

Wootey Junior School

Inspection report

Unique Reference Number	116037
Local Authority	Hampshire
Inspection number	290405
Inspection dates	30 April –1 May 2007
Reporting inspector	Keith Sadler

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	206
Appropriate authority	The governing body
Chair	Mr James McKell
Headteacher	Mrs Jennifer Knapp
Date of previous school inspection	4 June 2001
School address	Wootey Way Alton GU34 2JA
Telephone number	01420 82532
Fax number	01420 543345

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Wootey is an average sized junior school. The large majority of pupils come from the immediate area. Almost all are from White British backgrounds. The full range of pupils is represented in the school's intake though overall the pupils' families' economic circumstances are below average. Attainment on entry to the school in Year 3 is at levels expected. The percentage with learning difficulties or disabilities is significantly above the national average. The school holds a number of awards including Basic Skills, Healthy Schools and Investors in People.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Wootey Junior is a good school. One area of particular strength is in the way that staff enable pupils to make excellent progress in their personal development. This is because the headteacher and staff ensure that there is a very positive atmosphere helping all pupils to feel safe and included in all the school has to offer. In addition, care, guidance and support are outstanding and consequently pupils love school, have positive attitudes and their behaviour and personal relationships are excellent. These strengths are recognised and applauded by parents who are overwhelmingly supportive of the school. As one parent said, 'We are glad our daughter is at the school. It has given her a brilliant start.' Pupils with problems or disagreements can receive help from a number of quarters. Pupils are adamant that all adults in the school would be able to sort things out. This is testament to the school's excellent procedures to boost the behaviour of pupils. The higher than usual proportion of pupils who have difficulty behaving seldom impacts on others' learning.

Pupils are eager to learn and they make good progress and achieve well in all year groups. Teaching and the curriculum are good because lessons are generally well-matched to pupils' interests and teachers provide interesting activities which stimulate and excite the pupils. However, occasionally teachers do not have high enough expectations of how quickly some higher attaining pupils learn. This has led to average levels being attained in national tests. Staff are aware that they need to strive to make sure that more pupils attain the higher level by the end of Year 6, particularly in writing and mathematics. Good improvement projects have been put into place to achieve this and are having a positive impact. As a result, many more pupils are on track to attain the higher levels in English, mathematics and science. Although recent investments in information and communication technology (ICT) resources, particularly computers, have had a positive impact on learning, there remains too little opportunity for pupils, particularly in Years 3 and 4, to access computers and other technological equipment.

The quality of leadership and management is good and is the foundation for the recent improvements in achievement. The headteacher and deputy head work in close partnership. Leadership and management are good because teachers and senior leaders are determined and committed to ensuring that all pupils do their best both academically and in their personal development and they have found ways to achieve this.

What the school should do to improve further

- Raise standards, particularly in writing and mathematics by ensuring that teachers consistently provide high challenge for pupils who find learning easier.
- Strengthen opportunities for pupils to make use of ICT equipment in lessons.

Achievement and standards

Grade: 2

Pupils' achieve well. Their progress in all four year groups is now good. Progress has been steady and satisfactory in the past two years, particularly for those pupils that find learning easy. This resulted in standards that were average. This is no longer the case. Current data about pupils' progress and work in books shows that standards are now above average in English, mathematics and science as pupils are now working at a higher level, though there remains a need to boost the proportion of pupils gaining the higher level in writing and mathematics. The school has reversed the downward trend of the last two years and has improved

achievement by strengthening the focus on pupils' learning and progress in lessons. This above average attainment gives pupils a good preparation for adult life. Those who have learning difficulties and other disabilities are given prompt help and make good progress. They meet their challenging targets well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are outstanding. Throughout the school pupils work and play happily together and show very positive attitudes to learning. They enjoy school and are keen to do well. Their behaviour in and around school is exemplary. They feel safe and know how to deal with any unpleasantness that may occur. They have a very good awareness of the importance of a healthy life style and adopt safe practices in their daily routines such as in physical education lessons and by protecting themselves from the sun. These and other skills, such as the awareness of the needs and feelings of others, are valuable life skills. Attendance has improved considerably since the previous inspection and is now good. Pupils undertake a wide range of responsibilities with pride and members of the school council take their role very seriously. They are particularly pleased with the contribution they have made to the playground environment. Year 6 pupils, through the lunchtime leadership clubs, also teach and organise games for the younger pupils. Pupils develop a view of the wider world through their keen involvement in fund raising for charities, showing a strong empathy for people in less favourable circumstances.

Quality of provision

Teaching and learning

Grade: 2

A pupil commented, 'Our teachers make lessons fun and we look forward to learning new things.' Almost all teaching is good although there is some that is satisfactory. Here, learning slows because of low teacher expectations of the pupils. The excellent relationships that pervade the school generally lead to calm and productive classrooms. The staff's emphasis on pupils' learning is paying dividends. Pupils know what is to be learned and what is expected of them. They are given their lesson targets each week so that they can check when they meet objectives. This also helps pupils to reflect on their own learning. In most lessons sharp questioning enables teachers to check learning and also to extend pupils' speaking and listening skills. Teaching assistants make a particularly valuable contribution to the pupils' learning both in lessons and during withdrawal for additional work such as learning phonics. They help to ensure that these pupils get the encouragement and support that they need.

Curriculum and other activities

Grade: 2

An interesting curriculum contributes effectively to pupils' academic and personal progress. It is enriched by a wide range of visits, visitors and a very good number of extra activities. The residential visits for pupils in Years 5 and 6 give pupils further opportunities to develop healthy lifestyles, as programmes include outdoor pursuits and teamwork. The planned curriculum now provides effectively for the needs of all pupils although, sometimes, curricular plans do not provide enough challenging work for higher attaining pupils. For example, staff do not always ensure that plans in ICT lessons match pupils' abilities. The long term planning effectively

addresses the National Curriculum in a variety of ways. Some subjects, such as history, geography and design and technology are taught in blocks of time. There are also 'specialism weeks' such as science and book weeks. Often links are made between different subjects helping pupils to see the relevance of their learning. ICT is used to some extent to support pupils' learning in other subjects although this is inhibited by the lack of resources in classrooms so teachers do not regularly plan for use of ICT in lessons. The comprehensive programme of personal and social development provides useful life skills that will serve pupils well in becoming responsible citizens.

Care, guidance and support

Grade: 1

Care, support and guidance are outstanding. The school has a very strong commitment to caring which is reflected in the comprehensive arrangements for safeguarding the welfare of pupils. The school site provides a safe and healthy learning environment. Procedures for safe recruitment and for child protection are clear, well known and rigorously applied. Both teachers and teaching assistants support pupils' personal needs very well. Vulnerable pupils, including those with a variety of learning difficulties and disabilities, are very well supported and the school works effectively in partnership with a range of agencies to meet their needs. The detailed tracking of pupils' progress ensures that any potential underachievement is identified early. It is also used to set challenging targets for improvement. As a result, pupils achieve well.

Leadership and management

Grade: 2

Leadership and management are good. There are effective systems for checking how well the school is doing enabling the headteacher to pinpoint themes for improvement. There is now a firm base for improvement that has led to the recent acceleration in pupils' achievement. The difference has been in the school's effective focus on boosting learning which has been effectively led by the headteacher. This had led to the good achievement and raised attainment and is a clear demonstration of the school's good capacity for further improvement. The staff and governors are firmly committed to sustaining these improvements. Subject co-ordinators contribute well and they prepare pertinent and well-written improvement plans. Parents are unanimous in saying that leadership and management are good in the school, and many recognise the particular strength of the headteacher. The school is supported well by governors. They have a good understanding of the school's strengths and are helped to take a role in the school's strategic development. This is because the headteacher provides good information and also governors are active in finding out for themselves about how well the school is doing by visiting the school regularly.

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Annex A

Inspection judgements

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

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

15 May 2007

Dear Pupils

Inspection of Wootey Junior School, Wooteys Way, Alton, GU34 2JA

I am writing to let you know how much we enjoyed our visit to your school. You made us very welcome and we understand why it is that you enjoy your school and you are proud of it.

Yours is a good school and here are some of the good things we found:

- your behaviour is excellent, you thoroughly enjoy your lessons and you play and work together very well
- all the adults work hard to make sure that you are very safe and well cared for
- your headteacher is doing a good job and she is supported well by other members of staff
- teachers make lessons interesting and fun and provide a good range of activities for you to enjoy.

We have asked your headteacher and staff to work on two things to make your school even better:

- raise standards in writing and mathematics by making sure that your teachers always set challenging work for you - particularly for those of you that find learning easier
- provide more chances for you to use computers as part of your lessons.

You can all help by continuing to work hard and to keep your targets constantly in mind so you can achieve them as quickly as possible.

With best wishes

Keith Sadler

Lead Inspector