

Mengham Junior School

Palmerston Road, Hayling Island, PO11 9ET

Inspection dates 08–09 January 2015

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

Summary of key findings for parents and pupils

This is a good school.

- All aspects of the school's work have improved since the last inspection. This is due to the inspirational leadership of the headteacher, ably supported by her leadership team and governors.
- Leaders follow up their stringent checks on teaching with effective support and training. This has helped to improve the quality of teaching so that it is consistently good and occasionally outstanding.
- The governors are passionate in their support for the headteacher and the school. They challenge the school's leadership firmly, especially in relation to pupils' achievement and the quality of teaching.
- Teachers give pupils helpful feedback in their marking. Pupils know how they are doing well and act promptly on the advice given. This is ensuring that all pupils are making faster progress.
- Teachers plan purposeful learning activities that give pupils good opportunities to practise and apply their skills. Standards in pupils' writing across a range of subjects are impressive.
- Since the previous inspection, pupils have made faster progress in all subjects. They are interested and motivated by the subjects they study. As a result, their attainment is rising quickly, particularly in mathematics. All groups of pupils are now achieving well.
- Pupils really enjoy their learning. Their good behaviour, enthusiastic attitudes and respect for each other are contributing to their faster progress.
- Pupils feel safe because the school provides a calm and caring environment in which they can thrive.
- The school promotes pupils' spiritual, moral, social and cultural development very effectively. The focus on developing 'well-rounded' citizens is ensuring that pupils are well prepared for life in modern Britain.

It is not yet an outstanding school because

- Teaching is not yet outstanding because, on occasions, pupils could learn at a faster rate. Teachers do not always have high enough expectations of pupils' achievement.
- Information for parents on the school's website is not detailed enough about the impact of the use of additional funds on pupils' achievement.

Information about this inspection

- The inspectors observed teaching and learning across the school, some in conjunction with the headteacher. In addition, they made a number of visits to classrooms, the dining hall, the playground and also the breakfast club.
- Meetings were held with pupils, members of the governing body and school leaders. The lead inspector also spoke with a representative of the local authority.
- Inspectors took account of the 31 responses to the online questionnaire (Parent View). They also took account of the 23 responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a range of documents, including the school's improvement plans. They examined information on pupils' current progress, minutes of governing body meetings, safeguarding procedures and the plans for the use of the sport fund.
- Inspectors heard pupils read, talked to them in classrooms and evaluated samples of their work.

Inspection team

Sandra Woodman, Lead inspector

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school. Pupils are organised in eight classes, all of which are single-age.
- The very large majority of pupils have a White British background.
- The proportion of pupils eligible for the pupil premium is above average. This is additional government funding provided to give extra support to those pupils who are known to be eligible for free school meals or children who are looked after. Currently, there are very few children on roll who are looked after.
- The proportion of disabled pupils and those with special educational needs is broadly average.
- The school provides care for pupils through the breakfast club.
- The current headteacher took up her post in September 2012.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by ensuring that teachers maintain the level of challenge and the pace of learning for all pupils throughout learning activities.
- Improve the effectiveness of communication to parents by ensuring that the school's website contains comprehensive information about pupils' achievement, particularly in relation to the use of additional funds.

Inspection judgements

The leadership and management are good

- The headteacher has instilled a strong sense of ambition for all pupils and established effective team work across the school. Over the past year, changes to the leadership and staff team have led to an increase in the rate of improvement in all aspects of the school's work. As a result, the quality of teaching is consistently good and pupils' achievement is rising.
- Leaders, including governors, work well together to drive forward improvements. A strong feature of the school's leadership is the way all leaders are committed to sharing their knowledge and skills to improve teaching and learning.
- However, leadership and management are not yet outstanding because leaders' actions have not had enough time to ensure that teaching and pupils' achievement are outstanding. In addition, the information for parents about the use of additional funds is not detailed enough about the impact on pupils' achievement.
- Since the previous inspection, middle leaders have checked the quality of teaching more thoroughly and frequently. They have followed these checks up promptly with appropriate training and support for teachers. This has effectively helped to improve the quality of teaching.
- Teachers' targets for improving their performance are challenging. They know that any salary increase is linked to the progress their pupils make. This is accompanied by appropriate and consistent further training.
- Innovative learning activities across a range of subjects meet pupils' needs increasingly well. These make an excellent contribution to their spiritual, moral, social and cultural development. The school is successful in preparing pupils for life in modern Britain by developing their understanding of justice, tolerance and democracy.
- Equality of opportunity is promoted at all times and there have been no incidents of harassment in recent years. The school tailors its support effectively for those pupils supported by additional funding. The pupil premium is used to provide well-targeted teaching in small groups and this is ensuring that the achievement of disadvantaged pupils is rising, especially in reading and writing.
- Parents are very positive about the work of the school and judge that their children are making good progress. However, the school does not provide them with sufficient detail about the difference that the additional funds are making to pupils' achievement for them to be sufficiently well informed about this.
- Checks on the use of the school sport fund show that more pupils are taking part in a wider range of sports. In addition they are developing their ability to lead sporting activities. Teachers are benefiting from working alongside sports specialists, becoming more skilled in teaching physical education.
- All statutory requirements for safeguarding are met. School leaders are meticulous in ensuring that all staff receive the most up-to-date information and training.
- The local authority has provided 'light touch' support for the school in view of the rapid improvements made since the previous inspection.
- **The governance of the school:**
 - Governors provide the school with unswerving support and a good level of challenge. They are knowledgeable about the quality of the teaching and how well pupils are doing compared to the national picture. This is because they check the school's work for themselves alongside school leaders and consult pupils' views on what the school provides.
 - Governors have been instrumental in ensuring that the arrangements for improving teachers' performance are having the required impact. They know how good performance is rewarded and how any underperformance is addressed. They reflect on their own skills and take steps to improve their effectiveness.
 - Governors make sure that their policies and procedures for safeguarding are implemented rigorously and that staff training in child protection meets current requirements.
 - Governors manage the school budget efficiently. They know how the additional funds are being spent to help disadvantaged pupils and to develop sport. They have a clear overview of the impact on pupils' achievement and physical well-being.

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

- The behaviour of pupils is good. Typically, pupils are polite, friendly and work together well in pairs or small groups, with good levels of concentration. On occasions, a few pupils lose focus when the activities are not sufficiently challenging and then some time is wasted.
- Usually in class, pupils really enjoy their learning activities, which is reflected in their good levels of attendance. On the whole, they persevere well with their tasks and are determined to succeed. These positive attitudes contribute greatly to the faster progress now being made.
- Relationships are very secure and there is a real sense of 'team spirit' in classrooms. Pupils are supportive of each other, particularly of those pupils who are disabled or have special educational needs, demonstrating the school's effectiveness in fostering good relationships and tackling discrimination.
- Behaviour around the school and in the playground is good with few incidents of poor behaviour. There have been remarkable improvements in the behaviour of some individuals whose behaviour gave rise to concerns. Due to well-targeted support, the school has eliminated the need for exclusion.
- Pupils make a strong contribution to the decisions made in school about their learning and their well-being. They report that good account is taken of their views. They delight in undertaking a variety of roles and responsibilities, such as house captains and sports leaders.
- Pupils are prepared well for life in modern Britain through a strong focus on the development of the skills and understanding pupils need to become good citizens. The concepts of fairness, democracy and tolerance are promoted effectively throughout all aspects of school life.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe because the adults provide a calm and orderly environment in which to work and play. All parents agree that their children are well looked after in school.
- Pupils are adamant that bullying and derogatory or aggressive language are extremely rare. Pupils know about the different forms that bullying can take, such as cyber-bullying or racist name-calling. They are clear that should it occur, it would be dealt with quickly and effectively.
- Pupils receive good training for maintaining their personal safety both in and outside of school. Pupils learn to weigh up risks through activities such as those involving water safety on educational visits and road safety during 'Bikeability'.

The quality of teaching is good

- Teaching is typically good. It is not yet outstanding as, in a few instances, teachers do not ensure that all the learning activities are sufficiently challenging. This slows the progress of some pupils.
- Teachers motivate pupils to achieve well through well-planned and purposeful activities that capture their interest. 'It's always a surprise and we're never sure what our teacher has in store for us!' was one such typical comment from a pupil. Others agree that learning is enjoyable and that they learn a lot every day.
- Teachers demonstrate good subject knowledge when planning learning activities that build on pupils' previous knowledge in order to deepen their understanding.
- Teachers' marking is of good quality and makes clear to pupils how well they are doing. Pupils appreciate the helpful comments in teachers' marking and act promptly on the advice given. Teachers use information from their assessments well to adjust the tasks and this is speeding up the pace of progress.
- Teachers develop pupils' skills in reading, writing and mathematics effectively. They provide pupils with good opportunities to practise and apply those skills across a range of subjects. They do this particularly well in writing, helping to reinforce pupils' skills in spelling and grammar.
- Teachers and teaching assistants work together to good effect to enable pupils to overcome any difficulties. They provide well-directed support and challenge to ensure that disabled pupils and those with special educational needs, and pupils supported by additional funding are making good progress.
- Teachers are keen to improve their practice still further. They benefit from advice and help from more experienced colleagues. They work well as a team to share new ideas from training activities.

The achievement of pupils is good

- Achievement is good for all groups of pupils in all subjects. Since the previous inspection, the pace of learning has speeded up considerably and progress rates now compare favourably with national averages.
- Achievement is not outstanding because, on occasions, some pupils are not fully challenged in their learning. This slows the pace of their progress at times. Increasingly, however, the most-able pupils are reaching the standards of which they are capable. In their current work, they are required to think hard and apply their knowledge and skills in stimulating activities, particularly in mathematics.
- In 2014, Year 6 pupils attained in line with or just above the national average which represented a marked improvement from previous years. The attainment of current groups in the school is rising quickly, particularly in mathematics.
- Achievement in writing is much improved. The quality of pupils' writing in subjects such as geography and history is impressive. Pupils express their ideas clearly and their skills in spelling, grammar and presentation are good.
- Disabled pupils and those with special educational needs are making good progress due to the well-planned help they receive. They are making strong progress in mathematics. They show increasing confidence in their learning as their classmates are very supportive of their needs.
- Pupils supported by the pupil premium have achieved in line with others nationally in mathematics but less well in reading and writing. By the end of Year 6 in 2014, their attainment was about two terms behind others in school and others nationally. However, they are making faster progress in these subjects and any remaining gaps are closing quickly.
- Pupils demonstrate a clear understanding of their reading and enjoy books. They like the wide range of literature on offer and speak knowledgeably about different authors. They use reference books to good effect in both English and mathematics.
- The school sport fund has enabled almost twice as many pupils to participate in sports this year, in activities such as rock-climbing and table-tennis. Pupils have also had the opportunity to become 'sports leaders' and they do this with great confidence.

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	116052
Local authority	Hampshire
Inspection number	453658

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	162
Appropriate authority	The governing body
Chair	Tracy Rich
Headteacher	Wendy Bolton
Date of previous school inspection	10–11 January 2013
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