

Hulbert Junior School

Inspection report

Unique Reference Number	116067
Local Authority	Hampshire
Inspection number	290410
Inspection dates	23–24 May 2007
Reporting inspector	Pritiben Patel

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	211
Appropriate authority	The governing body
Chair	Ms Angela Jones
Headteacher	Mr Gerry Lathem
Date of previous school inspection	29 April 2001
School address	Springwood Avenue Waterlooville PO7 8ED
Telephone number	023 9225 8011
Fax number	023 9223 1665

Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Hulbert is an average sized junior school. Almost all pupils are of White British origin. The percentage of pupils eligible for free school meals is significantly above average. The proportion of pupils with learning difficulties and disabilities including those with a statement of special educational need, is twice the national average. The school has been awarded, Investors in People, Healthy Schools, and Sports Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hulbert Junior is a satisfactory and improving school with some good features. The majority of parents are happy with the school, and hold the school and teachers in high regard. One parent commented, 'We would like to praise all the teachers that my sons have met during their time at Hulbert'. Some parents expressed concerns about behaviour. The inspection team found that pupils' behaviour is good.

Leadership and management are satisfactory. The headteacher provides strong leadership and has worked very hard to change the school from a 'teaching', to a 'learning' school, by reorganising the curriculum so that it is driven by a focus on meeting the pupils' needs. The new curriculum has had a highly positive impact on pupils' enjoyment and motivation. The quality of homework has improved, as pupils are genuinely interested in their work and are eager to learn. Standards in writing have improved as pupils are presented with real life contexts, clear purposes and audiences for their writing. Assessment and tracking systems are fully in place in English and mathematics and making a positive impact on pupils' achievement.

Pupils enter the school in Year 3 with attainment that is average. They make satisfactory progress and attain standards that are average by the end of Year 6. In the 2006 tests, standards in English improved but the school has recognised that they need to improve further to complete the good work that has been started. Assessment is not used effectively to guide teachers on planning sufficiently challenging work for the different ability groups. As a result, although standards in English and mathematics are average they should be higher, especially for the more able.

Staff place a strong emphasis on the personal development of pupils and consequently their personal qualities are good. Pupils' behaviour, understanding about safe practices, adoption of healthy lifestyles particularly through sport, are good. They make a good contribution to the school due to the good range of opportunities they are given. Their preparation for the future is satisfactory.

Teaching and learning are satisfactory. Good aspects of teaching include relationships between teachers and pupils, opportunities for pupils to practise their speaking and listening skills and their active participation in learning, which leads to good enjoyment. However, these positive qualities are not consistent through the school and in some cases teachers do not involve and engage the pupils sufficiently to make learning interesting. Inconsistencies in marking mean that not all pupils are clear about their next steps for improvement.

The curriculum is satisfactory with good features. Enrichment and extra-curricular opportunities for pupils are good features. Governors visit lessons, attend school trips and make a satisfactory contribution to the school's development. Capacity to make further improvement is satisfactory as demonstrated by the improvements in English, pupils' behaviour, and the curriculum. Care, guidance and support provided for pupils are satisfactory and pastoral care and support are strengths. Effective support is provided for pupils with learning difficulties or disabilities. Good links have been established with other schools and external agencies, to help meet pupils' individual needs.

What the school should do to improve further

- Raise standards in English and mathematics, especially for the more able, by making more effective use of assessment to make work more challenging.

- Raise the quality of teaching by engaging pupils more in their own learning and sharpening up marking so that pupils are clear about what they need to do to improve.

A small proportion of the 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 and standards are average in English, mathematics and science by the end of Year 6. In the 2006 national tests pupils performed below the national average in these subjects but the results were better than the previous year, notably in writing. More able pupils and girls did not achieve as well as they should have done. Data provided by the school indicate that groups such as girls and the more able are now making satisfactory progress. Currently, pupils' performance is showing improvement on the previous year. This is due to more effective procedures to evaluate and improve teaching and learning. The school's improved systems to track pupils' progress and to set challenging targets are beginning to bear fruit. The school sets satisfactory targets and pupils are on course to meet them. Nonetheless, more remains to be done to lift standards further, especially for the more able. Pupils who have learning difficulties or disabilities are supported effectively and make satisfactory progress.

Personal development and well-being

Grade: 2

Personal development and well-being, including social, moral, spiritual and cultural development are good. The vast majority of pupils behave well. Pupils are proud of their school. One girl explained to inspectors, 'I think school is excellent, I love it here and wouldn't leave this school even if my mum wanted me too'. Pupils are given good opportunities to take responsibility in school and the local community, through the buddy system, young governors, sharing assembly and school productions. Young governors are proud of their role and explain how they have actively contributed to developing the quiet area in the playground.

Pupils show a clear moral awareness and willingness to help one another through the 'Help Box' system. Pupils have a good understanding about healthy lifestyles and eagerly purchase fruit pots at break time. They enjoy the good range of physical activities and understand that it is important to eat a balanced diet. Pupils show a good understanding of all aspects of safety. They are satisfactorily prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers make the objectives of lessons clear to pupils and are beginning to involve them in their own learning, this helps them to achieve satisfactorily. Good features include relationships between teachers and pupils, and between the pupils themselves. There is strong emphasis on confidence building and on improving speaking and listening skills. The school has recently begun to monitor classroom practice and this has started to have a positive impact on the progress pupils make. However, assessment is not used consistently by all teachers to help them to plan lessons and this leads to some lack of challenge,

especially for the more able. Although books are marked, pupils are not always told what they need to do to improve their work and to reach the next level. Pupils with learning difficulties or disabilities make satisfactory progress in line with their peers due to the carefully planned work they are given.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory with some good features which include enrichment opportunities and extra-curricular activities. It has a positive effect on pupils' learning and their personal, social and emotional development. Opportunities such as 'Roman' and 'Recycling Day' impact positively on pupils' enjoyment. Activities such as football and tennis, as well as a range of residential visits develop pupils' confidence. The topic based curriculum has been developed in line with the school's core values, namely creativity, independence, emotional intelligence and team work, and is beginning to have a positive impact on pupils' motivation. Standards in writing have improved as pupils are given opportunities to write in a variety of contexts in a way which means something to them. Strong links are evident between subjects as demonstrated by a highly interesting display called, 'Flower Power', where scientific ideas were explored through art. Information, communication and technological skills are taught effectively through topics to make learning meaningful. Although there have been recent improvements in the curriculum, and a focus on mathematics, the initiatives are at an early stage of development.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Pastoral care and support are strengths. The school has gone a long way to encourage pupils to take responsibility for example, through playground mentors. Procedures for child protection and health and safety are robust. Pupils say that adults are easy to approach if they have any worries. A comprehensive programme of personal, health and social education ensures that pupils are encouraged to stay healthy, safe and to respect others. A strength of the school is its very effective use of outside agencies and visitors to meet pupils' needs. Pupils with difficulties or disabilities are supported effectively and consequently they make satisfactory progress in line with their peers. Procedures for tracking progress are good but assessment data are not yet being used effectively by all teachers and pupils are not always challenged. Inconsistencies in marking mean not all pupils get sufficient guidance on improving their work.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher takes a good lead and working closely with staff has developed an engaging curriculum. Another success has been the focus on raising standards in English and this has helped to increase levels of enjoyment about writing among the pupils. At the centre of the leadership's view of the school is the way that staff look after pupils. Parents say that the welfare of pupils is paramount. A parent commented, 'I feel the headteacher is a very kind and approachable man with his heart in the right place'.

Leaders and managers at different levels work well together and share the same vision. They have had some impact on improving pupils' behaviour and raising standards, but there is still

a lack of challenge for more able pupils and standards are not high enough. The school's self evaluation is satisfactory. The school has accurately identified its strengths and weaknesses and has an appropriate plan to move forward. Currently there are vacancies in the governing body. Governors play their part in supporting the school's work and ensure that statutory requirements are met, including legislation about racial equality. Through its recent improvements the school has shown that it has satisfactory capacity to improve.

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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?	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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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

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

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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

8 June 2007

Dear Pupils

Inspection of Hulbert Junior School,Waterlooville,PO7 8ED

On behalf of the inspectors I would like to thank you very much for being helpful when we came to visit your school. We really enjoyed meeting you, talking to you and looking at all your work.

You go to a satisfactory and improving school. It has some good features. These are the main things we found.

- You get on well with each other; the vast majority of you behave well and have good relationships with your teachers.
- Your results in English have improved because your teachers have given you real situations and purposes for you to write about.
- The teaching is satisfactory.
- You enjoy school because of the wide range of activities the school offers.
- All of the adults in your school make sure that you are safe, happy and well looked after.
- The headteacher, governors and staff work hard on your behalf.

We believe that there are some things that can be improved in your school. You should all get higher standards in English and mathematics. Some of your teachers should make better use of the information they have about your progress to plan lessons and give some of you more challenging work, of which you are capable! Finally, some teachers need to tell you clearly through their marking the steps you need to take to improve your work and then you should be able to produce even better work!

With best wishes for your future success,

Pritiben Patel

Lead inspector