

Clanfield Junior School

Little Hyden Lane, Clanfield, Waterlooville, PO8 ORE

Inspection dates

25–26 February 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Require improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because:

- Attainment in mathematics at the end of Key Stage 2 has been below the national average in 2012 and 2013.
- The quality of teaching at Clanfield has been inconsistent, which has resulted in a legacy of underachievement.
- Pupils' knowledge, skills and understanding in mathematics are not developed and extended enough.
- Leadership and management require improvement because staff do not have enough responsibility for overseeing subjects and year groups.
- A minority of parents are not satisfied with some aspects of the school's work and do not feel that their views are given enough consideration.
- More able pupils are not always provided with work that is challenging enough.

The school has the following strengths:

- Pupils enjoy learning at Clanfield and attend regularly. They produce creative writing of a high standard.
- Teaching is improving in all subjects.
- The relatively new governing body is challenging and supportive of the school's efforts to improve pupils' achievement.
- Pupils' behaviour is good, both in the classroom and around the school. They are keen to learn.

Information about this inspection

- All staff were observed teaching; 26 lessons across a wide range of subjects were seen. This included joint observations with the headteacher and the assistant headteacher.
- Meetings were held with the headteacher, groups of pupils, the special educational needs coordinator, the local authority representative, and the Chair and Vice Chair of the Governing Body, and three other governors.
- The inspectors looked at a range of evidence which included the school's improvement plan, the school's data for tracking the progress and attainment of individual pupils and specific groups, records relating to behaviour and safety, minutes of governing body meetings, the school's checks on how well it is doing, and curriculum and lesson plans.
- The inspectors also scrutinised the work pupils were doing in their books.
- The inspectors heard pupils from Years 3 and 4 read individually.
- Inspectors spoke with parents and carers at the beginning and end of the school day, and the 66 responses to the online questionnaire (Parent View) were considered. Responses from 26 staff questionnaires were also taken into account.
- During the inspection pupils' behaviour was observed, both inside and outside the classroom, and the school's safeguarding procedures were checked.

Inspection team

Mark Anderson, Lead inspector	Additional Inspector
George Hall	Additional Inspector
Christopher Crouch	Additional Inspector

Full report

Information about this school

- Clanfield is a larger than average junior school.
- Almost all the pupils are from White British backgrounds.
- Pupils are taught in ten classes. Years 3 and 6 each have two classes, and Years 4 and 5 have three classes each.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, children with a parent or carer in the armed services and pupils known to be eligible for free school meals, is below average. There are a small number of pupils with a parent in the armed services at the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- There have been significant changes to the teaching staff since the previous inspection.
- 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?

- Improve the quality of teaching by making sure that all teachers:
 - have high expectations for pupils' progress in all subjects and curriculum areas
 - provide more able pupils with work that stretches them fully
 - more rapidly adapt tasks and their explanations in response to how quickly and successfully pupils are learning.
- Raise standards of attainment and rates of progress in mathematics by ensuring that:
 - pupils' knowledge, understanding and skills in all areas of the mathematics curriculum are developed and extended
 - teachers regularly check on the progress and understanding of pupils when they are working in their books.
- Improve leadership and management by:
 - extending the role of staff in subject and year group leadership across the school.

Inspection judgements

The achievement of pupils

requires improvement

- In recent years the achievement of pupils in mathematics has not been good enough. This has resulted in standards of attainment that are too low. A legacy of weak teaching, has adversely affected the progress of pupils, particularly in Years 5 and 6.
- At the end of the last academic year standards of attainment in mathematics were well below average. However standards reached in English were above average.
- At the end of Key Stage 2 in 2012 and 2013, a significant number of pupils did not achieve the expected level in mathematics. This was in sharp contrast to results in English which were well above average. This is because the quality of teaching in English is, and has been, better than in mathematics.
- The school has not fully tackled the issue of the quality of teaching in mathematics, including planning.
- Pupils, including the more able, are now beginning to make good progress as they move through Key Stage 2. The school's current progress information shows that previously low levels of attainment and rates of progress in mathematics are on course to be improved in 2014.
- Pupils are encouraged to develop their reading skills and are provided with daily opportunities to do so. They show a good level of interest in a range of authors and enjoy their reading.
- The allocation of the pupil premium is carefully considered and the relatively small number of pupils who are supported by the grant make progress in English and mathematics in line with their classmates.
- The progress of disabled pupils and those with special educational needs is improving; pupils are doing better in small groups and through one-to-one support.
- The school's system for tracking each individual pupil's progress and achievement is reliable and accurate. Staff have a clear understanding of the progress of specific pupils. There are half-termly meetings to check individual pupils' progress. Appropriate support is given where any underperformance is identified.

The quality of teaching

requires improvement

- Weaknesses in the quality of teaching over time mean that it requires improvement. For example, pupils have not been making the expected progress in mathematics. Teachers do not always regularly check on the progress and understanding of pupils when they are working in their books.
- At times, some pupils complete tasks quickly and could take on more demanding work.
- In some year groups, mathematics lessons do not extend pupils' skills, knowledge and understanding well enough.
- Recent changes in the teaching staff have had a positive impact on the quality of classroom practice, so now the overall quality of teaching is improving. .
- Relationships between teachers and their pupils are good, and a positive atmosphere in the classroom aids pupils' learning.
- A sense of excitement in the classroom that has previously been lacking is being slowly established across the school.
- Effective links between different subjects are being introduced. For example, in Year 5 pupils were observed solving problems connected to an imaginary road trip in Italy.
- The school has also successfully improved the content and creativity of pupils' writing. This is now a strength of the pupils' work.
- Books are marked regularly. Pupils are given guidance as to the quality of their work and how to

make it better.

- All classrooms have colourful and stimulating displays which help to celebrate and share pupils' work.
- Teaching assistants make a valuable contribution to the learning of pupils, especially those who have additional needs. Targeted support is timetabled daily for individuals and small groups.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They conduct themselves well in the classroom and throughout the day. The majority of pupils show positive and inquisitive attitudes. They told the inspectors that they really like coming to school and get on well with all the adults.
- The school's philosophy centres on developing the pupils' respect and care for one another.
- Pupils are proud of Clanfield and relationships between all age groups are positive. The headteacher and staff have high expectations regarding pupils' behaviour and attitudes.
- The behaviour and safety of the pupils is not outstanding because a small proportion of pupils are not always attentive or fully focused in the classroom.
- Pupils show respect and politeness to each other and to visitors. Friendships are secure. The high expectations of behaviour and the relaxed atmosphere mean pupils feel at ease. Incidents of serious misbehaviour are exceptionally rare.
- Pupils' attendance has been good over a sustained period and is currently above average.
- The behaviour of the pupils on the playground and outside the classroom is good. At break times they thoroughly enjoy a variety of energetic ball games, especially the 'Four Square' playground game.
- Pupils, without prompting, were very keen to tell the inspection team all about Clanfield and how much they enjoyed each day. In particular, the Year 5 pupils were very much looking forward to their trip to the Mary Rose museum taking place the next day.
- The school's work to keep its pupils safe and secure is good. They feel safe throughout the school day. They feel that all of their teachers are approachable and will sort out any problems promptly and fairly. Pupils are knowledgeable about e-safety and understand different kinds of bullying.
- The staff act as good role models which contributes to the mutual respect and trust throughout the school. As one pupil said, 'We feel safe at Clanfield because adults care about us'.
- The majority of parents who responded to the online questionnaire, Parent View, or spoke to the inspectors expressed a positive view of behaviour and considered their child to be both safe and happy.

The leadership and management requires improvement

- The leadership and management of the school require improvement. Despite the headteacher and the governing body addressing the issues highlighted during the previous inspection, not enough has yet been done to ensure that pupils achieve well, particularly in mathematics.
- The school's leadership structure is not fully effective. Teachers do not have enough responsibility for subjects and year groups. All staff do not play an active role in the school's development, so improvements take longer to have a positive impact.
- The school's leadership has identified where further improvements are needed. Higher expectations are beginning to be set. The actions that are being taken to improve the quality of teaching, especially in mathematics, and the other priorities in the school's development plan show a good capacity to improve.
- The school has appropriate procedures in place for monitoring staff performance which link good teaching to salary increases. There is now far greater accountability which is improving the overall quality of teaching. Teaching is now regularly observed by senior leaders, the local

authority and the governors. The quality of teachers' practice and pupils' progress is judged accurately.

- The majority of parents feel that the headteacher and governors provide well-directed leadership although a small minority expressed concerns relating to their child's progress and the school's management structure.
- Staff morale is good and staff questionnaires show that all hold positive views about the school. Everyone who works at Clanfield displays a good level of commitment and feels well supported by the leadership.
- Clanfield is an inclusive school. Effective support is provided for different groups of pupils so that there is equality of opportunity for all.
- The local authority has provided appropriate support to the school, recognising that pupils' achievement in mathematics, has not been at the level it should have been.
- Outside the classroom, pupils enjoy a range of opportunities to develop their sporting, musical and artistic, interests and abilities. There is a wide variety of well-attended clubs, including hockey, football, netball, cross-country, cookery, gardening, dance, 'Fun Maths, and a writers' club.
- The new primary sports funding has been used to increase participation in sports activities through weekly sessions taught to all year groups by a qualified sports coach. These sessions are successfully developing pupils' sporting ability as well as their understanding of the importance of a healthy lifestyle. Staff have been provided with training to improve their teaching practice.
- The range of subjects taught provides good opportunities for the development of pupils' spiritual, moral, social and cultural awareness and understanding. Clanfield has established close ties with a school in Uganda to help broaden pupils' understanding of people from contrasting countries.
- **The governance of the school:**
 - The governing body is committed to ensuring Clanfield's improvement and is able to draw upon a range of skills and experience from the world of business, finance and education. The governing body has experienced changes in personnel since the previous inspection and is active and ambitious for the school's future. Governors understand the school's strengths and areas in need of improvement and are regular visitors. Governors have completed appropriate training in order to carry out their roles. Governors show a good understanding of the standards of attainment and progress achieved by the pupils at Clanfield in comparison with national standards. The headteacher and staff are being increasingly held to account for providing high-quality teaching in all subjects. Governors have a clear understanding how teachers' performance and experience are linked to pay increases. They know how the pupil premium funding is allocated to pay for additional support to ensure eligible pupils make the best possible progress. The governing body checks that the school complies with statutory safeguarding requirements. The school's finances are managed extremely well and audited regularly.

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	115876
Local authority	Hampshire
Inspection number	431017
Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	275
Appropriate authority	The governing body
Chair	Suzanne Ahern
Headteacher	Mark Pickering
Date of previous school inspection	13–14 March 2012
Telephone number	02392 593209
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