

Clanfield Junior School

Inspection report

Unique Reference Number	115876
Local Authority	Hampshire
Inspection number	312087
Inspection dates	27–28 February 2008
Reporting inspector	Linda Kelsey HMI

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	334
Appropriate authority	The governing body
Chair	Mrs Susan Gallacher
Headteacher	Mrs Shelagh Tomlin
Date of previous school inspection	7 June 2004
School address	Little Hyden Lane Clanfield Waterlooville PO8 0RE
Telephone number	02392 593209
Fax number	02392 571733

Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This is a large junior school, with three classes for each year group and four teaching groups for Year 6 in English and mathematics. The number of pupils with learning difficulties and/or disabilities is below the national average. Very few pupils speak English as an additional language and a very small proportion are from minority ethnic groups. The school has been awarded the Active School Mark and the Healthy School Enhanced status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to leadership and management.

While the school provides an acceptable standard of education and the personal development of pupils is good, its overall effectiveness is inadequate. This is because the leadership has not moved the school on well enough since the last inspection and consequently improvement in pupils' achievement has faltered. The key issues from the previous inspection, in June 2004, related to effective monitoring and evaluation of teaching and learning and improving assessment in all subjects, still remain. As a result, monitoring of pupils' academic performance is not used well enough to help drive up achievement.

Pupils' achievement is satisfactory because there is good teaching in some parts of the school, such as in Year 6. However, this good teaching is not universal across the school. Pupils' behaviour is outstanding and they have good attitudes to work, even when teaching is less challenging. This is because pupils' personal care and guidance is good. They enjoy school and their attendance is good. Pupils know how to stay fit and healthy and have a good understanding of the wider world. Spiritual, moral, social and cultural education is also good. The wide-ranging opportunities that pupils are offered both in and out of school have helped build up their high levels of interest and motivation. Parents are fully supportive of the school.

Standards in the 2007 national tests were above average overall but mainly because, of the higher results in English. The school has had a good focus on improving teaching in English and this has resulted in improved standards in this subject. It had the effect of raising the achievement of pupils of all levels of ability but significantly for those capable of achieving the higher Level 5. This improved performance demonstrates that pupils are capable of achieving more in mathematics and science. However, analysis of assessments as well as pupils' work indicates that it is unlikely that all of the more able pupils will reach the targets set for them in national tests this year. This is because the monitoring of teaching and learning is not ensuring that all levels of ability make good enough progress. This has resulted in weak self-evaluation and an overgenerous appraisal of how good the school is.

Teaching, while satisfactory overall, is variable across the school and weakest in mathematics and science. There are not enough opportunities for pupils to work independently and develop their own thinking. Teachers do not make good enough use of the school's assessment data to ensure all ability levels are suitably challenged in lessons. As a result, the pace of learning is sometimes too slow because every pupil is working on the same task. For example, pupils listened passively to a teacher talking and while watching a demonstration in a science lesson without having the opportunity to participate.

The senior management team does not have a clear enough view of its strengths and weaknesses and the school's self evaluation is not sufficiently robust or accurate. This is because procedures for monitoring teaching and learning are inadequate. With the exception of English, the school's assessment data are not being used to set the challenging targets that many pupils are capable of achieving. These shortcomings are similar to those identified as weaknesses during the last inspection and have not been fully remedied.

What the school should do to improve further

- Raise standards and improve the achievements of more able pupils in mathematics and science.
- Develop the roles of the whole leadership team so that they can effectively monitor the quality of provision and the impact of new assessment processes on pupils' progress.
- Make use of the assessment data to accurately track pupils' progress and ensure that pupils are on target to reach their full potential.

Achievement and standards

Grade: 3

Standards are above average by the end of Year 6. Attainment on entry from the infant school indicates that pupils start school with above average achievement in reading, writing and mathematics. The current Year 6 indicates a higher than usual number of able children when they were assessed on leaving the infant school. Consequently, pupils are making satisfactory progress overall as they move through the school. In mathematics, however, the more able pupils do not make the progress they are capable of and not enough pupils are reaching the higher levels of attainment. Pupils with learning difficulties and/or disabilities are well supported, they make satisfactory progress and they too do better in English than in mathematics and science. Pupils produce high quality artwork, which is displayed effectively around the school. A good proportion of pupils play in an orchestra. Their dance and drama skills are also high resulting in the school being awarded best drama skills, best lighting and overall winners of the regional Junior Rock Challenge competition in April 2007.

Personal development and well-being

Grade: 2

Behaviour of pupils is outstanding and they are attentive in class and are happy to get on with tasks set them. Attendance is above average. Children are happy to come to school and know the importance of a healthy life style. Through the physical education curriculum, the after school clubs and the weekly walk to school, pupils know what they have to do to keep fit. Almost a third of the school took part in an after school rock dance session. Pupils cooperate well in lessons and are very polite to adults, helpfully opening doors and standing aside to let people pass. Pupils are very articulate and confident when speaking and experience decision making through regular school council meetings. They have good links with the community and raise funds for charity. This, along with good basic skills in literacy, numeracy and information and communication technology ensures that pupils are satisfactorily prepared for their future lives.

Quality of provision

Teaching and learning

Grade: 3

Teachers' subject knowledge is good, particularly in English, art, music and drama. Lessons are planned for English, mathematics and science following agreed structures which are consistent across the year. Behaviour is well managed and there is a consistent expectation of good behaviour resulting in a calm and purposeful work environment in all classes.

Teachers assess pupils' work but information from this is not used consistently and this is where teaching is weakest. Where there has been a focus on using assessment to inform planning of different tasks for different groups of pupils, teaching is good. In these classes and in English lessons generally, progress is good because teachers have higher expectations of what pupils can do. For instance, a challenging task was set for pupils in one Year 3 English lesson, where they were asked to highlight text to describe a setting and then find alternative words in a thesaurus. This they were able to do successfully. Where lessons are less successful this is because teachers do not plan different tasks for different ability groups based on the assessment data they have for them. Consequently tasks are not challenging enough for the above average pupils, particularly in mathematics and science.

Curriculum and other activities

Grade: 3

The school provides a broad and relevant curriculum that frequently interests and motivates pupils. However, the needs of all groups of learners are not met consistently in subjects such as mathematics and science. There is a thorough approach to the teaching of personal, social, and health education and pupils are aware of the importance of health and fitness. The curriculum ensures that children are well-prepared for life in a multi-cultural society. Imaginative and varied enrichment activities develop pupils' interests and aspirations. All pupils in Year 4 benefit from strong external support in developing their singing to a high standard. The teaching of music and the quality of art around the school illustrate the school's strengths in these areas. The curriculum is enhanced by after school clubs, visitors to the school and visits to local places of interest. There is a good range of enrichment activities for gifted and talented pupils. The school makes full use of its rural setting with interesting and varied geographical activities making learning fun where it can. Pupils take a keen interest in their environment and the 'Eco Warriors' monitor the use of resources.

Care, guidance and support

Grade: 3

Pupils say they feel safe and enjoy school. Child protection procedures are now in place although the training of the headteacher is in need of updating. Good use is made of outside agencies. Pupils say there is virtually no bullying, although if there is, pupils say it is dealt with well.

Procedures are in place to track the achievement of pupils across the school. These are used effectively in English to monitor pupils' progress and to set challenging targets. However, assessment data is not well used in mathematics and science. In these subjects teaching does not provide sufficiently differentiated challenges for pupils of differing abilities.

Leadership and management

Grade: 4

While leadership and management are inadequate overall, the headteacher, staff and governors have effectively created an environment where there are high levels of pastoral care throughout the school community. Governors have a satisfactory understanding of the schools' strengths and many also contribute to the life of the school. While resources and finances are managed well on a day to day basis value for money is inadequate because the impact on the overall effectiveness of the school is inadequate.

Senior members of staff work hard in giving direction to subject leaders through supporting their planning. However, managers are not offered enough opportunities to carry out their responsibilities or become fully involved in self evaluation. This is because they are not involved in monitoring teaching and learning across the school and do not know its strengths and weaknesses. Recent changes to the systems for tracking pupils' progress and setting targets have not yet had a significant impact on improving the progress of all pupils even though higher levels of progress are now evident in English.

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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	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?	4
Effective steps have been taken to promote improvement since the last inspection	No
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	2
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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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?	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	4
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	4
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?	Yes

Text from letter to pupils explaining the findings of the inspection

03 April 2008

Dear Pupils

Inspection of Clanfield Junior School, Waterloo, PO8 0RE

Thank you for making us welcome in your school at its recent inspection. We are pleased to see that so many of you are happy and that your parents support the school so well. You enjoy your school because the curriculum is varied and interesting and you should be justly proud of your high standards of work in art and music. Many of you achieve good standards in your English work but we feel that you could do much better in mathematics and science. The school has been given a notice to improve and as a result, some more inspectors will come back and see how well you are all doing.

We have asked the senior teachers in the school to make some improvements in how they check up on your progress. We have asked them to make better use of the assessment information and data they have about your work to make sure that you get hard enough tasks in class. The school also needs to make sure that all teachers plan well enough so that you get suitable challenges in your lessons to help you fulfil your academic potential.

We were pleased to see that so many of you eat school lunches, which we found delicious too, and were impressed that so many of you take part in after school clubs and exercise through your 'rock challenge club'. You know how to keep fit and healthy and make a good contribution to the school life generally through your helpful suggestions. Your behaviour is exemplary and you are very polite and courteous- a real credit to your parents and teachers. This good attitude to school in general and your good attendance will help the school to improve and get even better.

I wish you all the best of luck for the future.

Linda Kelsey

HMI