

# Clarendon Junior School

Ordnance Road, Tidworth, Wiltshire, SP6 7QD

**Inspection dates** 7–8 November 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		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The very large numbers of pupils who receive additional support through the pupil premium are enabled to settle into school extremely quickly and make good progress immediately.
- From their often low starting points, due to disruptions in their schooling, pupils make good and sometimes outstanding progress and most are now reaching standards in line with those expected for their age.
- Teaching is typically good and sometimes outstanding, so pupils achieve well throughout their time at the school.
- Pupils experience a well-planned curriculum that supports their good learning, behaviour and positive attitudes.
- The needs of pupils who are disabled or have special educational needs are speedily identified and addressed. The progress they are making is similar to that of other pupils.
- The whole staff create a family environment in which all pupils feel safe and well cared for. As a result, pupils want to learn, and share a sense of responsibility for each other. Their behaviour is typically good and mostly outstanding.
- The headteacher, ably supported by governors, gives a strong direction to the whole school and is working hard to lift the quality of teaching to outstanding.
- All staff share the headteacher's and governors' enthusiasm and high expectations of what pupils can achieve.
- Parents and carers are very proud of the school. They are happy that their children are safe and well cared for. They find teachers and school leaders very approachable.

### It is not yet an outstanding school because:

- The proportion of outstanding teaching is not yet high enough to ensure all pupils' progress is rapid and sustained across all year groups.
- Occasionally teachers do not take the opportunities that pupils' responses create to extend their learning.
- Very occasionally the changes in the curriculum are not completely implemented in lessons and so pupils are not always fully challenged and excited in their learning.
- Plans for staff to share their skills and expertise to enable further improvements in teaching are not fully developed.

## Information about this inspection

- The inspectors observed 16 lessons and a number of smaller teaching groups, some being observed together with the headteacher and deputy headteacher. All teachers were observed teaching.
- Discussions were held with different groups of pupils, members of the governing body, the headteacher and staff members.
- There were not enough responses to Parent View, an online survey of parents' and carers' views, to take them into consideration in planning the inspection. Inspectors looked at the school's own survey and met with parents and carers during the inspection.
- The inspectors also took account of the 21 staff questionnaire returns.
- The lead inspector held a telephone discussion with a representative of the local authority.
- The inspectors looked at pupils' work, and heard pupils from different year groups read.
- The inspectors observed the school's work, and looked at a range of documentation, including information about pupils' performance and progress, the school improvement plan, procedures for safeguarding pupils, minutes of governing body meetings, school policies and curriculum planning documents.

## Inspection team

David Marshall, Lead inspector

Additional Inspector

Penelope Orme

Additional Inspector

Peter Clifton

Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized junior school.
- The majority of pupils come from a White British background.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average as is the proportion supported at school action plus or with a statement of special educational needs.
- The proportion of pupils supported through the pupil premium (additional government funding for pupils who are known to be eligible for free school meals, who are looked after by the local authority or whose families are in the armed forces) is very high. Of the 324 pupils on roll at the time of the inspection, 280 were from families with one or both parents or carers in the armed forces.
- Due to the large proportion of pupils from families in the armed forces, a very much larger than average number of pupils join and leave the school other than at the usual time.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Increase the amount of outstanding teaching to make sure that more pupils reach the higher levels of attainment by the time they leave the school, by:
  - using all responses from pupils to keep their interest and involvement in lessons at the highest level
  - ensuring the well-planned activities are implemented consistently to maintain pupils' interest and concentration, so that the pace and rate of learning never slow
  - extending opportunities for staff to observe and share the outstanding practice in the school.

## Inspection judgements

### The achievement of pupils is good

- Owing to the fragmented nature of many pupils' schooling, and the high level of support pupils need on entering the school, results in national tests are not a true reflection of their achievement and progress. The detailed and comprehensive school and local authority data show that pupils start in Year 3 with attainment levels below those expected for their age, and often well below in their language skills. They make good progress immediately because of good teaching and a broad range of interesting activities.
- Pupils work hard and their good progress means that by the end of Year 6, those pupils who have been in the school from Year 3 achieve standards in English and mathematics in line with, or above, the national average.
- Those pupils who enter the school other than at the usual time, often after significant gaps in their schooling, are enabled to readily engage in their learning. They settle down rapidly and begin to fill the many gaps in their learning and develop new knowledge quickly.
- The very high numbers of pupils who are eligible for support through the pupil premium funding make good progress. The school has used its funding to provide these pupils with extra support, both in lessons and out of school, by appointing additional members of staff to work with them individually and in groups.
- Based on expectations for their age, the few pupils known to be eligible for free school meals are making progress in line with that of their peers, performing at the same level as other pupils in the school and pupils nationally by the time they leave the school.
- Work seen in lessons, pupils' books and the evidence in the school's own data show that progress has accelerated well since the previous inspection. It is improving each year because of better teaching and a well-planned curriculum. There are many pupils now on course to achieve above expected levels for their age by the time they leave school.
- Disabled pupils and those who have special educational needs make good progress because they receive effective support and work is set at the right level for them. Their attainment compares well with pupils in other schools who need help.

### The quality of teaching is good

- The quality of teaching over time is good with some that is outstanding. The robust checks undertaken by leaders followed by training and support have helped teachers to improve their practice and embrace new initiatives.
- The pupil premium funding is used very effectively to provide targeted teaching for those pupils needing additional support with their basic skills due to changes in their schooling over time. In addition, the one-to-one and counselling sessions provided for those who are more emotionally fragile have had a beneficial impact on personal development and improved pupils' confidence as learners.
- In the best lessons, teachers use dialogue and discussion effectively to promote greater understanding. For example, in an outstanding lesson in Year 4, groups of pupils were devising different ways of carrying figures in columns. 'We are being very kind and sharing with our neighbours', really helped pupils to understand. The effective checking and prompting of the teacher ensured pupils extended their thinking and made good gains in their learning.
- Good assessment procedures enable teachers to track pupils' progress precisely and increase the expectations of their achievement. Teachers' marking lets pupils know how well they are doing and the updates at the beginning of lessons help them to assess their own work.
- Reading, writing, communication and mathematics are taught effectively. Pupils have good opportunities to apply their skills across other subjects and the curriculum provides interesting activities that engage pupils. It was significant that in the lessons that were most effective literacy and numeracy skills were being taught based on the excellent topic planning. This engaged pupils' interest from the beginning of the lesson and held it well throughout. Learning is

not yet outstanding overall because this careful attention to implementing all the agreed changes to the curriculum seen in most lessons is not consistent across the school.

- Teaching assistants are adept at supporting individuals and groups of pupils, including those with special educational needs or those who have recently joined the school. In several lessons seen, the teacher and teaching assistants systematically circulated around the room, questioning individuals about their learning. Teachers then adjusted their teaching in light of the pupils' responses. Very occasionally this use of pupils' responses is not always as well carried out and pupils' progress slows.
- The provision for disabled pupils and those with special educational needs is an outstanding aspect of the school's work. Very skilled teaching assistants, under the direction of special educational needs coordinator, tailor the intervention programmes carefully to ensure the precise needs of individual pupils are met and that they make the best possible progress.

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

- Pupils' good behaviour is a testament to the strong procedures in place to enable them to settle in quickly and be a part of the whole school.
- Pupils' very positive attitudes to school are fostered through very effective relationships with staff and the way in which pupils are involved in checking on and being consulted about their own learning. All staff constantly encourage and reward pupils when they behave well.
- Pupils are very proud of their achievements and are keen to compare their experiences here very favourably with their experiences before joining this school. As one boy said, 'This is the fifth school I have been in, and it is easily the best.' Pupils take turns to be monitors or school councillors and act as very good role models for their peers. Very occasionally pupils lose interest in their lessons and waste a little time due to less effective teaching.
- Pupils are thoughtful, polite and helpful and get on well together reporting that bullying in any form is rare and always dealt with speedily and successfully. Consequently they feel very safe and happy in school, a strength acknowledged by parents and carers.
- Pupils are well aware of how they can deal with different forms of bullying and hazards they may encounter including when using the internet.
- Pupils' spiritual, moral, social and cultural development is promoted well, with pupils developing a strong sense of local and international cultures. The school's strong determination to prevent discrimination ensures pupils develop empathy for others and that pupils from minority groups are very well included.
- The school works hard to encourage good attendance, using the pupil premium funding exceptionally well and liaising effectively with different agencies to support this. As a result, incidences of poor attendance are decreasing and attendance levels are broadly average.

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

- The headteacher is ambitious for the school and has established a culture of high expectations for staff and pupils. Through her outstanding leadership and rigorous self-evaluation she has provided leaders and governors with a clear picture of what the school does well and where further improvements are needed.
- There is a strong focus on improving the quality of teaching so that most is good with an increasing proportion that is outstanding. Year group leaders and senior staff regularly check the work of teachers and set targets for improvement. Close links between performance management and professional development ensure that all staff have opportunities for career progression and these systems ensure that only the best teaching is accepted and rewarded.
- The role of middle leaders in checking the quality of work in their areas of responsibility is being developed well. The extent to which they understand, and use, the school's data on pupils' performance to set up high enough expectations and drive up standards is now consistent.
- There is an expectation that all pupils will succeed, reflecting the school's commitment to equality of opportunity. Staff frequently check pupils' progress to identify those at risk of falling

behind so that additional support can be provided. Consequently there are very few gaps in the progress made by different groups of pupils. Discrimination on any grounds is not tolerated.

- The school has a well-planned curriculum, which is designed to combine subjects and develop pupils' skills for life. It is already providing exciting learning experiences for pupils through the use of such activities as 'Take One Picture' or 'Take One Book'. There is a wide range of cross-curricular and enrichment activities to develop pupils' skills and attributes.
  - The school's promotion of pupils' social, moral, cultural and spiritual development is good. It is given a high profile and promoted very well throughout the school. Cultural and moral development draws effectively on pupils' experiences of being at a range of schools and by sharing the experiences that come from living in their local military community. Pupils say how much they enjoy performing in front of their peers using a range of different media.
  - The school has received the primary sports funding and has prepared an action plan on how to spend this funding. They buy and use the best quality equipment, developing and consolidating teachers' subject knowledge in physical education and sports, and through the many additional activities increase pupils' participation in sports programmes. The impact of this funding on pupils' achievements is being monitored and evaluated and increasingly helps to build the sense of belonging seen as so important to these pupils.
  - The school has responded well to the effective 'light touch' support provided by the local authority and will 'buy in' additional support as necessary.
  - **The governance of the school:**
    - Governors have a good balance of skills that they use to monitor and challenge school leaders well. They visit school regularly so they understand how well pupils achieve in comparison with other schools locally and nationally. Governors talk confidently about the quality of teaching and ensure that systems for performance management are robust, particularly in regard to the link between performance and teachers' salary progression.
    - Governors ensure that the pupil premium funding is spent to provide emotional and behaviour support as well as enrichment activities for those pupils joining the school. Governors undertake relevant training to equip them for their roles. For example, training on child protection procedures has enabled them to ensure that the school complies with all requirements for safeguarding pupils.
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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>	126492
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	427257

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>	324
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	David Robertson
<b>Headteacher</b>	Karen Ward
<b>Date of previous school inspection</b>	23 September 2010
<b>Telephone number</b>	01980 607007
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