

Leesland Church of England Controlled Junior School

Gordon Road, Gosport, PO12 3QF

Inspection dates 20–21 March 2014

Overall effectiveness	Previous inspection:	Good	2
	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		Good	2

Summary of key findings for parents and pupils

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

- Pupils' results at the end of Key Stage 2 are too low in all subjects. Not enough pupils reach the higher levels of attainment, particularly in writing and mathematics.
- The most able pupils are not always offered enough challenge to enable them to achieve well.
- Teaching is not yet consistently good. Teaching has not yet ensured that enough pupils make good progress or achieve well over time.
- Sometimes the written advice given to pupils is not clear enough about the targets they are working towards and how they can improve their work.

The school has the following strengths

- The strong executive headteacher, together with other leaders and governors, has swiftly raised expectations and deployed staff effectively.
- Teaching is improving strongly because of school leaders' high expectations. Most pupils currently in the school are now making faster progress as a result.
- Pupils have good attitudes to learning. They are courteous and well behaved. The school offers pupils high levels of care, keeps them safe and looks after them well.

Information about this inspection

- The inspection of the junior school took place at the same time as that of the federated infant school. Some meetings were held with inspectors from both teams.
- The inspectors saw teaching in every class. They observed one assembly, 14 lessons and pupils' behaviour in the playground and at lunchtime. Seven lessons were observed jointly with the associate headteacher.
- Discussions were held with pupils, the Chair of the Governing Body, the executive headteacher and other members of staff.
- The inspectors observed many aspects of the school's work, including supervision and support for pupils who need extra help. They heard pupils read and examined pupils' work in their exercise books and on classroom and corridor wall displays.
- The inspectors looked at a number of documents, including plans for what pupils will learn in each subject, plans for the school's future development, the school's use of the government's primary sports premium and pupil premium funding, the school's arrangements for keeping pupils safe, pupils' attendance records, minutes of governing body meetings, records of how pupils' learning is checked and tracked and records of how the quality of teaching is checked.
- The views of parents were taken into account through the 18 responses to the online Parent View survey, the 21 responses to paper versions of the same survey, and through discussions with several parents.
- Staff views were taken into consideration by looking at questionnaires completed by 34 staff members and through discussions with several members of staff.

Inspection team

Steven Popper, Lead inspector

Additional Inspector

Anne Stopforth

Additional Inspector

Full report

Information about this school

- The school is a smaller-than-average-sized junior school.
- The school meets the government's current floor standards, which set the minimum expectations of pupils' attainment and progress.
- The proportion of pupils who are eligible for additional government funding, known as the pupil premium, is higher than the national average. This extra money is provided for children in local authority care, children with a parent in the armed services and those known to be eligible for free school meals. The proportion of pupils with a parent in the armed forces is higher than the national average. There are no pupils in local authority care currently on roll.
- The proportion of disabled pupils and those with special educational needs supported through school action is lower than average. The proportion supported through school action plus or with a statement of special educational needs is above average. Some pupils have speech, language and communication needs, while others have a range of other needs.
- A large majority of pupils are of White British heritage.
- The number of pupils joining or leaving the school other than at the usual times is slightly higher than in most other schools.
- The school is part of the Leesland Federation along with Leesland Church of England Controlled Infant School.

What does the school need to do to improve further?

- Ensure that all teaching is good or better by:
 - making certain that the most able pupils consistently receive enough challenge to enable them to make rapid progress and attain high standards at the end of Key Stage 2
 - making certain that written feedback given to pupils consistently advises them how to improve their work and make progress.
- Increase the proportion of pupils making good or better progress so that standards rise at the end of Key Stage 2 in all subjects, particularly in writing and mathematics at the higher levels.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because, over time, progress has not been good enough and too few pupils attain at the higher levels in all subjects, particularly in writing and mathematics, at the end of Key Stage 2.
- Pupils' standards in mathematics at the end of Key Stage 2 have improved, but their results in reading and writing have declined over the past few years. The most able pupils' test results at the higher levels have also fallen during the same period, with declines in writing and mathematics. However, pupils currently in the school, including the most able, are on track to reach higher standards than pupils in previous years.
- Previous cohorts of pupils did not make enough progress. However, most pupils currently in the school now make much better progress, including the most able pupils. This is because of strong improvements to teaching.
- The gap in achievement between pupils eligible for pupil premium funding and other pupils is being closed successfully by the school. There is a gap in attainment of less than one term in English and mathematics at the end of Key Stage 2. This is a narrower gap than in previous years. Eligible pupils now typically make progress in line with, and sometimes faster than, other pupils.
- Disabled pupils and those with special educational needs make good progress from their starting points and their achievement is improving. This is because they receive effective extra support in English and mathematics that is well matched to their needs.
- A very large majority of parents who offered an opinion expressed positive views about their children's progress.

The quality of teaching

requires improvement

- The quality of teaching requires improvement as over recent years it has not been good enough to result in pupils making good progress and reaching high enough standards.
- Teaching is not yet consistently good. Although teachers are becoming more skilled in setting challenging work for more able pupils there are instances where the most able are not challenged enough to enable them to make consistently rapid progress.
- The written advice that teachers give to pupils does not always give clear advice on how they can improve their work. This slows pupils' progress.
- Teaching is improving strongly as a result of good leadership and management. As a result, all groups of pupils currently in the school are now making better progress. However, the improvements to teaching have not yet ensured that pupils make consistently good progress over time.
- Where teaching has improved and is most effective, staff use questioning well to develop pupils' knowledge and understanding. They make good use of resources and classroom displays to promote learning. The quality of feedback given to pupils during lessons is improving and this is helping pupils to make better progress.
- Trained teaching assistants know their subjects and support learning well. They communicate clearly to the pupils that they work with and help them overcome difficulties and increase their understanding. The extra tuition that they give to pupils with particular learning needs ensures their swift progress in English and mathematics.
- A very large majority of parents who offered an opinion considered that their children were taught well.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils are eager to learn and willing to rise to a challenge. Their good attitudes to learning contribute to the good progress that they are now making. Occasionally in lessons pupils lose concentration and learning slows, which effects their rates of progress.
- Pupils' conduct in lessons, in the playground, during lunchtime and when moving around the school is friendly, respectful and co-operative. They have good relationships with each other and with staff. Pupils value each other's contributions in lessons.
- The school consistently promotes the values of care, compassion, honesty and respect. These values can be seen in the pupils' behaviour. A sense of responsibility is promoted in various ways, including through pupils' work in the school council and their contributions towards the designs for a new garden area. The school actively works against discrimination and promotes equality through the values it promotes.
- The school has worked successfully to educate pupils about bullying and encourages pupils to alert staff should there be any problem. Pupils understand why bullying and other forms of poor behaviour are not acceptable.
- The school manages pupils' behaviour well. Pupils who talked to the inspector said that lessons were not spoilt by poor behaviour and that behaviour was good.
- The school's records do not show any serious incidents of poor behaviour in recent times. Previous incidents of poor behaviour were dealt with effectively by the school in a way that led to improvements in the behaviour of pupils involved.
- Attendance has improved and is now higher than average. This is because of the school's good relationships and successful work with parents, and because pupils enjoy coming to school.
- The school's work to keep pupils safe and secure is good. Playtime and lunchtime are supervised well, and the school's grounds are safe. Pupils know how to keep themselves safe in different situations, including when online. The school ensures that pupils are kept safe when on trips to other locations.
- Pupils who talked to the inspectors said that they felt safe and well cared for in the school.
- A very large majority of parents who expressed an opinion thought that the school dealt effectively with bullying, that behaviour in the school was well managed, and that their children were happy and well looked after in school.

The leadership and management are good

- The strong executive headteacher, leadership team and governors have high aspirations for the school and high expectations of teachers and pupils. These high expectations, supported by robust performance management, have led to strong improvements to teaching and to pupils' progress this academic year. This is why leadership and management are good.
- The executive headteacher, supported by her able leadership team, has been effective in making Leesland Church of England Controlled Junior School and its partner school, Leesland Church of England Controlled Infant School, work together well. Subject leaders are deployed well across both schools in the Leesland Federation in a way that promotes high expectations across both schools and makes the best use of staff expertise. As a result, pupils in both schools benefit from much better continuity than in previous years and receive an education of higher quality.
- There is strong leadership at all levels. Leaders and managers check the quality of teaching and train staff across both schools in the Federation in their subjects and areas of responsibility. They are preparing the school well for the implementation of the new National Curriculum.
- The Federation's self-evaluation accurately identifies the school's strengths and areas for improvement. The Federation's development plan contains well-judged actions designed to bring

about the desired improvements.

- Leaders carefully check on the quality of teaching and teachers are expected to ensure that pupils make good progress. Performance management arrangements ensure that strong performance is rewarded appropriately and that any weaker performance is tackled. Staff are given substantial training and support, and these have contributed well to the improvements in teaching.
- The school teaches a broad range of subjects and engages pupils well through imaginative themes and exciting educational experiences, such as the 'wacky writing' event that inspectors witnessed during the inspection.
- There are good opportunities for pupils' spiritual, moral, social and cultural development. The school has a strong spiritual ethos which is conveyed very effectively and contributes to pupils' increasingly high levels of aspiration and good attitudes towards learning. The school's promotion and development of art is particularly rich. The school's swimming pool and a wide range of clubs provide creative sporting opportunities and promote a valuing of achievement. The school engages pupils in charitable activities and regional events.
- The school offers high levels of care and support to pupils. It provides pupils with high-quality experiences outside the school that broaden pupils' minds and develop their aspirations and their appreciation of the world beyond their local area.
- Sports premium funding is spent effectively on enhancing pupils' engagement in sports, promoting pupils' physical fitness and developing teachers' sports skills and knowledge through the use of outside specialists.
- Pupil premium funding is spent on a range of measures, including learning support from trained teaching assistants, a breakfast club and a nurture room. These measures have contributed to the improving progress and attendance of eligible pupils.
- The school ensures that all pupils are safe. It keeps appropriate and up-to-date records of its work in this area and meets statutory requirements.
- The local authority knows and understands the school very well and has given it considerable support. It has given training to governors and teachers and helped monitor the quality of teaching and the achievement of pupils.
- A very large majority of parents who offered an opinion considered the school to be well led.
- **The governance of the school:**
 - The composition of the governing body has changed recently, and it has become more effective as a result. The governing body is led by an able Chair who ensures that governors understand what is expected of them. Governors have received training about pupil performance data, safeguarding and other aspects of school provision. They understand data about pupils' achievement and use this understanding to challenge the school appropriately. Governors scrutinise the quality of teaching and help ensure that staff are properly held to account through performance management procedures. They also make certain that teachers and leaders are given the support they need to improve, and that strong performance is properly rewarded. Governors scrutinise school finances carefully and check that pupil and sports premium funding is spent where it makes a difference. Their impact on the school's drive for improvement is good.

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	116334
Local authority	Hampshire
Inspection number	441025

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	231
Appropriate authority	The governing body
Chair	Elizabeth Swan
Headteacher	Sue Hine
Date of previous school inspection	11–12 May 2011
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