

# Hook Junior School

Church View, Hook, Hampshire, RG27 9NR

**Inspection dates** 10–11 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils are making at least good progress in all subjects and achieve well.
- Rapid and sustained improvement in the quality of teaching since the previous inspection has resulted in much higher standards in both English and mathematics.
- The quality of teaching is consistently good across the school, with examples of outstanding practice in all year groups. Well-planned lessons enthuse pupils. Learning support assistants contribute exceptionally well to pupils' learning.
- The school provides an extremely safe and caring learning environment where pupils enjoy coming to school. Pupils' behaviour is outstanding. Pupils look after their classmates very well and are most respectful to staff and visitors.
- Pupils' enthusiasm for school is seen in their attendance, which is much higher than typically seen.
- The headteacher provides exceptional leadership. She has gathered together a team of leaders who strive determinedly for perfection. Together with governors, they monitor teaching and learning regularly and have been effective in eradicating weak teaching and ensuring an increasing amount is outstanding.
- Members of the governing body have high expectations of senior leaders, challenging but supporting them in their desire to make the school the best.

### It is not yet an outstanding school because

- Not enough teaching is yet consistently outstanding. Occasionally, teachers do not move pupils on to more challenging work soon enough in lessons and so they do not achieve as well as they should.

## Information about this inspection

- Inspectors observed 15 lessons, seeing all teachers. A large number of lessons were joint observations with members of the senior leadership team.
- Inspectors heard some pupils read and held a meeting with a group of pupils.
- Other meetings and discussions were held with the Chair of the Governing Body and another governor, and school staff. and a telephone conversation was held with a representative of the local authority. Inspectors also met with some parents and carers at the start of the school day.
- Inspectors took account of the 76 responses to the online Parent View survey and responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a range of documents, including the school improvement plans, priorities for development, achievement data and documents relating to safeguarding children.

## Inspection team

Paul Edwards, Lead inspector	Additional inspector
Najoud Ensaff	Additional inspector
Jameel Hassan	Additional inspector

## Full report

### Information about this school

- Hook Junior is larger than the average-sized school.
- Most pupils are of White British heritage.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is average. The proportion who are supported through school action is below average.
- The proportion of pupils who are eligible for the pupil premium, which is additional money provided by the government for pupils who are known to be eligible for free school meals, looked after children and those of service families, is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school uses alternative provision to support pupils who have behavioural difficulties.
- There have been several changes to the staff, including at senior leadership level, since the previous inspection.

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

- Improve teaching from good to outstanding by:
  - ensuring teachers provide pupils, particularly the more able, with additional opportunities to move on to more challenging work sooner in lessons so that all pupils achieve as well as they should.

## Inspection judgements

### The achievement of pupils is good

- Pupils' attainment on entry to the school is usually well above average, although for pupils who left at the end of Year 6 in 2012, it was broadly average. Pupils make good and often outstanding progress throughout the school so that by the end of Year 6, their attainment is well above average. Progress in reading is particularly good.
- Effective teaching has reduced the gap in boys' and girls' achievement in mathematics so that all pupils achieve especially well in this subject. A greater emphasis on problem-solving activities, with more opportunities to discuss methods and solutions, has considerably improved girls' confidence so that they achieve as well as boys.
- Disabled pupils and those with special educational needs make accelerated progress, attaining better than their peers nationally and closing the gap on all pupils nationally. Progress is particularly good for older pupils because additional support builds well on the very effective foundation laid in previous years.
- Volunteer helpers and learning support assistants provide intensive and very effective support each morning for pupils who find reading difficult. Pupils enjoy reading and the regular teaching of phonics (letters and the sounds they make) enables pupils to tackle a wide range of texts that stimulate their love of reading. Pupils talk enthusiastically about how they read 'to find things out' but also because they 'just enjoy reading'.
- There are excellent opportunities for pupils to practise their writing skills, not only in literacy lessons, but also in 'themed' subjects such as work on the Egyptians and the Second World War. Pupils make good progress in their writing. While boys' attainment in writing by the end of Year 6 is not as good as that of girls, the gap is closing because of the emphasis placed on making activities more stimulating, enjoyable and relevant. Analysis of pupils' work shows that most write neatly and legibly, using correct punctuation and a wide range of imaginative vocabulary.
- Occasionally, pupils do not move on to more challenging work soon enough in lessons and consequently, their progress is a little slower than it should be.
- Pupils eligible for pupil premium achieve as well as other pupils. Based on average point scores, pupils' attainment in national assessments in both English and mathematics for those known to be eligible for free school meals is below that of other pupils. However, the intervention activities and additional support ensure the gap is narrowing significantly by the end of Year 6.

### The quality of teaching is good

- The outstanding work undertaken by the senior leadership to improve the quality of learning has resulted in teaching that is rarely less than good and improving rapidly. Across the school, there are examples of outstanding practice.
- Parents and carers who responded to Parent View and those spoken to during the inspection believe their children are taught well and are making good progress. Their views are confirmed by inspection evidence.
- Teachers use assessment information to plan work that is challenging for different groups of pupils. They make the purpose of the lesson clear so that pupils know what they should be able to do by the end of the session.
- Teachers are particularly good at asking searching questions that encourage pupils to think more deeply about their responses and to extend their speaking skills. Teachers use the information gathered in lessons to adapt the work so that it is sufficiently challenging. Very occasionally, pupils are required to listen to teachers' explanations when some could move on to more challenging work sooner or to find out more things for themselves.
- Relationships between staff and pupils are excellent, which helps to create a learning environment where pupils are not reticent in answering teachers' questions because they know their responses are valued. They know teachers and other staff will give them help should they

get stuck.

- Teachers use a range of different strategies that encourage pupils to try really hard with their work, including working in groups, pairs or on their own. They stimulate pupils' enthusiasm, for example, through well-chosen stimuli. In a good Year 5 mathematics lesson, the pupils' understanding of decimals and place value improved rapidly. They watched a video clip of the Olympic 100-meter final and quickly understood the relevance of place value in a real-life situation as they ordered the runners' times down to a thousandth of a second.
- Learning support assistants are deployed effectively and they make a strong contribution to pupils' learning. Disabled pupils and those with special educational needs receive effective support either individually or in small group sessions, enabling them to make good progress. Learning support assistants also have a good impact on the progress of more-able pupils, for example, leading regular sessions for gifted and talented mathematicians.
- Teachers' marking of pupils' work has improved considerably since the previous inspection. Pupils' self-assessment and peer assessment of their work are complemented by detailed marking that clearly identifies what pupils have done well and what they need to do to improve. Pupils take note of the marking because teachers provide useful reflection time during which pupils are expected to respond to the teachers' comments.

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

- Pupils' excellent behaviour makes a substantial contribution to their learning because pupils are so well motivated and little time has to be spent on maintaining discipline. Pupils thoroughly enjoy all aspects of school life and this is reflected in their attendance, which is well above that seen nationally. The school has been very successful in reducing the number of pupils who are poor attenders.
- All staff have high expectations for pupils' behaviour. The behaviour policy is implemented consistently and so pupils behave very well in lessons and around the school. Disruptions to lessons are extremely rare according to pupils and none was observed during the inspection. Pupils, staff, and parents and carers agree that behaviour is a significant strength. A very small number of pupils spend part of the week at a behavioural support unit and time spent there contributes well to their improved behaviour and academic performance.
- Pupils work exceptionally well with their classmates and develop a strong awareness of and empathy for pupils from different backgrounds, religions or cultures. They work well together, listen carefully to each other, valuing and respecting each other's views and opinions, and talk sensibly to one another during lessons.
- Pupils are extremely thoughtful and reflective, and demonstrate a maturity far beyond their years. They are unreservedly polite, friendly and helpful to adults and to each other. Their capacity for taking on responsibility is excellent.
- Pupils understand the different forms of bullying, including that involving texting and social networking sites. They say that bullying is rare and that adults are always on hand to sort out minor disagreements that occasionally arise. 'Bullying ambassadors' take their roles seriously, following up incidents before passing them on to teachers. School records show very few reported incidents and there have been few exclusions in recent years.
- Pupils feel exceptionally safe in school. They have a good awareness of how to keep themselves safe from dangers associated with external risks such as tobacco, alcohol or substance abuse. Parents and carers know their children are safe and exceptionally well looked after. A range of activities help ensure pupils are confident at assessing risks and are well aware of hazards, for example when using the internet.

**The leadership and management are outstanding**

- The headteacher is relentless in her drive for excellence in all of the school's activities. She demonstrates a successful determination to accelerate pupils' learning and to improve the quality of teaching. Leaders at all levels have an accurate view of the school's performance and, since the last inspection, have made considerable improvements in all areas.
  - The leadership and management of teaching are outstanding. A systematic programme of teacher observations, followed by exceptionally well-planned and high-quality professional development, ensures teachers are given every help to improve their skills. Senior leaders demand the highest standards from its staff and teachers know that progression along the salary scale is not automatic and that it depends on how well pupils are achieving. Consequently, teaching across the school continues to improve rapidly.
  - The tracking of pupils' progress is rigorous and senior leaders are able to point to how well all groups of pupils are performing. Where there is any hint of underperformance, leaders are extremely rigorous in ensuring interventions are put in place to enable pupils to catch up with their classmates.
  - The curriculum is skilfully planned to include an appropriate focus on developing pupils' literacy and numeracy skills within a stimulating range of experiences based on historical or geographical themes, which make a valuable contribution to pupils' enjoyment of learning. These themes and a strong focus on sports, arts and music make a significant contribution to pupils' spiritual, moral, social and cultural development. Very effective international links, for example the 'Connecting Classroom' with a school in Morocco, enhance pupils' understanding of people from other backgrounds.
  - The school makes effective use of its pupil premium funding, so that not only eligible pupils benefit, but also other pupils with similar learning needs. The school has moved away from all classes having a learning support assistant to making more effective use of their skills to support individuals or groups where the need is greatest.
  - All pupils have equality of opportunity and are able to take part in the wide range of activities provided by the school. Discrimination is not tolerated. Senior leaders work effectively to foster good relations with the local community. Parents and carers are encouraged to support the school through helping with reading activities and through attending information evenings, for example when teachers explain new approaches to the teaching of mathematics.
  - The local authority provides light-touch support for this effective school. At the request of the local authority, senior leaders provide effective help and guidance to a number of local schools.
  - **The governance of the school:**
    - Governors know the school well. They are regular visitors and support the school most effectively. They understand the strengths and weaknesses of the school and are kept fully informed through the headteacher's detailed reports and the regular and detailed analysis of pupils' performance. This provides them with high-quality information by which they challenge leaders and hold them to account. They have a very clear picture of how the school performs in relation to other schools, both locally and nationally. Governors keep up to date through regular training. They are fully aware of the strengths of teaching and how well leaders are managing the performance of teachers through targets and pay progression. Governors are well informed about the use of the pupil premium, and manage all aspects of finance and their statutory responsibilities well.
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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

<b>Unique reference number</b>	116045
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	403283

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>	387
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Paul Lock
<b>Headteacher</b>	Lynn Martin
<b>Date of previous school inspection</b>	20–21 May 2008
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