

# Mengham Junior School

## Inspection report

---

<b>Unique Reference Number</b>	116052
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290408
<b>Inspection dates</b>	21–22 June 2007
<b>Reporting inspector</b>	Alan Jarvis

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

---

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sarah Speller
<b>Headteacher</b>	Mrs Jean Filtness
<b>Date of previous school inspection</b>	9 March 2005
<b>School address</b>	Palmerston Road Hayling Island PO11 9ET
<b>Telephone number</b>	023 9246 2162
<b>Fax number</b>	023 9246 6012

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	21–22 June 2007
<b>Inspection number</b>	290408

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://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 one Additional Inspector.

## Description of the school

Mengham Junior is a smaller than average size school. An average proportion is eligible for free school meals but this does not reflect the economic disadvantages of some families. Nearly all are from White British backgrounds. The proportion identified with learning difficulties or other needs is well above the national average. This is the case in the current Year 3 and particularly so in Year 6. The proportion that joins or leaves during Key Stage 2 is very high. Pupils are mostly taught in mixed aged classes. The school has achieved the Healthy Schools and the Activemark awards. Staff turnover has been high but there is a stable staff now. When Mengham Junior School was last inspected in March 2005 it was judged to have serious weaknesses.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory and improving quality of education. This is a school on the up. As one parent said 'There is always something new and better happening at Mengham'. The school's previous designation as having serious weaknesses no longer applies. The effective headteacher and her able staff have had a good impact in removing the underachievement that was prevalent and rectifying the weaknesses in teaching and the curriculum at the time of the last report.

Teaching and learning are satisfactory and of an even quality across the school. This is a significant improvement since the last inspection. This is because the leadership team has put in place good training, regular monitoring of lessons and a more stable staff. Some good practice is emerging. The better teaching is a key reason why all groups of pupils now make satisfactory progress throughout the school. As teaching has got better the rate of progress pupils make through Key Stage 2 has accelerated. Although standards in the current Year 6 are well below the national average pupils have made satisfactory progress since taking their tests in Year 2. Improving standards in other year groups confirm that pupils are achieving satisfactorily. Better identification of the needs of pupils with learning difficulties or other needs and improved support has helped them achieve satisfactorily. Standards in English are higher than in mathematics and science and there are signs of good progress emerging. This is because of a good reading scheme, a focus on developing speaking and listening and plentiful opportunities for pupils to develop writing across the curriculum. The higher priority given to problem solving and investigative work in mathematics and science and close tracking of pupils' progress is helping standards to improve in these subjects. However, inconsistencies in teaching means there is still some way to go. A satisfactory and improving curriculum, tailored to the needs of mixed aged classes, is helping to raise standards. However, it does not yet incorporate a wide enough range of ways of learning or sufficiently develop pupils' creativity and independence.

The high priority given to establishing a positive climate for learning has paid dividends. Teachers provide good role models for their pupils. Better attendance and a dramatic fall in the number of exclusions reflect how well pupils enjoy school and behave well. Whilst pupils work productively in lessons many lack the skills and confidence to work well independently. Everyone is made to feel welcome. Pupils have someone to turn to if they need help. Those new to the school receive good support and quickly settle in. This reflects the trusting relationships they have with their teachers and rigorous steps taken to ensure their safety and well being. A good range of clubs and visits offer something for all pupils.

Leadership and management are good. The school evaluates itself accurately and takes appropriate actions to improve its performance. The school recognises that standards in English and particularly those in mathematics and science can be higher still and achievement further improved to a good level. Governors have an intimate knowledge of how well developments are proceeding which helps them offer incisive support and challenge. The involvement of middle managers as well as senior leaders in planning and implementing developments gives the school a good capacity to improve further.

### What the school should do to improve further

- Raise standards in mathematics and science and build on the emerging good progress made in English.

- Ensure greater consistency in the teaching of problem solving and investigative work in mathematics and science.
- Implement the planned changes to the curriculum to encourage pupils to learn more independently and creatively.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Achievement is satisfactory. Too many pupils underachieved in the past. Very few do so now. The latest school assessment and tracking data shows that the progress pupils make in relation to their starting points is satisfactory and is getting better year by year. Although standards are well below average by the end of Year 6, they are rising. Standards in mathematics and science are well below average but in English, they are much better and are just below average. This represents satisfactory achievement taking into account pupils very low starting points. Nearly all of the average and higher attaining pupils in this year are reaching standards commensurate with their abilities. Achievement is also satisfactory in other years. Younger pupils are reaching standards broadly in line with those expected for their age and abilities. The recent focus on developing pupils' problem solving skills in mathematics and science investigations has helped raise standards but more needs to be done. Better support for pupils with learning difficulties or other needs ensures they achieve as well as other pupils and make satisfactory progress.

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

### **Grade: 2**

Pupils' personal development and well being, including their spiritual, moral, social and cultural education are good. As one parent said, 'Pupils are polite and helpful and the school has such a friendly atmosphere'. Attendance is broadly average and has improved. Pupils confirm that 'bullying is rare and we feel safe and well cared for'. Their good understanding of how to keep healthy is reflected in their enjoyment of sport and choices of food. Pupils talk confidently about cultural diversity and appreciate the difference between right and wrong. As one said, 'Slavery is wrong. The colour of your skin doesn't matter it is what is in your mind that counts'. The school council have made their mark in developing their school community in improving the outside environment and providing 'buddies' who provide a friend to play with at break and lunch time. The school is seeking to forge closer links with the community to further enrich pupils' social and community awareness. Pupils co-operate well with each other but many lack confidence in working independently. This, and their sound progress in basic skills, prepares them adequately for secondary school.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory and is improving. High staff turnover and some weak teaching were a root cause of pupils' previous underachievement. This is not the case now. There are some good features in all classes such as discussing the 'steps to success' pupils need

to take to successfully complete the tasks set in each lesson. Improved planning means there is a clearer focus on what pupils are expected to learn. Pupils say 'We like our lessons because we have lots of different things to do'. The school recognises that some inconsistencies remain in how well they teach pupils to work independently in solving problems and investigations in mathematics and science. In addition, the subject knowledge of some teachers is insufficiently developed to ensure pupils make the best progress in subjects such as art, geography and music. Good marking of pupils' work gives them a clear understanding of how to improve it next time.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is enriched with many clubs of which the choir, art, environment and netball clubs are particularly popular. Weaknesses in planning no longer remain and all subjects have secure schemes of work. The much stronger reading scheme and the encouragement of writing across the curriculum have helped raise standards. The school is reviewing the curriculum in order to provide pupils with a wider variety of ways of learning and encourage more independent learning. Good plans are in place to provide a greater range of first hand experiences in and out of school and to bolster opportunities for creativity. An effective programme for pupils' personal, social and health education has a good impact on pupils' behaviour and personal development.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. There is a very strong emphasis on inclusion. As one parent said, 'My child joined last term, quickly settled in and his self esteem has come right up'. Rigorous checks are made to safeguard pupils and make sure all staff working in the school are fit to do so. Teachers and other adults provide vulnerable pupils with good personal and emotional support which helps them achieve as well as others. Good links with external agencies helps ensure the needs of pupils with learning difficulties and disabilities are well met. Pupils target books and the good guidance they get in lessons helps them focus on what they need to do to improve and assess their own work. A range of extended services is being developed with other schools to further enhance pupil's care and support.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good and this has secured the necessary improvements to deal with the significant weaknesses identified at the time of the last inspection. The school has the confidence of parents. Typically they say 'I would recommend Mengham to anyone'. The sharply focused leadership of the headteacher has been crucial in providing a strong drive for improvement. Together with an effective team of senior managers and subject leaders she has concentrated on what matters most through a very accurate evaluation of the school's strengths and weaknesses. Their impact is evident in the good improvement in achievement and the quality of teaching, as well as a much improved curriculum and climate for learning. The robust analysis of assessment data about the pupils' performance is used very well to help teachers target support to where it is needed most. The priorities identified in the good development plan correctly focus on what is now needed to further improve the school.

Governors offer effective support and challenge to the headteacher and staff because of their very good training and acute insights they gain from visits to classrooms has ensured that.

**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](http://www.ofsted.gov.uk).**



## Annex A

## 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>
--	-----------------------

### 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>	3
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

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

### Personal development and well-being

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

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

3 July 2007

Dear Pupils

Inspection of Mengham Junior School, Hayling Island, PO11 9ET

This letter is to tell you about the findings of the recent inspection. Thank you all for making me feel so welcome when I visited your school. May I particularly thank those boys and girls who took me on a tour of the playground and field.

Your school is giving you a satisfactory and improving education. You have a very good headteacher. Together with an able staff they are making your school get better term by term. I can see this from how much better you are doing now compared with several years ago and the better teaching I saw in the lessons during my visit. I only saw good behaviour whilst in school. Keep it up! Your parents know how much you enjoy coming to school and how well the staff care for all of you. I liked the way you are helping the school to get better and help new pupils settle in. Nearly all of you are making satisfactory progress but I think you could make even faster progress.

Your headteacher is keen to improve the school. These are the key things I have asked the school to really focus on. I am sure you will wish to help them do this.

- Improve your standards in English. This is happening already but you can help by developing your reading and writing at a faster rate.
- Ensure all teachers enable you to make good progress problem solving in mathematics and investigations in science. I have particularly asked them to focus on helping you have more confidence in doing this kind of work by yourselves. We call this becoming more independent.
- Ensure the curriculum has more opportunities for you to learn in different ways. The headteacher and I think this is a good idea because it will help you to be more creative and shine in more ways.

Thank you again for your warm welcome to Mengham Junior School.

Dr. Alan Jarvis  
Lead inspector