



# Herne Junior School

## Inspection Report

**Unique Reference Number** 115940  
**LEA** Hampshire LEA  
**Inspection number** 279708  
**Inspection dates** 29 September 2005 to 30 September 2005  
**Reporting inspector** Peter Thrussell AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Love Lane
<b>School category</b>	Community		Petersfield
<b>Age range of pupils</b>	7 to 11		GU31 4BP
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01730263746
<b>Number on roll</b>	425	<b>Fax number</b>	01730268448
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Jean Robinson
<b>Date of previous inspection</b>	19 September 2000	<b>Headteacher</b>	Mr Bob Carter

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 29 September 2005 - 30 September 2005	<b>Inspection number</b> 279708
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

Herne is an above average size junior school set in pleasant, spacious grounds towards the edge of the town of Petersfield. Most of its pupils are of white British heritage, with very few from minority ethnic backgrounds. The number of pupils with learning difficulties is average for a school of this size. The proportion of pupils eligible for free school meals is below average.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

The school believes its effectiveness to be good, but inspection findings show that it is ineffective and provides unsatisfactory value for money. Improvement since the last inspection, when it was judged to be a very good school, is inadequate. Standards are broadly average and this is not good enough given pupils' good attainment on entry. The quality of education, including teaching and the curriculum, is inadequate because pupils do not make sufficient progress. Assessment is not used well enough in English and mathematics to identify and plan for the next steps in pupils' learning. In addition, the pace of lessons is too slow so that little learning takes place. The curriculum, although providing good enrichment opportunities, does not provide adequately for the needs of all learners. Pupils' personal development is, however, well catered for. All adults show high levels of commitment to pupils' welfare. Pupils enjoy coming to school and attendance is very good. Leadership and management have not identified the most important things to be done to halt the decline in standards in recent years. Action that has been taken has not been evaluated to judge its effectiveness. In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standards of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

### What the school should do to improve further

\* Improve the quality of leadership and management, ensuring that the school establishes a clear sense of direction through its school improvement plan.\* Make sure that targets for improvement are easily measurable and checked for their effectiveness in enhancing pupils' progress.\* Raise the quality of teaching, ensuring that teachers' use assessment information accurately to provide work that meets pupils' differing needs. especially in English and mathematics\* Revise curriculum guidance to give teachers more help in planning and evaluating their lessons and to make better use of time.

## Achievement and standards

### Grade: 4

Attainment on entry at the last inspection was judged to be average and standards in Year 6 were well above average. Over recent years, standards in Year 6 have fallen, whereas pupils' competence in English and mathematics, on entry to Year 3, has risen. The school checks the data on attainment early in Year 3 and confirms that it is now good. From these good levels of attainment, pupils make inadequate progress over time. Progress in Year 3 is currently stronger because teachers make better use of assessment and time. However, progress slows in other year groups. National test results in 2004 for pupils in Year 6 were only average overall. They were below average in mathematics. This is also the case in 2005. The targets set for the number of pupils

in Year 6 to reach the expected and higher than expected levels of attainment are unlikely to be met. They lack the necessary challenge to bring pupils to the levels of attainment that might be expected from the results of the tests taken when they were in Year 2. Throughout the school pupils with learning difficulties make satisfactory progress because the school is good at identifying their needs and providing appropriate support. This is confirmed by national data that identifies them as the only group to make sound progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. They enjoy coming to school and get on well with each other and with their teachers and the other adults in the school. Their attendance is well above average. Pupils know that adults will help them if they have a problem. Behaviour is generally good and pupils are enthusiastic about their learning in those lessons that are interesting and well taught. They have good opportunities for social and moral development. The Young Governors, for example, talked confidently about their role in the school and said that they felt listened to and valued. Adults in the school treat children with respect and care. Spiritual development is also good and pupils experience regular opportunities in assemblies to reflect quietly on their own and others' experiences. The school provides some good opportunities for children to learn about their own cultural heritages through activities such as theatre visits, but is less successful at teaching pupils about the wide range of cultures represented in Britain. The school actively encourages pupils to take exercise and eat healthily. Young Governors in the school spoke confidently about the healthy meals they have at lunchtimes, including freshly baked bread rolls at play time, and they know they are free to drink water during the day. Pupils make a good contribution to their community. For example, Year 6 pupils showed prospective parents around the school during the week of the inspection and they also help run parents' evenings.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 4**

Overall teaching and learning are inadequate because many pupils make insufficient progress in English and mathematics. Teachers have good relationships with their pupils and plan work that interests them. Pupils report that they like their teachers and enjoy many of their lessons, especially those with practical activities. Teachers collect a lot of information when they assess pupils' attainment, but they do not make enough use of this in planning what individuals should learn next. Pupils taught in groups set by ability in English and mathematics in Years 4, 5 and 6 often receive the same work regardless of their ability. Also the major part of some lessons is given over to written tests for mental arithmetic and spelling. This means the pace of the lessons is very slow, insufficient learning takes place and some pupils become restless. Teachers' timetables are not planned well in Years 4 to 6. Pupils have only four full mathematics

lessons a week. Additional sessions made up of three 20 minute slots where pupils from each set follow short activities in their own classrooms are not challenging enough. Teaching in Year 3 is stronger because activities are clearly linked to ability. Mathematics is taught daily and timetables make much better use of time.

## **Curriculum and other activities**

### **Grade: 4**

The curriculum is inadequate because it is insufficiently matched to pupils' needs and aspirations. Planning is unclear and hinders the consistent development of pupils' knowledge, skills and understanding across the curriculum. However, the school provides children with a good range of extra-curricular activities, such as residential trips and after-school clubs. It also helps them how to learn how to lead safe and healthy lives and to understand the responsibilities of being a citizen. Learners also have many opportunities to take on responsibilities in both the local and the wider community. Pupils have recently raised money to help disadvantaged local children, for example, and are now turning their efforts to helping children in Thailand.

## **Care, guidance and support**

### **Grade: 3**

The quality of care provided by the school for its pupils is satisfactory, although the school judges it to be outstanding. There are many positive features about this aspect of the school's provision. The school is rightly proud of its caring ethos and all adults show a high level of commitment and competence in promoting the health and safety of the children. All requirements for child protection are in place. Every pupil is known and treated as an individual and this contributes strongly to the harmonious and welcoming atmosphere. Records of the specific needs of pupils with special needs are good and are used as the basis for effective support. The school works well with outside agencies and with most parents, although some parents feel that their views are not always valued. The reason that inspectors do not judge this aspect of provision to be better than satisfactory overall is because pupils are not yet given enough guidance to enable them to make good progress in their learning.

## **Leadership and management**

### **Grade: 4**

Leadership and management are inadequate because the strategies used to raise attainment have not borne sufficient fruit in past years. Improvements are too slow because the school lacks a clear sense of direction. The priorities in the school improvement plan do not get fully to the heart of what is wrong. Nor do they make clear who is responsible for leading the developments and how they will judge their success. The complex, three-tier management system is confusing as precise responsibilities for the successful implementation of decisions are unclear. For example, a decision was made to do away with the weekly written mental arithmetic test. Checks have not been made to make sure that all staff adhere to this decision. As a result,

valuable learning time continues to be lost. There is no clear, agreed plan for monitoring the effect of the current initiative to raise attainment, where individual pupils are targeted for extra support. Teachers are clear about who these pupils are, but they are unclear about the resources or help they are to receive. This problem is exacerbated by the reduction in the numbers of learning support assistants. Governors visit the school and have its best interests at heart in their work. However, they offer little challenge to the school's work or the plans of senior management. A number of parents report that their views are not sufficiently taken into account. The quality of the school's self evaluation is not adequate because it has not taken pupils' underachievement sufficiently into account.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	4	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

### Achievement and standards

<b>How well do learners achieve?</b>	4	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	4	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	4	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	4	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming us to your school and telling us about your work.

We liked these things the most: \* Your attendance is very good and you enjoy most lessons. \* You show care and concern both for your own school and the wider world. \* You make healthy choices about the food you eat. \* You behave well and are a pleasure to talk to. \* The adults in your school take care about your safety and well-being. \* You go on many worthwhile visits and have lots of lunchtime and after school activities. We have asked your school to work on these things now: 1. Make sure that the headteacher, governors and teachers know exactly how the school can be made better. They need to plan carefully to improve the school and check that things are getting better. 2. Use the information that they have on how well you are doing to: \* Give you targets to work towards and to share them with you. \* Let you know more about what you each need to learn to reach your targets and help teachers as they plan to support you all in achieving them. \* Check that you are all working as hard as you can. 3. Look very carefully at all they plan to teach you, so that your time in school is used to help you learn more quickly.

We did enjoy visiting your school and watching you learn.

With best wishes

Mr Thrussell, Lead Inspector