

Inspection of a good school: Clanfield Junior School

Little Hyden Lane, Clanfield, Waterlooville, Hampshire, PO8 0RE

Inspection dates:

25 and 26 May 2021

Outcome

Clanfield Junior School continues to be a good school.

What is it like to attend this school?

Pupils at Clanfield Junior School are curious and keen to learn. They enjoy the curriculum as it provides them with a secure understanding of many subjects. This is never more evident than when they proudly show off their efforts in class. Pupils here love to read and are frequent visitors to the library. Teachers read daily from texts which are rich in vocabulary and link closely to the topics that pupils are studying. This helps pupils to think about, discuss and explain their thinking about complex topics such as social class and discrimination.

Everyone is included at Clanfield Junior School. In particular, pupils with special educational needs and/or disabilities (SEND) feel welcomed, supported and cared for by staff and pupils alike. One pupil noted, 'It's good that we are all different, it would be boring if we were all the same.'

Pupils hold the school values in high regard and try to embody these in all they do. They listen carefully in class because they are taught to be respectful. Pupils feel safe because behaviour is calm and friendly. They know that occasionally bullying will happen but were quick to explain that this is identified and dealt with promptly and effectively by staff.

What does the school do well and what does it need to do better?

Leaders began revising the entire curriculum in 2017 and this is now firmly in place throughout the school. Staff understand what they need to teach and when so that pupils' knowledge builds over time. However, leaders have not identified which concepts are the most important for pupils to remember. This means staff do not always know which aspects of a topic need to be prioritised to set pupils up for future learning.

In most subjects, staff assess pupils' understanding carefully to help refine their teaching and to revisit content that pupils have not remembered. However, staff in Years 5 and 6 often use generic 'test-style' questions to assess pupils' reading. These questions are not related to the content that pupils have learned, and pupils' answers are often based on

guesswork. This use of assessment is not effective as it neither improves pupils' learning nor provides staff with meaningful assessment information.

The reading curriculum is carefully sequenced and ambitious. Pupils read and understand an impressive range of texts during their time at the school. Staff select texts to broaden pupils' vocabulary, reading ability and understanding of the world around them. For example, pupils in Year 6 read 'Pig Heart Boy' by Malorie Blackman. They used this to develop their understanding of terminal illness, organ donation and long-term health. The reading curriculum contributes strongly to pupils' personal development.

Pupils who fall behind in reading are supported to catch up. Skilled staff help pupils to relearn any phonics knowledge they have forgotten. Pupils practise this through games and focused reading.

Teachers use a consistent and effective range of techniques and strategies. They deliver instructions with clarity and coherence. This means that pupils can concentrate on new learning without having to navigate new or complex tasks.

Pupils with SEND do well. Their needs are carefully assessed by staff and leaders. Adaptations to resources, equipment and the curriculum are closely aligned to pupils' needs. These have a positive impact on pupils' ability to understand, contribute and achieve in lessons.

Pupils are focused, polite and considerate. Well-established routines help pupils to make good decisions. Classes are vibrant and busy environments where everyone has space to speak, think and listen. As a result, pupils enjoy their learning, get on with each other and contribute often. Pupils act maturely and they treat others well. They learn about those from other cultures and beliefs and link this learning to world events. Pupils recognise that everyone is different and that some will need more support than others. As one pupil explained, 'This school helps us to grow.'

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep themselves safe. They learn how to identify and assess risks, both online and in the real world. Pupils know that some secrets must be shared if they or someone else is unsafe. Importantly, pupils trust the adults in school will help them with their worries or concerns.

Staff are trained to identify and report signs of harm and abuse. They share appropriate information with children's services and other agencies quickly and sensitively to get families the help they require. This helps families to get support before problems escalate.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The foundation curriculum plans are appropriately sequenced and detailed but do not make clear what knowledge is vital for pupils to build upon next. By giving all knowledge equal weight, staff do not prioritise the knowledge that will help pupils most in the future. Leaders need to provide curriculum plans that identify what knowledge is most important so that staff can ensure that pupils understand, remember and build upon this.
- Staff in the upper school use generic 'test' questions too often during reading lessons. This does not help pupils to build their knowledge or support staff to identify gaps in pupils' learning. Teachers should refine their assessments to check precisely pupils' understanding and memory of the reading curriculum.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that a good school could now be better than good, or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 5 and 6 July 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for published performance information about the school [here](#).

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	115876
Local authority	Hampshire
Inspection number	10192856
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair of governing body	Barbara Edington
Headteacher	Sara Staggs
Website	www.clanfield.hants.sch.uk
Date of previous inspection	5 – 6 July 2016, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher, deputy headteacher and assistant headteacher have joined the school.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders and two governors including the chair. An inspector met with an officer from the local authority.
- The inspection team did deep dives in these subjects: reading, mathematics, history and science. Inspectors talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. The inspectors then considered evidence in a wider range of subjects.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and through discussions with pupils.
- The inspection team considered the views of parents shared through the Ofsted

surveys and by meeting parents at the start of the day. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

Linda Jacobs

Ofsted Inspector

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