

# Pennington Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	116307
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290494
<b>Inspection dates</b>	4–5 July 2007
<b>Reporting inspector</b>	Steven Hill

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	189
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev P Renyard
<b>Headteacher</b>	Mrs H J E Flaxman
<b>Date of previous school inspection</b>	25 February 2002
<b>School address</b>	Priestlands Road Pennington Lymington SO41 8HX
<b>Telephone number</b>	01590 672104
<b>Fax number</b>	01590 672719

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a slightly below-average-sized junior school that serves a village on the outskirts of Lymington. Most pupils arrive in Year 3 from the nearby infant school, but there is significant movement of pupils in and out of the school in other age groups. The vast majority of pupils are of White British origin. Few pupils speak English as an additional language. Pupils' social and economic circumstances are wide ranging but somewhat less favourable overall than average. A large proportion of pupils have learning difficulties or disabilities, although the percentage with statements of special educational needs is average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Pennington is a good school. Pupils thrive in the warm and welcoming community and their personal development is outstanding. They thoroughly enjoy school and have excellent relationships with teachers and with each other. They work and play happily together, and demonstrate very good collaborative skills. Their behaviour is good and is usually excellent in class. Attendance is good, a significant improvement since the last inspection. The school's outstanding provision for the care, support and guidance of pupils is a major factor in its success. Pupils' academic and social needs are carefully assessed and staff work hard to provide support that is carefully targeted to the needs of individuals. The school works extremely well with parents and a host of outside agencies to promote pupils' well-being. Parents are very appreciative of the care their children receive.

Pupils achieve well because teaching and learning are good. Most lessons are good and a significant proportion are outstanding. Teachers have high expectations of work and behaviour and pupils respond positively. Some of the best lessons give pupils extensive opportunities to share ideas and clarify their thinking through discussion in pairs. The curriculum is outstanding, with exceptionally good provision for personal, social and health education (PSHE). The recent enlivening of the curriculum, through projects that link different subjects, has increased pupils' enjoyment as well as helping to raise standards.

Standards vary because of the different levels of learning difficulties or disabilities in each year group. Pupils' attainment when they start at the school varies from year to year, but overall is below average. In most years, standards are above average by Year 6. Results of national tests fell to below average in 2006, with particularly weak results in English. This was largely because of high numbers of pupils with significant or complex needs in the year group. Standards have risen in all subjects in 2007, and are above last year's national averages. In particular, the school improved writing standards over the last year by giving pupils lots of opportunities to discuss their work, and providing a wider range of exciting things to write about. Staff have identified the need to consolidate and extend this next year.

The school's good leadership and management are based on a thorough and effective analysis of provision and standards. Self-evaluation is excellent. The monitoring of teaching is rigorous and teachers are given clear feedback to help them improve their practice. Subject leaders provide clear direction for their colleagues and have a good understanding of strengths in provision, and areas that need development. Teachers have started to work alongside colleagues in English, mathematics and science lessons to give each other support and advice, improving teaching and raising standards. There have been few opportunities for leaders in other subjects to do this, and so share their expertise with colleagues.

### What the school should do to improve further

- Give all subject leaders opportunities to share their expertise with colleagues in the classroom, to help each other raise standards further.

## Achievement and standards

### Grade: 2

Achievement is good and standards are above average. Standards vary from year to year because of the different abilities in different cohorts. Results of national tests for Year 6 dipped

significantly in 2006 because of high numbers of pupils with learning difficulties. This group of pupils also had suffered significant disruption to their education at various times. Standards have risen sharply again this year, and are above last year's national averages in English, mathematics and science. The rise in English standards is particularly strong, with half the pupils attaining above the expected level. Writing standards, especially, rose considerably.

Pupils with learning difficulties and disabilities make good progress because of the carefully targeted support they get. The school is particularly good at supporting pupils who have emotional or behavioural problems, and they do well as a result.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. Relationships are excellent and pupils increasingly take responsibility for their own actions. Pupils show a genuine enthusiasm for learning. Their spiritual, social and moral and cultural development is excellent. They reflect thoughtfully on feelings and emotions, as well as how to deal with difficult situations, particularly in PSHE lessons. Pupils are developing a very good understanding of world cultures through specific projects such as the multi-cultural week and their link with Guatemala. However, their understanding of living in a culturally diverse Britain is limited. Pupils have an excellent understanding of how to keep healthy and safe, and try hard to do so.

Pupils are very well involved in the school and local community through various jobs around the school and through fundraising for charities. They voice their opinions effectively through the school council, for example taking decisions on what sports equipment to buy, and contributing their views to the appointment of the deputy headteacher. Their good achievement and their excellent social skills prepare them well for their future, in school and beyond.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching and learning are good. Lessons are orderly and purposeful and routines are well established. Teachers make it clear to pupils what they going to learn, and what will constitute success. The marking of work against these clear targets ensures pupils know how well they are doing, gives them clear pointers of how to improve, and motivates them to do well. Most lessons have a good pace, and teachers explain things clearly, often using interactive whiteboards effectively to do this. The best lessons often give pupils good opportunities for collaborative work, developing their thinking skills as well as their speaking and listening skills. Teachers make good use of assessment to match work to the different needs of different pupils, particularly in English and mathematics. Good support from teaching assistants promotes learning, particularly for pupils who have learning difficulties or disabilities. A few lessons are only satisfactory, often because the pace becomes too slow, or the match of work to pupils' different needs is not precise enough.

### **Curriculum and other activities**

#### **Grade: 1**

The school's revised creative curriculum, imaginatively linking work in different subjects, increases pupils' zest for learning and promotes their personal development alongside their

academic achievement. Exciting projects, such as 'Stig of the Dump', have helped pupils to share their experiences with parents and a wider audience. The school has correctly identified the need to evaluate and refine this practice to ensure that there are no 'gaps' in what is taught. The school is continually reviewing the curriculum to make it more meaningful and purposeful to meet pupils' differing needs. As a result, all pupils make good progress and enjoy their learning. Some very good links are made between subjects but pupils need more opportunities to improve their data handling skills through the use of information and communications technology (ICT). The excellent PSHE curriculum helps pupils to develop as healthy and responsible citizens. The school's well planned and extensive grounds are used very well to enhance learning. The curriculum is enriched by an excellent array of extra activities, clubs, visits and visitors.

## Care, guidance and support

### Grade: 1

The school takes extremely good care of its pupils, firmly based on its motto, 'Sharing, Caring and Learning together'. The procedures to protect and safeguard pupils are rigorous. Pupils say they feel happy and safe. This is because the school has some excellent strategies such as the 'worry box' and the 'kind box' which encourage children to share their worries and commend those who have helped them. A pupil in Year 6 said 'We treat each other with respect, teachers are fair and they acknowledge your views.' Vulnerable pupils are extremely well supported and the school works with a wide range of outside agencies to meet their needs. The school uses specific programmes very creatively to help those who have behaviour and emotional difficulties.

The academic guidance offered to pupils is outstanding. The target setting and tracking of pupils' progress are thorough and continually refined. Marking is excellent, telling pupils what they did well and what they need to improve. Pupils are increasingly involved in evaluating their progress, so they know how to improve.

## Leadership and management

### Grade: 2

Excellent leadership from the headteacher, with strong and able support from senior colleagues, provides very clear direction to the school. Staff work well as a team to support each other and to address the school's priorities. The improved curriculum, the emphasis on discussion, and the resultant improved standards in writing are examples of this.

Self-evaluation is outstanding, and is based on rigorous monitoring of teaching and other elements of provision, as well as a thorough analysis of pupils' achievement. Well coordinated and effective action is taken to address issues that arise. This results in excellent support to any pupils who are in danger of falling behind, or who have particular needs. The strong emphasis on supporting all pupils as individuals underpins their excellent personal development.

Subject leaders play a strong part in analysing how well the school is doing, and setting clear direction for future developments. The coordinators of the core subjects of English, mathematics and science have had good opportunities to work alongside colleagues in the classroom, but other coordinators have not had the chance to share their subject expertise in this way. The governors have a good understanding of the school's strengths and weaknesses, support staff well, and are prepared to act as a 'critical friend' when needed. The school has good capacity to improve further.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
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>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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

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

<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	1
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**

17 July 2007

Dear Pupils

Inspection of Pennington Church of England Junior School, Lymington, SO41 8HX

Thank you for your help and your friendly welcome when we visited your school. We enjoyed chatting to you and watching you at work in lessons. You told us you enjoy school and we could see why.

We think that you go to a good school, with some things that are really special. Your teachers are good at helping you to learn, so you are making good progress in English, mathematics and science. The staff are particularly good at keeping an eye on how everyone is getting on, and making sure you get extra help if you need it. This means you all do well. Special congratulations to Year 6 who have done so well in their SATs this year. The results in writing are particularly good because your teachers gave you more interesting things to write about, and lots of chances to talk about your writing.

The school looks after you very well. We were very impressed by your excellent behaviour in class, and how well you get on together and work as teams. This is really helping you to make progress. We could see that you are growing up into sensible, caring and thoughtful young people that your school and your parents can be proud of.

You told us that learning has been more exciting in the last year, because of the special projects you do where you learn about different subjects together. Your teachers are planning to do even more of this. The headteacher, governors and other adults are good at organising the school and making everything run smoothly. We have suggested that the teachers who are experts in particular subjects should have more chance to work together in class, so they can share ideas and give each other tips to make your learning even better.

We hope you enjoy the rest of term, and keep on working hard.

Best wishes,

Steven Hill Lead Inspector