learnt.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning and their behaviour is good. These factors undoubtedly contribute to pupils' satisfactory and improving achievement levels. In a Year 6 English lesson pupils showed enjoyment when meeting the challenge set by the teacher to

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develop their written work through using richer vocabulary. Pupils respect each other and work well together in lessons. This was seen in a Year 3 science lesson where they worked in groups to share ideas prior to developing their own concept map.

The personal development of pupils has many good aspects. High numbers participate in sports clubs. One pupil said, 'I enjoy school meals because the vegetables are good for us.' Older pupils apply and are interviewed for positions of responsibility. Pupils work well to raise funds for charity. They contribute well to the community through participation in choirs and school productions. The pupils do make evaluations about their topic work, but opportunities are missed elsewhere to encourage them to contribute their views about learning and the curriculum. Pupils' cultural development is well developed through projects such as the Clarice Cliff exhibition, and their celebration of festivals such as the Chinese New Year. There are good opportunities for pupils to empathise with other pupils' feelings. In the Magic India topic pupils are encouraged to identify the feelings of a child in India whose village is faced with environmental problems.

Until this current year attainment levels on entry into the school have been low. However, this is beginning to change, for example in the current Year 3, to a more average profile. Current work in Year 6 demonstrates broadly average attainment in English and mathematics. Actions taken by the school are beginning to raise pupils' attainment and progress. For example, there is evidence of some good accelerated progress for older pupils. A legacy of underachievement means that a minority of pupils are not doing as well as expected. Overall, pupils' progress is satisfactory, and this includes those pupils from ethnic minority groups and those few who speak English as an additional language. Whilst some improvement has been made in the number of higher levels being gained by high attaining pupils, the level remains below average, particularly in writing. Pupils with special educational needs and/or disabilities make progress in line with their peers. Those with a statement of special educational needs progress particularly well in reading. Given the broadly average attainment levels of basic skills, pupils are satisfactorily prepared for the next stage of their education.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3
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?

A whole-school focus has successfully helped teachers to develop their use of assessment information. In good lessons there are examples of teachers planning up to five separate activities that challenge pupils of different abilities. In one Year 5 mathematics lesson a learning support assistant worked well with low attaining pupils using plastic money to solve problems. Other pupils used a variety of resources to work on more challenging tasks. Another Year 5 mathematics lesson clearly showed the teacher using assessment information to adapt planning to meet the changing needs of pupils. A Year 3 English lesson demonstrated good use of the interactive whiteboard to model diary writing using ideas from the pupils. However, inconsistencies exist with regard to the degree of challenge posed by learning objectives, in elements of marking and in teacher expectations.

The curriculum has been reviewed with a clear focus on developing skills and fostering independence and teamwork. For example, in science more investigative approaches have been introduced. However, it is too early to see the full impact of these recent changes on pupil attainment, particularly in mathematics and English. Some good links allow pupils to practise their literacy skills in subjects other than English. The school has identified the need for more links as an area for further development. Strengths in the curriculum include drama and the use of role play to motivate pupils and develop their speaking and listening skills. Theme days, such as the Olympics, the Victorian experience and the

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Second World War, help give first-hand experiences for pupils and make their learning more real. Various extra-curricular activities, including the relaxation and gardening clubs, are well attended.

Pupils facing barriers to learning are very well monitored and the school uses a wide range of strategies to support them. There is clear evidence of the positive effect of this work on improving the pupils' attendance, attainment and progress. Transition arrangements into and out of the school are well organised and praised by parents and carers. One parent wrote, 'The school has helped greatly with the 'soon to be' transition to senior school.' The personal, health, and social education programme contributes well to the induction of pupils. Measures to ensure good attendance are secure. There is excellent provision, including regular speech and language sessions for the pupils with a hearing impairment. Skilled learning support assistants ensure these pupils are fully involved in lessons, for example by using sign language to ensure they understand what is being expected of them. Parents and carers praise the information that they receive about what their children are learning, but some opportunities are missed to give further guidance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has a very clear vision for school development, based solidly around improving pupil outcomes. Working closely with the deputy, she has ensured all staff share the commitment to improve. A monitoring cycle is embedded and consequently priorities for development are highly relevant. Lesson monitoring and the subsequent feedback to teachers have brought good improvements in teaching, although some inconsistencies remain. Although there is a strong focus on the quality of teaching, lesson observations do not focus sharply enough on the quality and depth of pupils' learning. These observations revealed a weakness in the mathematical subject knowledge of teachers. This has been well addressed through staff training. Progress meetings have been introduced and are increasingly beneficial because of the provision of a range of assessment data provided by senior managers. The school is working to remove the inconsistencies between subject leaders' depth of analysis and weaknesses in action planning. Governance is satisfactory. The governing body acts as a critical friend and effectively carries out its statutory duties. Safeguarding procedures are good. The governing body monitors the safeguarding policy effectively and ensures that the necessary training of adults is carried out. The promotion of equal opportunities is at the heart of the school. There exists a very strong determination amongst the adults to ensure that pupils with special educational needs and/or disabilities are fully included. For

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example, during circle time in 'The Ark', pupils with hearing impairment bring a hearing friend to experience the unit as well as participate in the activity.

The school has conducted a review of its work on community cohesion. Within the school there is a secure ethos of mutual respect for others' values and cultures. However, there are only embryonic links with other contrasting schools in the United Kingdom and abroad.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The number of questionnaires returned is below that expected for a school of this size. A very small minority of those parents and carers that returned questionnaires express some concern about pupils' behaviour. Inspectors judged behaviour to be good during the inspection. Most of the parents and carers who responded believe their children enjoy school. A few believe that the school does not sufficiently help them to support their children's learning. Inspectors agree, that although some curriculum information goes home, there are missed opportunities to maximise the support that parents and carers can give to their children. All parents agree that the school encourages the pupils to live healthily. Similarly, all are happy with their children's experience at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wallisdean 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 24 completed questionnaires by the end of the on-site inspection. In total, there are 209 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	13	54	10	42	1	4	0	0
The school keeps my child safe	16	67	8	33	0	0	0	0
My school informs me about my child's progress	10	42	13	54	1	4	0	0
My child is making enough progress at this school	12	50	10	42	1	4	0	0
The teaching is good at this school	11	46	10	42	1	4	0	0
The school helps me to support my child's learning	12	50	9	38	1	4	0	0
The school helps my child to have a healthy lifestyle	10	42	13	54	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)	14	58	10	42	0	0	0	0
The school meets my child's particular needs	11	46	11	46	1	4	0	0
The school deals effectively with unacceptable behaviour	9	38	10	42	4	17	1	0
The school takes account of my suggestions and concerns	10	42	11	46	0	0	0	0
The school is led and managed effectively	8	33	14	58	0	0	0	0
Overall, I am happy with my child's experience at this school	13	54	10	42	0	0	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.



21 July 2011

Dear Pupils

Inspection of Wallisdean Junior School, Fareham PO14 1HU

You may remember our recent visit. You were eager to tell us about your school and we listened carefully to what you told us. We believe yours is a satisfactory school. This means that it does some things well and that there are other things it could do better.

Your knowledge of how to stay healthy is excellent and you are active at breaks. Well done! You also involve yourself well in school life, for example acting as school councillors. We have asked the school to look at ways in which you can give your views about what you are learning. Also, that at the end of lessons you are given time to think about how well you have learnt and where you need further support. You can help by telling your teachers when you are finding the work too easy or too difficult.

You told us how safe you feel and your parents agree. We liked the way you show respect for each other and for different cultures. Your behaviour during our visit was good. We saw for ourselves how well the adults care for you, and this includes those of you who have a hearing impairment. The way you all work together is very good. The standard of your work is broadly average and the progress you are making in your work is improving. This is because you are experiencing more good teaching. We have asked that all your teachers plan lessons that challenge you, and that they ensure you always do your best work. You get some good feedback from teachers about your work, but not all of you know how to improve your work. We have asked that teachers' marking shows this clearly, and that you get time to respond to their comments.

The school has introduced many changes recently. We would like the adults responsible for subjects to look more deeply at how these changes affect your progress and to show how their subject supports the plan for the whole school. Thank you again for your help and I wish you well for the future.

Yours sincerely

Michael Pye

Lead inspector

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