

# Inspection of a good school: Velmead Junior School

Velmead Road, Fleet, Hampshire GU52 7LG

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Inspection dates:

25 and 26 April 2023

## Outcome

Velmead Junior School continues to be a good school.

## What is it like to attend this school?

Pupils thrive at Velmead Junior School. They are expected to achieve highly and make a positive contribution. They have a say in the extra opportunities on offer. As a result, they are proud to share their projects. This includes bug boxes in the school grounds, as part of their eco-committee work. At social times, pupils play together and get involved with a wide range of activities. Sports leaders organise games so that everyone is included. Pupils enjoy the 'In-Out club' where they can draw and read.

Pupils live the school values. They want to achieve their STEP Y (Sorry, Thank you, Excuse me, Please, You're welcome) and Velmead Values badges, which they wear with pride. They encourage each other to do well. Bullying is not a concern here. Pupils know if it happens, adults will help them. Pupils feel safe in school. They can confidently explain how the school teaches them to keep safe in the local community and when online.

Pupils relish learning and are eager to talk about their school day. All pupils enjoy learning to play a musical instrument. Year 6 are confident, enthusiastic singers and ukulele players, who appreciate the opportunities to perform to different audiences.

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

Leaders have designed a thoughtful curriculum. It is well sequenced and develops the whole child. Each subject has clearly defined end points which are included in the pupils' learning journeys. Pupils use these to explain what they have learned. Teachers have high expectations of pupils and encourage them to always do their best. Regular checks are made on what pupils know and can do. However, this information is not always used carefully to adapt the curriculum across all subjects. This means that learning does not always help pupils confidently develop their knowledge and skills.

Teachers are confident and have good subject knowledge. They use effective questioning to find out what pupils know and remember. In subjects such as mathematics and physical education (PE), teachers use well-selected resources and clear explanations

which help pupils to build on the knowledge that they have previously learned. Leaders know that there is still more work to do to ensure teachers consistently choose the right activities and resources across every subject.

Reading is prioritised throughout the school. Pupils learn the knowledge and skills they need to read a wide range of texts. As a result, they achieve highly. Older pupils have the knowledge and skills to expertly analyse poems and discuss them. Pupils who find reading more challenging read to an adult daily and benefit from regular phonics sessions. The library is the focal point of the school. Pupils enjoy reading because the school provides lots of opportunities. They like the suggestion box, reading displays and the lucky dips which help them to explore a wide variety of new and interesting books.

Leaders ensure that pupils with special educational needs and/or disabilities learn alongside their peers in the classroom. Adults adapt learning so it is closely matched to pupils' needs. Leaders work closely with outside agencies to make sure that these pupils get the extra help they need in order to achieve well.

Pupils' behaviour is exemplary. They are well mannered and respectful. They understand the school rules and can explain why they are fair. Pupils also learn how to keep themselves healthy through the wider curriculum. They understand difference and say that everyone is welcome at Velmead. Older pupils said that they enjoy playing word games at social times with new pupils who do not confidently speak English. British values are central to everything the school does. Pupils enjoy the termly 'Ground Days'. Through these, they learn important skills such as teamwork and respect.

Leaders make sure that pupils, parents and staff understand they play an important part in the school team. Everyone knows this. Staff are proud to work at the school. They feel supported and valued. Parents are positive about all the school offers and are proud to be part of the Velmead team.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has very clear systems that keep pupils safe. Leaders monitor a wide range of information to ensure pupils get the right support. Governors make regular checks to ensure that the systems are working well. All staff understand their role in safeguarding because leaders provide the right training and regular updates. Leaders work well with external agencies to ensure that families get the help they need. They follow up when more support is needed.

Pupils understand canal safety and how to keep safe when using the internet. They also know that they can talk to any adult in school if they are upset or worried.

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

### (Information for the school and appropriate authority)

- In some subjects, leaders and teachers are not using the assessment information they have to refine and adapt the curriculum. As a result, the activities and work pupils are asked to complete do not always support them to achieve as highly as they could. Leaders should continue to review how teachers use the assessment information they have to support further curriculum adaptations and development.

## 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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2013.

## 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 Ofsted 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.

## Further information

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

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

<b>Unique reference number</b>	116054
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10256520
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	381
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Steve Barnes
<b>Headteacher</b>	Andy Howard
<b>Website</b>	<a href="http://www.velmead.hants.sch.uk">www.velmead.hants.sch.uk</a>
<b>Date of previous inspection</b>	11 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The current chair of governors was appointed in September 2022.
- The school does not currently use any alternative provision.
- The breakfast and after-school provision for pupils is run by an external provider so was not part of this inspection.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the headteacher, senior leaders, staff and four governors, including the chair. She had phone calls with a representative from the local authority.
- The inspector carried out deep dives in reading, mathematics and PE. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of

lessons, spoke to teachers, spoke to pupils about their learning, listened to pupils read and looked at some samples of pupils' work.

- The inspector observed pupils' behaviour around the school, during lessons and at social times and met with groups of pupils to hear their views.
- To evaluate the effectiveness of safeguarding, the inspector spoke with staff and pupils. The inspector met with the designated safeguarding lead to review their knowledge, records and actions and also reviewed information about the safer recruitment of staff.
- The inspector considered pupils' and staff's views through meeting with them.
- The inspector took account of parents' views by meeting them at the start of the day and through the responses to the online survey, Ofsted Parent View, and through parents' free-text comments.

### **Inspection team**

Charlotte Wilson, lead inspector

Ofsted Inspector

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