

# Lee-on-the-Solent Junior School

Salisbury Terrace, Lee-on-the-Solent, PO13 9DL

**Inspection dates** 29–30 April 2014

<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 headteacher and senior leaders have ensured that improvements in the quality of teaching and pupils' achievement have continued since the last inspection.
- The quality of teaching is consistently good and some is of high quality.
- Standards have risen steadily. From their starting points, pupils make good progress, particularly in reading. Progress in mathematics has improved and is good. Although more recent, progress in writing is also now good.
- Disabled pupils and those with special educational needs are supported well and make at least good progress. The progress of some of these pupils is rapid.
- Pupils behave well and enjoy being at school. They get along very amicably and help each other, in their work and personal development.
- Pupils feel safe at school and know how to keep themselves safe. They say that the adults at the school care about them a great deal.
- The headteacher has made sure that the turbulence in staffing is managed well, and that the challenging behaviour of a very few pupils is handled effectively.
- The senior leaders work closely with governors to keep track of the planned improvements and check that these are proving effective.
- Governors make sure that all the statutory requirements for keeping pupils safe are met and that appropriate policies and procedures are in place and regularly reviewed.

### It is not yet an outstanding school because

- Teaching is not outstanding because a few pupils occasionally work too slowly, so progress is constrained. Very occasionally, the work given to more-able pupils is not hard enough, particularly in writing.
- A few parents have been understandably concerned about past turbulence in staffing and feel that they have not had enough information, or that information is difficult to find, including on the website.

## Information about this inspection

- During the inspection, the three inspectors observed 20 lessons taught by 14 teachers, including sessions led by teaching assistants and sports coaches. Approximately a quarter of these observations were done together with senior leaders from the school.
- The inspection team reviewed a wide range of school documentation, including records about pupils' learning, leaders' observations of teaching, and the policies and procedures to keep pupils safe. Inspectors looked at the tasks pupils were doing in their lessons as well as the work they have done this year.
- Inspectors held meetings with senior leaders, teachers who lead the key aspects of the curriculum and with pupils. They also spoke informally to pupils during their free time, and to parents before and after school. The information from Parent View, the online survey by Ofsted, was also considered, alongside communication sent to the inspection team by parents.
- The lead inspector met with members of the governing body, and reviewed minutes from meetings, the school's plans to bring about improvements and considered how the school has spent finances intended for specific purposes.
- During the inspection, a class in Year 3 were out for part of the time for a school visit locally.

## Inspection team

Andrew Saunders, Lead inspector	Additional Inspector
Robin Gaff	Additional Inspector
Stephanie Matthews	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average size for a junior school, with three classes in each year group. There is a separate infant school adjacent to this school. This is subject to a separate inspection.
- Almost all pupils are White British. There is a very small proportion of pupils from a range of other ethnic backgrounds. There are a very few pupils who speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs is average, including the proportions of pupils supported at school action, at school action plus or with a statement of special educational needs.
- The proportion of pupils who are eligible for support through the additional funding provided by the government, the pupil premium, is average. This funding supports pupils in the school who are known to have been eligible for free school meals, children looked after by the local authority, and for children of parents who serve in the armed forces.
- The school runs a breakfast club.
- There have been several changes in staffing in the past two years. The school is in the process of recruiting and appointing a new deputy headteacher.
- The school meets the current floor standards, which set the government's minimum expectations for pupils' attainment and progress.

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

- Move teaching from good to outstanding, particularly by:
  - checking that marking always gives pupils an indication of what they need to do to improve and that pupils are expected to respond to this quickly
  - giving pupils even harder work to do, particularly in the writing tasks set for the most-able pupils
  - encouraging pupils to work at a good pace and to complete more work in the time available.
- Improve the effectiveness of the school's systems for communicating with parents, including how the website is used, so that all parents are confident that they have timely access to the information they need and that the school responds to their concerns.

## Inspection judgements

### The achievement of pupils is good

- The standards reached by pupils at the end of Year 6 have been rising and are now slightly above average overall, and well above average in reading. This shows that pupils typically make good progress from their different starting points.
- Progress is particularly good in reading because of the consistent and effective approach to teaching phonics (letters and the sounds they make). Pupils are avid readers and use these skills to help their learning in all the topics they study. Progress in mathematics has improved over the past two years and is good. Progress in writing has also improved more recently and is now good because pupils can see why writing is important in the world around them, and they have real audiences to write for. In particular, the progress of boys in writing has improved so that it is now similar to the girls.
- Lesson observations, work in pupils' books and teachers records of pupils' progress show good progress is typical. In a very few classes, the progress of some pupils is not as rapid as it could be when they work at a slower, leisurely pace and are missing the sense of urgency that is evident in the best lessons.
- The most able pupils are usually given more difficult work to do, particularly in mathematics. Occasionally, they find some tasks too easy when they are expected to do the same work as other pupils, particularly in their writing tasks. However, the proportion of pupils who reach the very highest standards is rising and pupils are increasingly confident in tackling higher level work in reading, writing and mathematics.
- A few pupils join the school other than at the usual transition times, often with skills and knowledge which are below those expected for their age. However, the school supports them particularly well, so their progress is often outstanding. The very few pupils who speak English as an additional language are also well supported and make good progress.
- Pupils who are eligible for support through the pupil premium have, in the past, reached standards which have been below other pupils, particularly in writing. However, a concerted effort to improve the way these pupils are supported has been successful and the rate of their progress has increased quickly. As a result, the gap between them and those who are not eligible has reduced greatly. By the end of Year 6 they are now about three months behind other pupils in reading and mathematics, and very close to the levels achieved by other pupils in writing.
- Disabled pupils and those with special educational needs get good support from all the adults helping them, and so they make at least good progress. Some make outstanding progress, to the point where they no longer need additional support.

### The quality of teaching is good

- Pupils' work in their books, the school's information about the quality of teaching, and inspectors' observations show that teaching is consistently good, and that the proportion of outstanding teaching is increasing. Pupils find their learning interesting, and say that the teachers know a lot about the topics they are teaching. Teachers check how well pupils have understood what they are meant to be learning and use this information to change their explanations, or adapt the tasks the pupils are doing.
- The development of pupils' skills in mathematics, particularly in doing mental calculations, has been a focus for teachers' training over the past year. This shows in their increased confidence in teaching mathematics and the quality of marking in pupils' books.
- Teachers and leaders have agreed a consistent approach when marking pupils' work and most teachers use this well, so that pupils reinforce what they have learnt. However, there are still some occasions when the comments in a few mathematics and writing books do not match the best and pupils do not always get enough encouragement to respond to them, so they do not

consolidate the progress they make.

- Pupils say that there is always an adult available if they get stuck, and that teachers and teaching assistants willingly help them when they need it. Teachers make sure that pupils continue to work throughout each lesson, although the pace and sense of urgency are not as strong in a few cases as in the best examples.
- Writing has been another area the school has focused on improving. Pupils enjoy the realistic tasks and real audiences for their writing and this has improved their skills, particularly for the boys. Their topic of 'The Dragons' Den' has given them lots of opportunities to use their writing and mathematical skills, which they have enjoyed a great deal. Pupils look forward to the trips and the visitors they get, which they say add great enjoyment and interest to their learning.
- Teachers are particularly effective in teaching reading. For example, younger pupils who need extra support greatly enjoy the privilege of reading to the visiting dog that is specially trained as a 'reading dog'. Those who have taken part in this have made accelerated progress and are now often in line with other pupils of their age.
- Teaching assistants are kept well informed about what is planned for each lesson, and help to check how well pupils have understood what they are learning. They are also effective in supporting those who need a bit of extra help, because they are well informed and know the pupils very well.

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

- The behaviour of pupils is good. They are proud of their school, enjoy the topics they study and like being at school. Consequently, their attendance is well above average. Most parents agree that their children like coming to school.
- Pupils understand well the school-wide system to manage behaviour; they say that it works and that behaviour has improved a lot in the past year. They say they get lots of encouragement for good work and behaviour, and they are very clear about the consequences of making poor choices, usually needing few reminders about this.
- There are a very few pupils who find it more difficult to keep within the school's expectations, but these pupils are well supported by very caring adults. This support means that these pupils improve their social skills and learn to play a more positive role in the school and in lessons. Very occasionally the school has acted firmly to manage unacceptable behaviour so that the learning of other pupils is able to continue as quickly as possible.
- Pupils learn about different philosophies and develop their logic and thinking skills. This helps them to understand complex issues and to develop their own views about the world around them. The ethos of the school means that pupils would not tolerate any racism or bullying and they say that these are very rare, but that adults would be quick to deal with any incidents as soon as they were alerted. Pupils are very cooperative, and they make sure everyone is included. All pupils have equal opportunities to be involved in all the activities available, including after school, and to succeed.
- Pupils are able to make use of a space to be quieter during break times, and the school makes sure that this is encouraged for those who need it. It has helped to improve the behaviour and enabled pupils to get along more positively.
- Pupils learn to persevere when their work gets hard and this is particularly developed in their physical education lessons when the coaches teach sports skills. They also appreciate the opportunities they have to take on responsibilities and they say their views are considered when planning the topics they study.
- The school's work to keep pupils safe and secure is good. Pupils are particularly well informed about how to keep safe when using the internet, and they say that the adults around them make sure that they are safe at school. Pupils are also well trained about how to stay safe in a wide variety of situations outside of school.

**The leadership and management are good**

- There is a strong sense of teamwork among the staff. The headteacher has managed a period of turbulence in the staffing of some classes and has widened the leadership team. The headteacher is developing the leadership skills across the school and the team of senior leaders shares the responsibility for identifying aspects that need to improve. They are increasingly effective in making sure that this is happening.
- Teachers work very well to help each other plan topics and work that is well focused on the skills pupils need to develop. Teachers who lead various aspects of the curriculum are well informed and are increasingly effective in identifying and developing ways to improve teaching. There is a good emphasis on the spiritual, moral, social and cultural development of the pupils, through the ethos of the school, the lessons on philosophy, the music lessons and the school's extra activities such as productions.
- Senior leaders check carefully that the support given to disabled pupils and those with special educational needs is effective and that it improves their learning quickly. Any strategies that are not improving pupils' learning are adapted or changed. The learning and personal development of these pupils are closely tracked so that their needs are known well and they are appropriately supported.
- The staff said that the leadership of the headteacher has built a strong community of learners, who are willing to take risks with their learning, and where they are encouraged to try things out. In particular, teachers work together to make sure that the work pupils are encouraged to do at home is thoroughly organised and it contributes well to reinforcing the skills they are learning.
- A few parents have been concerned about the number of changes in staffing. The school have worked hard to keep parents informed, but are aware that this has not always been possible or easy. A few parents said that they sometimes find it difficult to get information they feel they need.
- The school has used the additional funding for sports to develop teachers' skills in teaching a range of specific sports, including tennis and gymnastics. Pupils feel that they get good opportunities to compete against pupils elsewhere, and to take part in healthy activities.
- Senior leaders and governors work together to make sure that any decisions about teachers' pay awards are informed by the information they have about the quality of teaching and the impact this has on the performance of the pupils.
- The local authority provides the school with light touch support, and the school makes the most of the links it has with other schools to keep up-to-date with developments and find out alternative ways of tackling issues.
- **The governance of the school:**
  - Governors keep a close eye on the performance of groups of pupils because they have a good understanding of what the data show. They are given plenty of information from the headteacher, which they compare to other schools nationally. They check that the information they are given makes sense in the light of their own views when they visit the school and they have been particularly effective in holding school leaders to account for the planned improvements. They make sure that all the statutory requirements are reviewed appropriately, particularly those about keeping pupils safe. Governors have an excellent grasp of the finances of the school and monitor closely that these funds are being used to give pupils a good education. They check that funding allocated for specific purposes is effective and properly accounted for, including the pupil premium and the sports funding.

## 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>	116164
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	443908

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>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	350
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Austin
<b>Headteacher</b>	Mary Charlton
<b>Date of previous school inspection</b>	11–12 November 2009
<b>Telephone number</b>	0239 2550551
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