

# South View Junior School

Shooters Way, Basingstoke, Hampshire, RG21 5LL

**Inspection dates** 11–12 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Leaders and managers are highly ambitious for the school, resulting in marked improvements since the last inspection, particularly in the quality of teaching and pupils' achievement. The school is improving strongly and there are considerable strengths in several aspects of its work.
- Pupils' progress is good, including those supported with extra funding known as the pupil premium. The school makes excellent use of this funding.
- The good deployment of teaching assistants ensures that pupils' individual needs are met, including those newly arrived at the school, disabled pupils and those with special educational needs.
- Regular monitoring of teaching and effective staff training and support have ensured that teaching is mostly good.
- Pupils' personal and social development is central to the school's work. A strong partnership with parents and carers has a positive impact on pupils' behaviour. Pupils behave well and have good attitudes to their learning. Safeguarding has high priority and the school's procedures and policies are exemplary.
- Governors are highly experienced and provide a good balance of challenge and support to the school. They have a good awareness of where improvements are still needed, with plans in place to address remaining weaknesses.

### It is not yet an outstanding school because

- Attainment in mathematics, particularly for boys and the more-able pupils, is not as good as in other subjects because pupils do not always understand how to improve their work or have opportunities to respond to the teacher's feedback.
- In a minority of lessons, when activities are not matched well to pupils' abilities, teachers do not always intervene quickly enough, which limits the achievement of some pupils.

## Information about this inspection

- Inspectors observed 14 lessons, two of which were joint observations with the headteacher. In addition, they made a number of shorter visits to lessons and intervention groups, and heard a sample of pupils read.
- Inspectors observed the school’s work and scrutinised documents, including the school’s improvement plans, records of current pupils’ progress, behaviour and attendance, and documents relating to planning, monitoring and safeguarding.
- Meetings were held with groups of pupils, several members of the governing body and staff, including senior managers and a telephone conversation with a representative of the local authority.
- Inspectors took account of responses to the on-line Parent View survey and the comments of a small number of parents and carers bringing their children to school.
- Inspectors analysed the views of staff who responded to the Ofsted questionnaire as well as those of pupils, using the surveys carried out by the school.

## Inspection team

Laura Dickson, Lead inspector

Additional Inspector

Peter Lawley

Additional Inspector

## Full report

### Information about this school

- This is an average-sized junior school.
- The school has a resourced provision for pupils with speech, language and communication needs, which is run by the school.
- The proportions of disabled pupils and those with special educational needs supported through school action, school action plus or with a statement of special educational needs are well above average.
- The majority of pupils are from White British backgrounds and very few speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional government funding for looked after children, pupils eligible for free school meals and children of service families, is well above average.
- The school runs its own breakfast club and provides a range of after-school activities for its pupils.
- The school meets the government's current floor targets, 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 so that it is always at least good or better by ensuring that:
  - when teachers assess the rate of pupils' progress, they plan lessons effectively to meet the needs of all pupils
  - teachers give high-quality feedback to pupils so that they know how to improve their work
  - teachers check pupils' understanding and progress more thoroughly during lessons, and set new activities and targets to enable pupils to do even better.
- Raise achievement across the school in mathematics so that a greater proportion reaches at least the national average and above at the end of Year 6 by:
  - strengthening boys' mathematical understanding through practising skills in a range of other subjects so that the boys attain as well as the girls
  - providing pupils with clear guidance on the next steps in their learning
  - ensuring teachers understand which aspects of mathematics pupils need support with, particularly the more-able pupils.

## Inspection judgements

### The achievement of pupils

is good

- All groups of pupils achieve well and their work shows that they are on course to reach standards in line with national expectations, especially in reading, with a large majority of pupils reaching higher standards than this. Progress across the school is improving securely but less marked in a few lessons where the lack of challenging questions and the work planned by the teachers slow the learning of some pupils. Where teachers' expectations are high, stronger and more ambitious teaching enables pupils to achieve well by the end of Year 6.
- Pupils join the school with levels below those expected for their age, with particular weaknesses in their literacy skills and personal and emotional development.
- Pupils' attainment has been improving over time and was above the national average in 2011, although there was a dip in 2012, particularly in mathematics. This was mainly due to a high proportion of pupils with a statement of special educational needs not reaching the standards expected for their age. However, because of the good support they receive in the language unit and in their classes, pupils achieved well in relation to their low starting points.
- The school has rightly identified mathematics as an area to improve as teachers do not always ensure work is matched well to pupils' abilities or give them clear feedback, with the result that pupils do not always understand how to improve their work. Although boys achieve well, and the attainment gap between boys and girls is closing, still more needs to be done, particularly helping the more-able pupils to exceed national expectations by the end of Year 6.
- Pupils in the resourced language unit have their needs met well by the highly skilled staff and their achievement is at least good. High-quality activities ensure pupils have a good range of opportunities to develop their language skills and to gain full access to the curriculum.
- Writing in the past has been a weakness and the school's efforts to focus on this, through specific teaching of punctuation, spelling and handwriting, has resulted in rapid gains in pupils' progress. Current standards are higher than in previous years. High expectations in the presentation of pupils' work are evident in all subjects. Pupils spoke enthusiastically about receiving a 'pen licence' in assembly.
- Pupils read with confidence and use their knowledge of letter sounds (phonics) to read unfamiliar words. The school has been quick to identify the need to have a more systematic approach to the teaching of phonics and reading. The well-resourced library gives pupils a wide range of reading materials, which is developing their love of books. Pupils are keen to receive an achievement certificate in assembly, which encourages them to read regularly at home. The school is developing pupils' reading skills through effective liaison with parents and carers.
- Pupils' limited vocabulary and language skills are being extended through language-rich lessons where pupils are given interesting writing activities to enthuse them. For example, in one Year 5 class, pupils were creating their own non-fiction stories about Planets and the Solar System using hand-held computers. The teacher skilfully ensured that pupils used scientific language, as well as adjectives, similes and a range of features to engage the audience of the younger pupils. This resulted in high levels of enthusiasm by pupils and an eagerness to share their work.
- The pupil premium funding is allocated exceptionally well by the governing body, ensuring that eligible pupils receive individual support in English, mathematics and personal and social development. As a result, these pupils make good progress in line with their classmates.
- Leaders and managers effectively track all year groups to ensure pupils at risk of underachieving receive appropriate support, including pupils identified through the pupil premium.
- Pupils have good attitudes to learning and their strong relationships with staff enhance the progress they make in developing basic skills.

### The quality of teaching

is good

- Teaching is typically good, confirmed by the school's effective monitoring systems and that seen

during the inspection. Leaders and managers check the impact of teaching on learning rigorously. Purposeful and well-organised performance management arrangements have resulted in good professional development opportunities, such as peer observation for staff.

- Staff interact with pupils well in lessons, correcting errors or misconceptions and providing extra support for pupils at risk of underachieving. However, they sometimes miss opportunities to encourage pupils who have achieved the learning target to move on further.
- The marking of written work is beginning to provide pupils with good advice, although this is not yet consistent across the school in ensuring pupils know how to improve their work.
- The introduction of regular assessment in English and mathematics has improved the quality of teachers' planning and the range of activities in lessons. However, this information is not always used effectively to ensure that lessons meet the needs of all pupils by building on previous learning and providing them with a higher level of challenge, especially for the more-able pupils.
- Opportunities to develop basic skills across the curriculum are now more evident in lessons but not yet having a full impact on the learning for all pupils, particularly boys. Pupils are encouraged to talk and share their ideas before writing as well as using new technology to record their ideas.
- Homework gives pupils further opportunities to consolidate reading, writing and mathematics skills and knowledge already taught in school.
- Pupils take pride in their work because of the way they are encouraged by the school. Staff are caring and sensitive whilst ensuring pupils understand what is expected of them.

### **The behaviour and safety of pupils** are good

- Pupils have good attitudes to learning, shown by their eagerness to take part in lessons and the way they respond to their teachers.
- Behaviour in and around the school is uniformly good. Pupils enjoy working together and are given many opportunities in lessons to work in pairs or groups. As a result of the systems for rewarding good behaviour and the support of skilled staff, behaviour has improved well over the past few years, with fewer incidents of misbehaviour.
- Pupils say that bullying is rare and that they feel safe. Initiatives for families, run by the dedicated parent support adviser team, and programmes for pupils with emotional difficulties have had a great impact on the ethos of the school.
- The school is calm and orderly and few lessons are interrupted through inappropriate behaviour. This is supported by parental comments when visiting the school for events, such as the termly open days and the Christmas production.
- A very small minority of parents raised concerns about pupils' behaviour. Inspectors found behaviour to be good in and around the school.
- Attendance is above average. The school works closely with some families to ensure pupils attend school regularly. The breakfast club is effective at improving pupils' punctuality as it is well attended. Partnerships with external agencies are used regularly to ensure the very best outcomes for pupils and their families.

### **The leadership and management** are good

- Senior leaders have gained the full commitment of the school community, which is now working well in its drive to achieve common goals. The leadership team is ambitious. Its effective partnership with the governing body and the local authority has a strong impact on improving the school.
- Leaders and managers have improved the quality of teaching through a programme of regular classroom visits and scrutiny of the information on pupils' progress, which ensure pupils are learning well. A strong feature of this is the well-organised performance management

procedures which are focused on whole-school improvement and successfully hold teachers to account. The curriculum has recently been reviewed successfully, with a strong focus on pupils' spiritual, moral, social and cultural development, and provides opportunities for pupils to visit local areas of interest and to welcome visitors in to school. Initiatives such as Eco-Warriors and Junior Road Safety Officers enrich the curriculum and provide pupils with additional responsibilities. Pupils speak favourably about receiving cycling awards, which also help to keep them safe in the wider community.

- Highly effective policies and procedures ensure that the school fully meets statutory requirements with regard to safeguarding and child protection, for example through training and the vetting of staff. They also promote equality of opportunity vigorously.
- The strength of the school's self-evaluation is clearly evident in its accurate judgements of the quality of teaching and learning and its drive to improve pupils' outcomes. Aspects which require improvement have already been identified and strategies put in place to address them, with notable success for example in raising attainment in reading and writing. This gives the school strong capacity to improve further.
- **The governance of the school is good:**
  - Governors provide a strong level of support and challenge to the school. They are committed to their role, undertake refresher training when needed and regularly make visits to the school to evaluate the effectiveness of the decisions that they take in relation to the priorities in the school development plan. The governing body plays a key role in setting ambitious targets for the school and fulfils its statutory duties well. Governors have a good understanding of how well the school is doing compared with other schools nationally. They use this knowledge well to inform their approach to performance management and to support the promotion of teachers through the pay scales. The governing body manages the budget effectively, including for example the allocation of extra resources to support pupils under the pupil premium initiative.

## 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

<b>Unique reference number</b>	115860
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	405606

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

<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>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Banks
<b>Headteacher</b>	Sheila Pape
<b>Date of previous school inspection</b>	11–12 January 2011
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