

Denmead Junior School

Bere Road, Waterlooville, Hampshire, PO7 6PH

Inspection dates

10–11 October 2012

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching in English and mathematics is inconsistent and so some pupils within different classes do not reach their potential.
- Teachers do not always check pupils' work well enough. Sometimes work is not set at the right level and then pupils only make adequate progress.
- Pupils do not have enough opportunities to practise their writing, reading and counting skills in other subjects.
- When teaching is not challenging, pupils lose interest. They become restless and do not concentrate.
- Pupils have limited knowledge about a range of other cultures and beliefs.

The school has the following strengths

- The federation's leadership team is improving the quality of teaching.
- School leaders set clear targets for teachers. This is leading to an increasing proportion of good teaching.
- Parents and carers have confidence in the federation's leadership team. They say their children are safe in school.
- Since the last inspection, parents and carers can see a difference in the way their children are more enthusiastic about their work. Attendance and punctuality are above average.

Information about this inspection

- Inspectors observed 17 lessons, involving 11 different teachers. Five observations and the feedback to teachers were observed alongside the federation executive headteacher and the head of school. Inspectors observed morning and lunch breaks, and behaviour around the school and during an assembly.
- Meetings were held with three groups of pupils and many other pupils were spoken to during lessons. The lead inspector had meetings with the Chair and Vice-Chair of the Governing Body and with a representative from the local authority.
- Inspectors held meetings with school staff, including senior and middle leaders.
- Inspectors took account of 47 responses to the on-line Parent View survey and 14 responses to the staff questionnaire in planning and undertaking the inspection. A meeting was held with a group of parents and carers and other parents and carers were spoken to when collecting their children.
- The inspection team scrutinised pupils' past and present work, and looked at a number of documents, including the school's own data of pupils' progress over time, planning and monitoring and arrangements for setting targets for teachers, and records relating to behaviour, attendance and safeguarding.

Inspection team

Jane Neech Lead inspector

Her Majesty's Inspector

George Long

Additional inspector

Fiona Robinson

Additional inspector

Full report

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.

Information about this school

- Denmead Junior School is larger than the average-sized primary school.
- The junior school is federated with the infant school. Senior leaders from the infant school lead the junior school and the federation. Most pupils transfer from the infant school to the junior school.
- Most pupils are of White British heritage and there are few pupils who speak English as an additional language.
- The proportion of pupils eligible for pupil premium (additional government funding) is lower than average.
- The proportion of pupils who need extra help or those at risk of not doing so well is below average. The pupils' needs relate mainly to severe learning and behaviour difficulties.
- The proportion of pupils joining or leaving the school at other than normal times is below average.
- All pupils are taught in single year group classes.
- Privately funded after-school clubs take place in school. These are managed separately and are not part of this inspection.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning to good by ensuring that all teachers and teaching assistants:
 - raise their expectations of what pupils can achieve, especially boys in English and mathematics and girls in mathematics
 - ensure feedback to pupils tells them clearly what they need to do better next time
 - give pupils more opportunities to correct their mistakes in their work and improve presentation
 - ensure work matches every pupil's learning needs
 - ensure lessons in all subjects interest and excite pupils so they behave well.
- Leaders and managers should broaden what the school offers pupils in different subjects by:
 - planning stimulating lessons which widen pupils' understanding of different cultures and religions
 - give pupils the chance to use what they know about reading, writing and mathematics when working in other subjects, such as history and geography.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils usually start Denmead Junior School with attainment around the national average.
- In the junior school, progress is improving and, where work is challenging, pupils make good progress. However, within different classes, a few girls in mathematics and some boys in English and mathematics do not make enough progress. This is because teachers do not always demand enough of these pupils and work set does not always build on what they know.
- Pupils with special educational needs do not attain as well as they could because extra help for reading, writing and mathematics is not matched to their specific needs.
- Older pupils read well. Teachers expect pupils to give reasons for what interests them when reading a variety of books and so pupils comment on the skills of different authors. Pupils in Year 3, however, vary in how well they are improving their reading. Since the beginning of term, some pupils have not read regularly enough because teachers have been slow to ensure that those who need extra help read individually to an adult.
- Pupils speak clearly to an audience. They confidently explain how they have solved problems. Other pupils listen carefully and use their communication skills appropriately by adding their own ideas or asking further questions.
- Pupils have a good understanding of moral and social values. In an assembly, pupils talked confidently about values, such as trust and respect for one another. Staff give all pupils chance to contribute their views and ideas.
- Parents and carers say that their children like learning when teachers make it fun. They say children are keen to read at home. The inspectors agree that pupils are keen to read and, when lessons are exciting, pupils are absorbed.
- The school's systems to measure how well pupils are doing have improved because they are accurate. As a result, pupils' progress in some areas is starting to speed up because teachers know what pupils can already do and are beginning to set the work at the right level.
- Additional support for pupils at risk of falling behind, paid for by pupil premium money, is now being used more effectively. However, these changes are too recent to speed up their progress so their achievement too requires improvement.

The quality of teaching

requires improvement

- Over time, some lessons are well taught. Teachers capture pupils' curiosity and involve them all in the lesson. For example, in a Year 6 science lesson which looked at bacteria, pupils asked questions enthusiastically.
- Teachers' lesson planning and subject knowledge in English and mathematics have improved. Teachers work together in year groups to plan lessons, and where planning for each group is matched to their specific needs, the next steps for pupils are clear.
- The most effective teaching ensures pupils make good progress. Higher-ability pupils in Year 6 worked with a teaching assistant on higher-level mathematics work during the introduction of the lesson. No time was wasted going over familiar work and so pupils achieved well.
- In some classes across the school, teachers' expectations of what pupils can do are not always high enough and they talk for too long or go over things that pupils already know. As a result, pupils become restless and they do not make enough progress in the lesson.
- Teachers' marking in books varies too much from class to class. The best examples give pupils advice and pointers for improvement. Pupils' responses, such as correcting mistakes about hundreds, tens and units, show pupils have understood.
- During lessons, teachers do not always follow-up on the quality of work produced. Pupils continue to make basic errors in writing, such as poorly joined handwriting and missing full-

stops and capital letters. In these lessons, teachers and teaching assistants do not make high enough demands on pupils.

- Teachers are at the early stages of linking together work in different subjects. Consequently, the pace at which pupils develop basic skills, including information and communication technology skills, in other subjects is not as rapid as it could be.
- Pupils say they would like more visitors to school, such as artists and writers. Pupils understand about some religions and cultures. Inspectors found that what the school offers pupils should be more varied.

The behaviour and safety of pupils

require improvement

- Parents and carers, staff and members of the governing body interviewed, and the majority of parents and carers who responded through 'Parent View', indicated that behaviour is improving. Inspectors found that pupils behave in lessons that are interesting and exciting.
- Behaviour is not yet good because in a number of lessons pupils are not engrossed in their work. This is because the work is not set at the right level and they lose concentration. Pupils become restless, tend to chat and do not always listen to the teacher.
- Parents and carers have confidence in how the school looks after their children. A large majority of parents and carers reported that their children are safe in school. Inspectors observed behaviour at playtimes, lunchtime and during an assembly, and found that pupils' behaviour at these times was good.
- Pupils' moral development means they respect differences between different social groups. Pupils who talked to inspectors showed an understanding of the difference between 'falling out with your friend' and different forms of bullying. Inspectors found that everyone in school is valued.
- Pupils are polite. Adults in school model positive relationships. Rewards place an emphasis on developing pupils' positive social skills.
- The few incidents of poor behaviour or bullying are quickly followed up. Parents and carers who met with inspectors appreciated how the school involves them, and they are happy to approach staff. Pupils know the school's expectations about how they should behave.
- Pupils' spiritual and cultural development is less well provided for. The school has plans to broaden what it offers in different subjects through, for example, visits out and visitors in school, in this way, widening pupils' experiences and understanding of different religions and cultures.
- There have been few exclusions over the past years. Persistent absence remains at a low figure. Punctuality is excellent.

The leadership and management

require improvement

- The federation's leadership team, led by the executive headteacher, is focused rightly on improving the standard of education offered to pupils. The headteacher is well supported by the head of school and the federation governing body. Sharing expertise across the infant and junior schools is helping teaching to improve.
- School leaders know that the curriculum and the other experiences offered are sometimes too narrow and that this is an area for development.
- Leaders, including governors, set targets for teachers and check how well these are achieved. Leaders carry out lesson observations, look at work in books and check teachers' plans. These actions are improving teaching and giving every pupil a better chance to do well.

- Senior leaders have high expectations. They hold meetings regularly with teachers and expect teachers to report on the National Curriculum levels the pupils are working at. Leaders continue to challenge teachers where these levels of attainment are not high enough.
 - Middle leaders are supporting the school's progress. Those involved in looking after the progress of pupils who need extra help have recently put a well-planned system in place. This is resulting in better provision for individual pupils.
 - School leaders are careful when planning how pupil premium funding is spent. New plans include extra guidance for pupils in English and mathematics, as well as support for some families in special circumstances.
 - Parents and carers have confidence in the school's leaders. Parents and carers report that the transfer from the infant school to the junior school for their children has been the 'best ever' this year. Parents and carers compliment the school on the information about their children's progress and the recent changes made to Parents' Evening.
 - The local authority has contributed to improvements. Training for staff has improved teachers' subject knowledge. Partnerships with other schools have challenged and supported school leaders in taking steps to improve teaching and learning.
 - **The governance of the school:**
 - Members of the governing body contribute to bringing about improvements in raising the standard of education in the school. They are informed about how well the school is doing through reports from the school's leaders. They set targets for the headteacher and check how well these are being met. The governors carry out an audit of their own skills and ensure their training matches the needs of the school. Governors use their expertise in challenging school leaders to raise the quality of teaching. The federation governing body puts together an action plan, based on school priorities, which indicates who is responsible for delivering on each aspect. The governing body holds senior leaders to account and ensures that there is efficient financial management. For example, it works directly with staff responsible for pupils who need extra help to decide how best to spend pupil premium funding. It sets clear criteria to measure success related to pupils' progress. Members of the governing body are present at parent consultation evenings and survey the views of parents and carers. They use this information to support the school in working with parents and carers. The governing body ensures that all safeguarding and child protection policies meet requirements.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116043
Local authority	Hampshire
Inspection number	399687

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	276
Appropriate authority	The governing body
Chair	Gary Mundy
Headteacher	Jacqui Bradshaw
Date of previous school inspection	4– 5 October 2011
Telephone number	023 9225 2735
Fax number	023 9223 0824
Email address	admin@denmead-jun.hants.sch.uk

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