

Shakespeare Junior School

St Catherine's Road, Eastleigh, Hampshire, SO50 4JT

Inspection dates 25–26 June 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:

- The achievement of pupils requires further improvement. This is because they do not make consistently good progress in all classes and subjects.
- Attainment in writing and mathematics is not high enough.
- Pupils' handwriting, spelling, grammar and punctuation are weak.
- Pupils are not sufficiently skilled at using their mathematics knowledge in a wide range of situations, such as problem solving.
- Teaching requires further improvement. Teachers do not give sufficient attention to showing pupils how to do better. They do not consistently follow the school's agreed marking policy.
- The more able pupils are not always provided with challenging activities that help them to do their best. This hinders these pupils' progress.
- Fewer pupils make an accelerated rate of progress than is seen nationally. This limits the proportion reaching the higher levels in national tests.

The school has the following strengths:

- This is a rapidly improving school. The headteacher, ably supported by senior and middle leaders, staff and governors, has raised the quality of teaching and pupils' achievement. Attainment is rising well.
- Checks on the quality of and learning by leaders and governors are very thorough and effective. This ensures support is swiftly made available when progress slows.
- Inadequate teaching has been eradicated. There is evidence to show that the majority is now good and some is outstanding.
- Pupils achieve well in reading. Around half of Year 6 pupils exceed the levels expected for this age and attainment is above average.
- Disabled pupils and those with special educational needs, including those in the resourced provision, achieve well because they receive good support.
- Very good behaviour management ensures most pupils behave well and work hard. They are well cared for, feel safe in school and enjoy learning.

Information about this inspection

- Inspectors observed 18 lessons or parts of lessons of which five were joint observations with senior leaders. They made several visits to the resourced provision for pupils with moderate learning difficulties. In addition, the inspection team made a number of other visits to group or individual activities to help pupils who have fallen behind to catch up. They heard a sample of pupils read, and together with senior staff scrutinised a sample of pupils' written work.
- Meetings were held with pupils, members of the governing body and staff, including senior and middle managers. A conversation was held with a representative of the local authority.
- Inspectors took account of the 41 responses to the online questionnaire, Parent View, and a inspectors also spoke to a small number of parents and carers bringing their children to school.
- Responses from the 30 staff questionnaires were analysed.
- Inspectors observed the school's work and scrutinised a number of documents including the school's records on current pupils' progress, behaviour and attendance. Documents relating to planning and monitoring, and safeguarding were also looked at.

Inspection team

Diane Wilkinson, Lead inspector

Additional Inspector

Ian McAllister

Additional Inspector

Louise Eaton

Additional Inspector

Full report

Information about this school

- This is an above average-sized junior school with three classes in each year group.
- The proportions of pupils with special educational needs supported by school action, and by school action plus or with a statement of special educational needs are above the national average. This includes the 11 pupils who attend the local authority resourced provision for pupils with moderate learning difficulties.
- The proportion of pupils from minority ethnic backgrounds, including those who speak English as an additional language, is well below average.
- The proportion of pupils in receipt of pupil premium funding is above average. This funding is to provide extra support for pupils known to be eligible for free school meals and for children who are looked after.
- The school runs its own breakfast club which was also inspected.
- The school has had a change of headteacher since its previous inspection. There was a period during which the school was led by acting headteachers. The current headteacher has been at the school since January 2014.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the quality of teaching and learning so that it is consistently good or better by:
 - raising the level of challenge for the more able pupils so that they consistently make accelerated progress and reach the higher attainment levels
 - ensuring that all staff follow the school's marking policy, indicating what pupils have achieved and how to improve
 - providing pupils with clear information on how well they are doing in lessons and making sure they are clear about the next steps in learning.
- Raise the level of achievement in writing and mathematics through ensuring that pupils:
 - write neatly and legibly, spell accurately and follow the rules for grammar and spelling
 - use their mathematical skills well in real-life situations and when solving problems.

Inspection judgements

The achievement of pupils

requires improvement

- When pupils enter the school their prior attainment is broadly average. Since the previous inspection, attainment has risen in line with the national average. In the 2013 national assessments, attainment was close to average. It has not risen further because more-able pupils did not make the accelerated progress they were capable of. As a result too few achieved the higher attainment levels. Although more-able pupils now make the progress they should, past weaknesses restrict their achievement in writing and mathematics.
- The school has been much more successful in raising the proportion of pupils reaching the expected level by Year 6. This is because of the strong determination that pupils experiencing learning difficulties should achieve as well as they can. Consequently, disabled pupils and those with special educational needs, including those in the resourced provision, achieve well.
- Rapid improvement this year is accelerating the rate of progress of all pupils and raising attainment well. This is most obvious in Year 6 where the pupils benefit from teaching that is consistently at least good. Progress in other year groups is still too variable. Slower progress in the past means that pupils' achievement in writing and mathematics is not yet good. Attainment in these subjects is broadly average.
- Although pupils' handwriting, spelling, grammar and punctuation are not good enough, achievement in writing is not inadequate. This is because pupils use effective vocabulary and express themselves well in a range of different writing formats. Pupils are skilled at setting out a balanced argument or writing in diary style in the first person. Their descriptive writing is often of high quality as is evident, for example, in the creation of suspense by Year 4 pupils in 'A Spooky Story' and stirring 'Rainforest Awakening' poetry in Year 6.
- Pupils' achievement in mathematics requires improvement. This is because pupils are not able to use their mathematical skills in a wide range of situations such as problem solving without directions by the teacher. Pupils' calculation skills and the way they use these in working with measures or data activities planned by staff are very secure.
- Pupils achieve well in reading because of the very effective support for younger pupils who are still experiencing phonics (the sounds letters make in words) difficulties. This is well supported by regular and well-planned opportunities to enhance reading skills and the excellent promotion of reading for enjoyment.
- In reading, attainment is above average. Around half of Year 6 pupils reach the higher Level 5 and a few reach Level 6. Pupils are very enthusiastic readers and develop good comprehension skills.
- In previous years the school was slow to close the attainment gap between other pupils and those in receipt of additional funding. Last year, these pupils were over a year behind in both English and mathematics. This year, swift improvement has narrowed the gap to two terms and it continues to decrease as the quality of support improves. Pupils who receive it now achieve at least as well as they should.
- The school's strong commitment to equality of opportunity is evident in the fact that pupils from ethnic minority families and those who speak English as an additional language achieve as well as their peers. Inspection evidence shows that their use of English develops well.

The quality of teaching

requires improvement

- Teaching requires improvement in some classes because it is not yet consistently good throughout the school.
- Senior and middle leaders have worked hard to put in place a range of effective systems using both oral feedback and quality marking to help pupils improve. However these are not yet used well enough in all classes, which is partly why the rate of pupils' progress is too variable.
- Marking of pupils' work is sometimes too cursory, just ticking correct answers and praising

effort. When this happens pupils are not clear about how well they have done and have little idea of what they can do to improve their work further. Marking of mathematics is weaker than in English. It is difficult for staff and pupils to gauge the rate of progress and future targets from looking at mathematics workbooks.

- Marking in the 'Wizard Writing Books' provides an excellent record of what pupils have achieved and what they need to improve. Marking of other writing tasks is less good.
- Lesson activities are generally well planned to ensure that pupils working at different levels achieve as well as they should. Pupils know and understand the targets that are set to help them improve.
- Good improvement this year has led to all staff providing additional support during lessons activities to increase the progress of those pupils who are at risk of falling behind. However, they still do not always move on those pupils who are learning quickly. This limits the learning of the more able pupils.
- In a minority of lessons pupils are not sure exactly what is expected of them in completing their tasks, nor how they could do even better. This limits the progress they make.
- Throughout the school adults manage pupils' behaviour well. This ensures that lessons are rarely interrupted by poor behaviour and that pupils work hard. When teaching is less than good there are a few occasions when the pace of learning is slower and some pupils lose concentration.
- Effective learning support assistants make a good contribution, both in class and in special group activities. This, together with strong teaching in the resourced provision, ensures disabled pupils and those with special educational needs are consistently well taught.
- Reading is well taught because there is a strong emphasis on helping pupils to acquire very secure phonic skills. The reorganisation of the school library and the work of the librarian have ensured that pupils are very enthusiastic readers.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This is a key factor in their rapidly improving progress. They have very positive attitudes to school and enjoy learning. They want to do well and please their teachers. As expectations have risen, pupils have willingly applied themselves to do even better.
- Pupils get on well with each other and develop a considerable empathy for pupils who come from different backgrounds or with different needs. This was evident in the sensitive support other pupils give to disabled pupils as observed during the inspection. It clearly shows the school's strong commitment to preventing discrimination and fostering good relationships.
- Pupils' good understanding of the learning skills they need to achieve for their future economic well-being, developed through the 'Aspire' programme, helps prepare them well for the future.
- There are a few occasions when the pace of learning is not rigorous enough so that some pupils lose concentration and do not work hard. However, as the quality of teaching improves this is becoming less evident.
- All staff are skilled at managing those pupils who find good behaviour difficult. The very effective arrangements in place to support these pupils ensure their behaviour improves well over time. The rate of exclusions is below the national average.
- Pupils' and their parents' and carers' commitment to the school is evident in the above average attendance levels and rapidly decreasing levels of unauthorised absence.
- The school's work to keep pupils safe and secure is good. The site is very secure and pupils are well supervised both in the building and outdoors. Pupils are well informed about e-safety and know when they need to tell an adult about their concerns.
- Pupils say that bullying in any form is rare and always dealt with swiftly and successfully. They are well aware of what constitutes extremist behaviour and how they should deal with it.

The leadership and management are good

- The headteacher and senior leaders have a shared vision, strongly based on a drive for improving the quality of teaching and pupils' achievement. In this they are ably backed by subject leaders, staff and governors. Teamwork throughout the school is very good.
- This is underpinned by the increasingly effective systems in place for checking the school's work and the accurate targeting of weaker aspects in pupils' learning. This is well carried out by leaders and governors. Improvement over the last year has been rapid. The negative trend has been fully reversed and no group of pupils is underachieving. Pupils' progress has increased well, especially in Year 6. Attainment has risen and continues to do so. These strengths mean the school is very well placed to improve further.
- The resourced provision for pupils with moderate learning difficulties is well led and managed. This aspect is effectively monitored by senior staff and governors.
- The management of teachers' performance has been strengthened considerably this year by an uncompromising expectation that all pupils will make at least good progress. Reaching the levels expected for each pupil's age is no longer good enough and staff now aspire for pupils to do even better. Pupils themselves share this ambition and respond well to their teachers' demands.
- Those teachers whose lessons are not consistently good, including those at the beginning of their teaching career, are well supported by senior staff. Staff are very positive about the leadership of the school.
- Formal performance management procedures have improved in line with higher expectations of pupils' progress. Accountability is well established at all levels, with effective opportunities for professional development in place. Governors now have better information on which to reward only good performance.
- The special programmes in place to help those pupils at risk of falling behind help ensure they make considerable progress and raise their attainment especially well. This is evident in the good achievement of disabled pupils and those with special educational needs. The underperformance of the more able pupils and those capable of making accelerated progress is now being tackled effectively. Leaders and governors are fully aware that achievement in writing and mathematics is not yet good. Well-thought-out plans are already in place to address this.
- The school has prepared well for the new curriculum changes, and programmes for reading, writing and mathematics are now firmly focused on promoting pupils' good achievement.
- The additional funding for physical education and support has been well allocated by leaders and governors to widening opportunities and increasing staff expertise. Governors monitor its use effectively and pupils report it has a positive impact on their enjoyment and well-being.
- Good programmes for supporting pupils' personal and spiritual, moral, social and cultural development ensure they develop into reflective and thoughtful young people. In this aspect they are well prepared for the future.
- Safeguarding arrangements fully meet requirements. Both staff and governors are well trained in this aspect. Procedures for the vetting of staff are very thorough. The school is especially good at supporting pupils who might be at risk through social, emotional or economic needs. Pupils' well-being is especially well supported in the very well-run breakfast club.
- Parents and carers are very appreciative of the school. Staff provide a wide range of support to help parents and carers work with them in encouraging their children's learning.
- The local authority provided good support to help turn around the underperformance of the school. Senior leaders appreciate the support and challenge they receive.
- **The governance of the school:**
 - The school benefits from the good support of its governing body. Governors are well informed through their comprehensive and very well-focused monitoring, and understanding of achievement data. They are well aware of where the best teaching is in the school and what needs to improve elsewhere. Raised expectations of pupils' progress ensure governors hold staff to account well. Governors' good commitment to training ensures they keep up to date with school and national initiatives; for example, the new curriculum. Governors fulfil their statutory duties well. There is very regular monitoring of important aspects such as the impact

of additional funding. They are satisfied that the additional funding allocated to additional staffing, resources and opportunities for these pupils is having a positive effect.

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	116072
Local authority	Hampshire
Inspection number	443930

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Nicola Nuttall
Headteacher	Steve Cox
Date of previous school inspection	10–11 March 2010
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