

Tribal  
1-4 Portland Square  
Bristol  
BS2 8RR

T 0300 123 1231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 0117 311 5323  
**Direct email:** suzy.smith@tribalgroup.com



28 May 2013

Mrs N Tettmar  
Headteacher  
Hart Plain Junior School  
Hart Plain Avenue  
Cowplain  
Waterlooville  
PO8 8SA

Dear Mrs Tettmar

### **Special measures monitoring inspection of Hart Plain Junior School**

Following my visit with Gail Robertson, Additional Inspector, to your school on 22 and 23 May 2013, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures, following the section 5 inspection which took place in October 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all of the evidence, I am of the opinion that at this time the school is making reasonable progress towards the removal of special measures.

No more than two newly qualified teachers (NQT) may be appointed. This is on the condition that no NQT is appointed to work in Year 6.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Gehane Gordelier  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in October 2012**

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

- Ensure the quality of teaching is consistently good or better to accelerate progress, especially in mathematics by:
  - judging more accurately when to move pupils on to the next stage of their learning so that all make good progress
  - ensuring that teachers check pupils' learning in order to take action sooner if they are not making enough progress
  - providing more ambitious learning targets for pupils to help them understand the next steps towards reaching higher levels, particularly in mathematics
  - making sure that marking helps pupils to understand how they can improve their work
  - providing more opportunities for pupils to use their numeracy skills in other subjects.
  
- Strengthen the capacity of leaders, managers and the governing body to sustain improvement by ensuring that they:
  - promote consistency and clear progression across all year groups in mathematics
  - rigorously track pupils' progress, including that of pupils with disabilities and special educational needs, and intervene quickly if any are falling behind
  - ensure that the impact of short-term changes to staffing are minimised
  - provide the governing body with more training in understanding pupils' performance so governors can offer more effective support and hold senior leaders to account about the impact of the school's work.

## **Report on the second monitoring inspection on 22 and 23 May 2013**

Inspectors observed the school's work. They scrutinised documents and held discussions with senior leaders, a group of teaching and support staff, and a group of governors, including the Chair and Vice-Chair of the Governing Body. Inspectors met with a group of parents, some pupils and a representative from the local authority. Inspectors observed 17 part-lessons taught by 15 teachers. Some of the observations were undertaken alongside the headteacher. The school's record of checks undertaken when new staff are appointed was scrutinised.

### **Context**

Since the first special measures monitoring visit in January 2013, two governors have left and one new member has joined the governing body. One of the assistant headteachers has left the school. A new assistant headteacher and a new class teacher have started working at the school since the beginning of term. The new English manager now works at the school on a full-time basis. A supply teacher is covering the class of a member of staff who is on long-term sick leave.

### **Achievement of pupils at the school**

Standards are rising across the school, albeit unevenly within and across year groups. Levels of pupils' attainment in English and mathematics are better than they have been in the last couple of years. However, in mathematics, pupils in Year 4, as well as pupils known to be eligible for free school meals, disabled pupils and those with special educational needs, are not progressing as well as their peers. The best progress currently being made in mathematics is in Year 6; nevertheless, the gap between the attainment of pupils known to be eligible for free school meals and other pupils has widened further in this year group since autumn 2012.

Pupils told inspectors how much they value the use of targets to support them with their writing and mathematics. This is because they now have a very clear view of what they need to aim for in order to reach higher levels in their learning. As a result, pupils' knowledge and use of grammar are developing well. Pupils in Year 4, for example, were observed sharing ideas about which adjectives and powerful verbs they would use to describe and personify colourful images of animals.

Pupils across the school are developing their ability to solve mathematical problems. In a well-taught lesson in Year 6, pupils worked out differences in the time it would take to travel from one destination to another. However, pupils in all year groups typically struggle to recall number facts, including multiplications and number bonds. This limits their ability to use different strategies to solve problems. Consequently, all too often, pupils remain over-reliant on the method shown to them by their teacher and do not progress to considering different methods for themselves. Pupils who are

more able told inspectors that they do not always feel sufficiently challenged. A few parents expressed concern that some of their children were not being pushed to meet their full potential.

### **The quality of teaching**

The quality of teaching is improving and this is leading to progress accelerating and better standards. However, not enough teaching is securely good or better, and some significant weaknesses have yet to be fully eradicated. This includes supporting the learning of disabled pupils and those with special educational needs, and pupils known to be eligible for free school meals, and insufficient challenge for those who are more able.

Teachers make better use of school-based checks on progress and information about pupils to plan their lessons. However, too few are good at judging accurately when to move pupils on during the course of a lesson. Targets given to pupils to support their learning are generally more ambitious, but some remain too easy, particularly for the more able. Typically, lessons cater for the interests of pupils and this is leading to pupils being more motivated to learn. Teachers generally explain what pupils are expected to learn. However, expectations are not always clearly displayed with examples. This is unhelpful to some pupils, particularly those of lower ability, who need visual aids to help them to understand and to remember what they have to do to complete their work successfully. In the few lessons observed where teaching was more effective, teachers ensured their expectations were clear and that their lessons were purposeful and well matched to all of their pupils' needs.

Teachers' planning varies in quality, partly due to there being no common format. As a result, planning does not always identify the skills that pupils are expected to learn in all of their lessons. Some teachers would benefit from having timescales clearly identified in their planning to prevent them from giving overly long introductions and spending too much time talking. Teachers are beginning to provide more opportunities for pupils to use their numeracy skills in other subjects. However, these are not always well planned and they limit the progress that pupils make in developing their mathematical skills. Where teaching is weak, teachers do not maintain an overview of pupils' learning and progress during lessons. Consequently, pupils who require additional support or challenge are not identified quickly enough. Teachers do not always take sufficient responsibility for meeting the needs of disabled pupils and those with special educational needs. Where this is the case, activities and resources are not well planned for this group of pupils, particularly in English and mathematics.

The quality of marking remains too variable across the school and between subjects. There are examples where the quality of teachers' marking is good. Where this is the case, teachers have written helpful comments to pupils about how to improve their

work. Some, but not all, teachers routinely provide pupils with time to respond to marking.

### **Behaviour and safety of pupils**

At the time of the inspection, most pupils were seen behaving well in class and around the school. However, pupils told inspectors that they do not think that all staff deal equally well with bad behaviour and that as a result, some feel bullied, particularly by unpleasant name-calling. Pupils' behaviour is generally well managed by teachers. Where this is not the case, it often reflects shortcomings in the quality of teaching.

Some pupils told inspectors how much they appreciate the additional support they receive outside of the classroom with their personal, emotional and behavioural issues. Some parents also appreciate the support they receive in helping to improve the behaviour of their children. However, the parents of pupils who have received counselling would welcome better levels of communication and feedback from the school, especially once counselling sessions have ended.

Levels of attendance are broadly average, but rates of exclusion are high as a result of higher expectations of pupils' behaviour.

### **The quality of leadership and management of the school**

The senior leadership team are well led and managed by the headteacher. Consequently, they are clear about their respective roles and responsibilities in helping the school to improve. Some of the staff who met with inspectors said they feel valued and well supported. Although senior leaders provide teachers with helpful feedback about their practice, they do not always focus enough on the weaker aspects of teaching identified when the school was judged to require special measures.

The school's raising attainment plan has been modified and improved. This document now provides a clearer sense of direction, with specific timescales. The plan fully reflects the areas for improvement, and the role of governors is more explicit. The plan could be refined further by including more regular milestones against which progress can be measured, including for every class and for significant groups of pupils.

There are better systems for tracking and monitoring the progress made by pupils, particularly in mathematics. Consequently, leaders, managers and governors now have a more accurate view of pupils' achievement in this subject. This includes the variation in rates of progress across the school, particularly in Years 3, 4 and 5. Senior leaders use this information to challenge teachers about the progress made

by their pupils and this is leading to better progress across the school for some. However, there is too much variation in the progress made by pupils who are in the same year group and for those pupils in receipt of pupil premium funding or disabled pupils and those with special educational needs.

There is a positive working relationship between staff and school governors. Governors are developing their role well. New governors have benefitted from the training they have received; this enables them, for example, to contribute to challenging the school about the progress made by different groups of pupils, particularly disabled pupils and those with special educational needs. Governors are beginning to hold the school to account about how additional funding through the pupil premium is being used. However, this remains an area for further development. Governors recognise the need to set more aspirational targets and for their own plan to include progress checks that can be measured at regular intervals.

Parents who spoke to one of the inspectors were very positive about the work of the staff at the school. They said how much they particularly appreciate the fact that the headteacher is highly visible and easily accessible, and responds readily to parental concerns. However, they would welcome the school reviewing its homework policy and the systems used for rewarding pupils.

Appropriate checks are undertaken to ensure the suitability of staff to work with children.

### **External support**

Good training provided by local authority advisers and inspectors, especially about how to teach mathematics more effectively, has contributed to improvements to the quality of teaching. Senior leaders at the school have benefited from working alongside the Primary Phase Inspector to refine their leadership and management skills. Reports of visits from the local authority have helped to raise staff morale, whilst identifying pertinent points for action. However, reports about the progress made by the school are, at times, over-generous. This is mainly because staff receive prior notice of when they will be observed teaching so that they have time to prepare in detail and with support.