

Alverstoke Church of England Junior School

The Avenue, Gosport, Hampshire, PO12 2JS

Inspection dates 11–12 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils achieve well and make good progress. By the time they leave school at the end of Year 6, attainment is above average in English and rising fast in mathematics.
- Disabled pupils and those with special educational needs make similarly good progress to their peers.
- Teaching is good overall with some that is of high quality. The pace of learning is brisk and expectations are high.
- Pupils do particularly well in writing because they are encouraged to write extensively in a range of subjects.
- The headteacher has created a dedicated staff team whose members are keen to drive further improvement for the benefit of both the school and the local community.
- Pupils enjoy an excellent range of learning activities and have many opportunities to find out more about the wider world. This contributes well to their spiritual, moral, social and cultural development.
- Pupils say they feel safe in school and incidents of bullying are rare. They behave well and believe that they are treated fairly.
- Parents and carers, pupils and staff are very positive about the school.
- School leaders have improved the quality of teaching and pupils' achievement since the previous inspection. They have a clear view of what more needs to be done to improve it further.

It is not yet an outstanding school because

- Some middle ability pupils do not make the progress they are capable of in mathematics.
- Some members of staff do not consistently use the marking policy to help pupils to improve.
- Some teaching assistants and support staff have not had sufficient training in the teaching of phonics (letters and the sounds they make).

Information about this inspection

- The inspection took place over two days. Inspectors observed 20 lessons, of which three were joint observations with senior leaders.
- Inspectors listened to pupils reading and made a number of short visits to phonics sessions.
- Meetings were held with staff and two groups of pupils. The Chair of the Governing Body was interviewed. A representative from the local authority was also interviewed.
- There were 69 responses to the online Parent View survey. Inspectors also interviewed parents and carers who had attended the pupils' performance, entitled the 'Tudor Gathering'.
- Inspectors looked at a range of documentation, including improvement planning and records of pupils' progress and attainment.
- The views of the 16 staff who completed the staff questionnaire were also taken into account.

Inspection team

Liz Bowes, Lead inspector

Additional inspector

Christopher Crouch

Additional inspector

George Logan

Additional inspector

Full report

Information about this school

- This is a larger than average-sized junior school.
- The proportion of pupils who are known to be eligible for the pupil premium (additional funding provided by the government to support pupils who are entitled to free school meals among others) is below the national average.
- The large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or with a statement of special educational needs is below the national average. Their needs relate mainly to speech and language difficulties and behavioural, emotional and social difficulties.
- 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 achievement of some middle to high ability pupils in mathematics by ensuring there is sufficient and effective targeted support, particularly in Year 3, to help this group make accelerated progress.
- Raise the quality of teaching to outstanding by ensuring that:
 - all staff implement the marking policy consistently to help pupils to improve
 - all staff, including teaching assistants, are fully trained in the teaching of the school's phonics programme.

Inspection judgements

The achievement of pupils is good

- Pupils' skills when they join the school are broadly average. Over the last few years progress in English, and more recently mathematics, has improved considerably. This is because the school closely tracks pupils' progress and has a clear awareness of exactly where each pupil is in their learning.
- In mathematics, the attainment of pupils leaving the school at the end of Year 6 in 2012 was average. However, the impact of the school's strategies to improve achievement in mathematics has resulted in accelerated progress in the subject for almost all pupils. As a result the current Year 6 are attaining at higher levels with a few already working at the highest levels. Nevertheless, some pupils of middle ability do not always make as much progress as they could in mathematics, across the Key Stage.
- By the time they leave school at the end of Year 6, pupils' attainment is above average in English. They do particularly well in writing because of the extensive opportunities they have to write for different purposes across the curriculum.
- The school is successful in narrowing gaps in attainment, and analysis of data confirms that there are no significant differences in achievement between any groups of pupils.
- Those who are known to be eligible for free school meals and who are supported through the pupil premium make similarly good progress to their peers.
- Those who find learning difficult, including disabled pupils and those with special educational needs, are making good progress in line with their peers. They are well supported and the quality of their learning is good.
- The vast majority of parents and carers who responded to Parent View agree that their children make good progress.

The quality of teaching is good

- The quality of teaching is good with some that is of high quality. Pupils achieve well because work is closely matched to their abilities and teachers have high expectations that they will achieve well. There is a good pace to lessons and the variety of stimulating activities ensures that pupils of all abilities find learning interesting and fun.
- Staff take advantage of every opportunity to raise attainment. This includes programmes of tailored support for pupils and daily pre-school sessions for those who find mathematics more challenging. The highest attaining pupils in each year group benefit from early morning sessions which are run by the gifted and talented teacher. Middle attaining Year 6 pupils benefit from breakfast mathematics sessions which are run by the senior management team.
- Teaching has improved in mathematics. In an outstanding mathematics lesson, for example, the teacher's enthusiastic approach and excellent questioning style enthused pupils who were keen to demonstrate their learning. However, there is not enough targeted support for some middle ability pupils in mathematics, particularly in Year 3, and as a result they do not always make the progress of which they are capable.
- Teachers work closely with teaching assistants who provide valuable support both in and out of the classroom. Disabled pupils and those who have special educational needs receive good quality support.
- Some staff, including teaching assistants, have not had training in the programme for teaching phonics used by the school, and as a result are currently not best placed to teach spelling skills.
- Most of the established teachers use marking well to accelerate progress. However, a few new members of staff are not so consistent in their use of the marking policy. Nevertheless, all pupils know their individual and school targets and the great majority are aware of what they need to

do to improve.

- Pupils do well in writing because teachers encourage pupils to write extensively across a range of subjects. This engenders a passion for writing which is evident in the quality of writing in the school newspaper.
- Parents and carers report that they are very happy with the teaching in the school. They support the strategies the school has put in place for their children.

The behaviour and safety of pupils are good

- Pupils behave well in and around the school. They have positive attitudes to learning. For example, in an outstanding mathematics class, pupils delighted in telling the teacher about their knowledge of fractions.
- Pupils enjoy their homework assignments and are keen to share with the teacher what they have discovered. One pupil was heard to say that they 'accidentally did too much homework' as they enjoyed learning about different countries so much.
- Pupils have learnt about the importance of good collaboration, both within school and further afield. The Aware Project, for example, which raises the issue of the future sustainability of our seas, has involved pupils collaborating with a number of European countries. Some pupils have benefited from residential trips to France and Poland to further their understanding of this issue. Involvement in projects such as this promotes a responsible attitude and develops social, moral and cultural understanding.
- The school is very inclusive. Any discrimination is tackled with vigour and the promotion of equality of opportunity is good. The school recently received its bronze award for commitment to philosophical enquiry. The impact of this work is evident in pupils' progress in writing as well as in their speaking and listening skills. For example, in a Year 6 class, pupils were debating the question of whether love can transform people. The thoughtful contributions from pupils showed how much they respect each other's ideas.
- Pupils have a good awareness of the different types of bullying and report that any incidents of bullying are rare. All pupils say that they feel safe and that they know who to go to if there are any problems. Older pupils are aware of the potential risks in the use of social media.
- Attendance and punctuality are good. Many children are keen to do well and choose to arrive before the start of the school day for additional sessions, particularly in mathematics.

The leadership and management are good

- The success of the school is due to the strong educational direction provided by school leaders. They are ambitious and hold high aspirations for staff and pupils.
 - Leaders monitor the school's performance rigorously. This ensures accurate and succinct self-evaluation which informs strategic action planning. This, together with improvements in pupils' achievement and the quality of teaching since the previous inspection, confirms the school's capacity to improve further.
 - A thorough overhaul of the assessment procedures, external moderation and validation of results has ensured that there is an accurate view of the achievement of all pupils throughout the school. It also helps the school to ensure equality of opportunity for all.
 - There is an effective programme to monitor and improve the quality of teaching. Leaders ensure that all teachers meet the Teachers' Standards and they carry out a close analysis of the work
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completed in pupils' books as well as formal lesson observations. All staff, including support staff, have targets to help improve their performance which make them accountable for accelerating pupils' progress.

- Funding from the pupil premium is effectively deployed, primarily to provide non-class-based teachers who deliver tailored support sessions. Some funding is used for support assistants who help more vulnerable pupils. The pupil premium is also used for the after-school club. The impact of the funding has been clearly shown in improved achievement, as well as marked improvements in behaviour for those who need emotional support.
- The curriculum enables pupils to have a rich variety of learning experiences. Pupils fully benefit from the themed approach and enjoy events such as the Victorian Music Hall, where many played musical instruments. Pupils learn French and enjoy going on residential trips to France so that they can practise their language skills. There is a large range of extra-curricular clubs and those who are in Years 5 and 6 enjoy publishing the school newspaper. The on-site swimming pool enables swimming to be a regular feature of summer sports.

■ The governance of the school:

- Governors know the school well and the Chair of the Governing Body is in classes, helping out voluntarily on a weekly basis. As a result of this there is a very close working relationship between senior leaders and the governing body. Governors have a secure knowledge of how well the school is performing in comparison to similar schools. They ensure that salary progression and performance management systems for both teachers and leaders are closely linked to pupils' progress. They have been involved in appropriate training in this area to make sure that they are fully up-to-date. Minutes of governing body meetings give examples of how the governors ask questions to hold the headteacher to account. The finance committee checks expenditure closely, including the spending of the pupil premium. However some school policies and procedures are not reviewed by the governing body regularly enough and as a result are a little out of date. Leaders and governors have already begun to tackle this issue. All statutory requirements for the safeguarding of pupils are met.

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	116329
Local authority	Hampshire
Inspection number	405645

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	270
Appropriate authority	The governing body
Chair	Jean Morgan
Headteacher	John Bailey
Date of previous school inspection	November 2010
Telephone number	023 9258 0450
Fax number	023 9251 0346
Email address	admin@alverstoke-jun.hants.sch.uk

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