



Mayhill Junior School

Inspection Report

Unique Reference Number 116075
LEA Hampshire LEA
Inspection number 279742
Inspection dates 8 December 2005 to 9 December 2005
Reporting inspector Graham Lee AI

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

Type of school	Junior	School address	The Bury
School category	Community		Odiham
Age range of pupils	7 to 11		Hook RG29 1NB
Gender of pupils	Mixed	Telephone number	01256702973
Number on roll	240	Fax number	01256702972
Appropriate authority	The governing body	Chair of governors	Mrs Kathryn E Venus
Date of previous inspection	20 September 1999	Headteacher	Mr J Gawthorpe

Age group 7 to 11	Inspection dates 8 December 2005 - 9 December 2005	Inspection number 279742
-----------------------------	---	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two additional inspectors

Description of the school

Mayhill Junior School serves the small town of Odiham and draws almost all its pupils from the neighbouring infant school. Most of the pupils come from the town and a large minority are attached to RAF Odiham. Many of these pupils move fairly frequently and this creates a significant mobility in the school population. The school serves a mixed area although few pupils are from deprived backgrounds. Pupils are almost exclusively of white British heritage. About a quarter of pupils have learning difficulties, which is higher than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Mayhill offers its pupils a satisfactory education which agrees with the school's own judgement. The school also has significant strengths. The headteacher has worked successfully over many years to establish a caring environment in which pupils, parents and staff are valued. It provides sound value for money. Pupils' achievement is satisfactory and they reach standards that are broadly average by the time they move on to secondary school. In 2005, their overall achievement improved significantly. Pupils did particularly well in English and science although they did not do as well in mathematics. Pupils' personal development is good. They are proud of their school, behave well and enjoy their learning. Much of the teaching and learning during the inspection was of good quality and led to good progress in lessons. The curriculum is good and the wide range of additional activities enrich the curriculum significantly and allow pupils to develop physical and creative skills. The new management team have a very clear focus on what needs to be done in order to improve the school still further. These strategies are beginning to bear fruit. Performance data has not previously been used effectively by teachers to set challenging targets for improvement. This is now being addressed. Strategies have been put in place to improve teaching and learning in mathematics. Monitoring of these improvements is not yet sufficiently rigorous. The school has made good progress since the last inspection and all key issues have been addressed effectively. Together with the recent improvements in pupil's achievement and the clear focus of the management team, inspectors believe that the school is well placed to improve rapidly.

What the school should do to improve further

* Improve pupils' achievement in mathematics* Ensure that teaching and learning in mathematics are monitored rigorously* Ensure that teacher's use assessment data effectively to set challenging targets for improvement.

Achievement and standards

Grade: 3

Pupils' achievements are satisfactory. Standards on entry to the school in Year 3 are broadly average. However, a substantial number of pupils join after the start of Year 3 with varying levels of attainment. Taking this into account, pupils make satisfactory progress overall. Pupils with learning difficulties are supported well. Consequently, they achieve as well as others and generally reach the targets set in their individual plans. Girls and boys achieve equally well. Pupils were making unsatisfactory progress prior to 2005. However, there was a significant improvement in the 2005 national tests, most notably in English where standards were well above average. This was mainly because half the pupils reached the higher level as a result of a clear focus on improving their writing. Results were also well above average in science. Standards improved in mathematics but not as much because a number of pupils did not make sufficient progress during their time in the school. The school does not meet its targets

consistently but the changing population does make rigorous target setting more difficult than in many schools.

Personal development and well-being

Grade: 2

Pupils' personal development is good. Pupils talk enthusiastically about their school and say that it is a 'fun place to be.' They like being 'made to work hard' because it helps them to do their best. Pupils have good attitudes to learning and give of their best and co-operate well. They behave well in class and around the school. Pupils move safely around the school and feel secure because they believe that bullying and isolated incidents of aggression are dealt with effectively by staff. Attendance is satisfactory and punctuality is good. Pupils' understanding of healthy lifestyles is evident in their enthusiasm for the range of physical activities available in the school. They are considerate of one another and reflect on important issues in assemblies. Pupils develop good cultural awareness through aspects of the curriculum, for example their links with a school in Kenya. They also take an active role in the local community. One pupil, for instance, won a competition set up by a local developer to name a new housing development in the town. Pupils also raise money for a range of charities. Pupils develop basic literacy and numeracy skills and a ready facility with information and communications technology (ICT) which prepares them satisfactorily for secondary school and the world beyond.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall, which leads to the sound progress made by pupils. Much of the teaching seen during the inspection was of good quality, which is beginning to result in good progress for pupils. Teachers enjoy good relationships with their classes and manage them well. As a result, pupils are generally enthusiastic learners and behave well. Teachers plan well to meet the needs of all pupils. In particular, they work effectively with the dedicated teaching assistants to support pupils with learning difficulties. For example, in a Year 6 lower mathematics set, the teaching assistant worked intensively with a small group of pupils to reinforce concepts they hadn't grasped the day before. They were then able to rejoin the class to take their learning on to the next step. The use of assessment data to set targets for improvement is not well established. However, teachers are now beginning to set challenging targets for pupils based on detailed knowledge of their current levels of attainment. In the most effective lessons teachers use questions well to test understanding and include pupils of all abilities. These targets are shared with pupils who therefore have a good understanding of what they need to do in order to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good. It provides well for pupil's personal as well as academic needs and allows them to be creative and to enjoy their education. There is a suitable emphasis on the development of basic skills and good links between subjects which allows pupils to see the relevance of the topics they are studying. In particular, ICT has improved markedly since the last inspection and is now used effectively to support pupils' learning. The curriculum is adapted well for pupils with learning difficulties and they are well supported both in the class and in small groups where appropriate. The enrichment of the curriculum is particularly strong. There are a range of visits and visitors to the school and the two annual residential visits allow pupils to learn new skills in an unfamiliar setting. There is a wide range of sports and other activities on offer outside the school day. The 'reporters club' creates an enthusiasm for writing and allows pupils to develop potential life skills in contributing to the school's award winning website. There is a strong emphasis on drama and all pupils take part in a production during the year. Consequently, they develop confidence, teamwork and speaking and listening skills.

Care, guidance and support

Grade: 2

Pupils are well cared for and receive good guidance and support. They feel safe and secure because the school places great emphasis on health and safety matters and assesses potential risks carefully. Child protection procedures are secure and understood by staff. Pupils' well-being is promoted effectively through an emphasis on healthy eating and visits from a range of agencies such as the Police, for example, to talk about 'staying safe' and drugs awareness. The 'buddy' system for pupils arriving at various points in the school year is particularly effective in helping them to settle quickly and get off to a good start. Relationships between staff and pupils are very good. As a result, pupils are confident in discussing personal concerns with adults because they know they will be taken seriously. The school enjoys good relationships with parents who generally hold it in high regard. One commented 'Mayhill offers a caring, supportive and well disciplined educational environment.' A small minority of parents are not confident that the school takes sufficient account of their concerns.

Leadership and management

Grade: 3

Leadership and management are satisfactory overall. This does not agree with the school's view that these aspects are currently good. However, inspectors are satisfied that the school has the wherewithal to improve rapidly given the drive and clear focus on improving standards of the new senior management team. The school has also addressed all issues from the last inspection. The headteacher has been successful over many years in creating a nurturing environment, which offers pupils a wide range of opportunities and values their personal development. However, in recent years pupils

have not made sufficient progress in English and mathematics. In 2005, achievement improved significantly particularly in English because of the decisive actions of school leaders. Pupils' writing had been identified as a weakness and a subsequent focus on writing throughout the school was successful in raising attainment. Currently, pupils are not doing as well in mathematics. School leaders have identified key aspects of the mathematics curriculum for improvement and supported this with a range of training which is beginning to bring about improvement. The senior management team are well aware of the strengths and weaknesses of the school as evidenced by a clear self-evaluation. They are beginning to use a range of data effectively to identify pupils at risk of under-achieving and to put in strategies to support them. Teaching and learning is monitored and helpful feedback is given to teachers. It is not sufficiently rigorous to secure the required improvements in mathematics. Governors are very committed and offer satisfactory support and challenge to the school. They have worked successfully with the headteacher to manage a period of staff turbulence and to develop a strategic plan to address some of the issues related to an ageing site and changing demographic trends. The school consults widely with its parents on a range of issues which contribute to the planning process.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

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

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	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

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
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
The extent to which providers ensure that learners stay safe	
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
The extent to which learners make a positive contribution	
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
The extent to which schools enable learners to achieve economic well-being	
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

I am writing to thank you all for being so friendly and welcoming to my team when we visited the school last week. We very much enjoyed our time at Mayhill and you were all very helpful when you talked to us. I thought you would like to know what we found out.

We thought your behaviour in class and around the school was very good. You are all rightly proud of your school and enjoy your learning. As you move through the school you build on your skills and by the time you leave you are doing well in English and science. Some of you are not doing quite as well as you could in maths. We have asked your school to make sure that they help you all to do as well as you can in your numeracy lessons. Your teachers work very hard to provide you with interesting things to do. They make sure that the work helps you to improve. Those of you who find things a little bit harder are given lots of help to do as well as you can. You have lots of exciting extra things to do in sport and music, for example, and lots of you enjoy these activities. We really liked the writing that some of you do for the school's website.

Mr Gawthorpe has led the school well for many years and has made it a safe and fun place to be. He is very well supported by all the staff. To make the school even better, we have asked them to make sure that you all do as well as you can and to make sure that your targets help you to improve.