

Wallisdean Junior School

Inspection report

Unique Reference Number	115889
Local Authority	Hampshire
Inspection number	312093
Inspection dates	10–11 January 2008
Reporting inspector	Jo Curd

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	223
Appropriate authority	The governing body
Chair	Mrs Joy Preston
Headteacher	Mr Paul Johnson
Date of previous school inspection	17 November 2003
School address	Wallisdean Avenue Fareham PO14 1HU
Telephone number	01329 232571
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Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school takes pupils from a wide range of backgrounds. Cohorts vary greatly and, taken overall, pupils' attainment on entry is below average. There are currently more boys than girls in the school, and some year groups have over 60% boys. Although the proportion of pupils in receipt of free school meals is broadly in line with other schools, several pupils are from vulnerable and disadvantaged backgrounds. A very small proportion of pupils has English as an additional language or is from a minority ethnic background. The proportion of pupils with learning difficulties and disabilities, including those with statements of special needs, is much higher than the national average. The school manages a unit, called 'The Ark', to support hearing impaired pupils which it shares with the infant school. This currently supports six pupils, three of whom are in the junior school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a caring, inclusive school in which pupils are happy and feel valued. Their personal development and well-being are good. The school's overall effectiveness is satisfactory because, whilst teaching and learning are improving, pupils currently make only steady progress. There are good links with parents and most are very happy with the school. One said 'I will be very sad that my last child will be leaving Wallisdean this year. The staff have been very supportive and my children have enjoyed their time attending enormously.' Another said 'My child has continued to enjoy school, he is happy, enjoys the work and most of all likes the teachers.'

Leadership and management are satisfactory. Recent improvements in the analysis of assessment data have sharpened the school's focus on the need to accelerate pupils' achievements, but this information is not yet used consistently in all classes. Senior leaders, including the head and deputy head teachers, have worked well together to create the school's positive, inclusive ethos. They are improving the quality of the school's provision and increasing pupils' engagement in learning, especially in relation to their achievements in English and mathematics. Further improvements are being introduced in mathematics, for example, introducing target groups and improving the curriculum, but the impact of these is not yet fully evident.

At the end of Year 6, standards are below the national average. This, along with school assessments and pupils' work, indicates that achievement since the beginning of Year 3 is satisfactory. Due to improved teaching and developments in the curriculum, standards in English are slowly rising. More recently, improvements have also been made in mathematics where achievement is rising. This rise is mainly due to the reorganisation of teaching groups and increased support for some pupils who were not always achieving as much as they could.

Although it is improving, the quality of teaching and learning remain satisfactory. Teachers' planning does not always take sufficient account of assessment information. Consequently, work is occasionally too difficult or too easy for some pupils. Pupils are well cared for individually and in small groups, especially those with learning or behavioural difficulties who are supported in the Ark. Pupils find their targets for future learning helpful in reading and writing. However, marking does not always tell pupils how they can improve their work.

Staff care for, value and appreciate all the pupils. Relationships throughout the school are good. Pupils are polite, confident and happy. They eagerly do as staff ask and know that they should keep school rules to ensure that all remain safe. Although some pupils have challenging behaviour, effective behaviour management and the consistent use of rewards and sanctions ensure that behaviour at school is good. Pupils' opinions and views are valued highly and contribute significantly to the school, for example, in choosing topics of study in the curriculum. Although pupils' confidence, cooperation and attitudes will hold them in good stead for the future, their levels of achievement mean that they are only satisfactorily prepared for later life and learning.

What the school should do to improve further

- Ensure that improvements in mathematics are fully and successfully implemented to raise standards and achievement.
- Make better use of assessments to ensure that work is well-matched to pupils' needs and achievement of all pupils increased.

- Improve marking and individual targets for learning so that they clearly show all pupils how they can achieve more.

A small proportion of the schools whose overall effectiveness is judged to be 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

At the end of Year 6, standards in the 2007 national tests were below those found in most other schools. Inspection findings and school tracking and assessment data indicate that this represents satisfactory achievement for this cohort of pupils. Achievement is satisfactory because teaching, learning and the curriculum are all sound. The focus on English has ensured that standards at the end of Year 6 have slowly risen in reading and writing. This is not yet as evident in mathematics. Tracking of pupils' progress throughout the school indicates that achievement in each year is satisfactory overall. Boys and girls generally achieve equally well although a group of boys achieved far less well than expected in national tests last year, possibly due to changes in staff. Pupils with statements of special educational need achieve well because of the specialist support that many receive in the Ark. Other pupils with learning difficulties and disabilities and those pupils who learn more quickly sometimes achieve less well, because work is insufficiently well matched to individual learning needs.

Personal development and well-being

Grade: 2

All staff value pupils and recognise the importance of their personal and social development. As a result, behaviour in and out of lessons is good and all relationships are positive. Pupils clearly enjoy school, especially the reward of ringing the 'ship captain's bell' when they have behaved particularly well or tried particularly hard. Pupils feel safe and attend school regularly. They speak confidently about the effective procedures used to deal with negative behaviour including any instances of bullying. Spiritual, moral, social and cultural development is good. Pupils respond well to opportunities for reflection in school assemblies and class circle times. They contribute well to their school and wider communities by developing and using the school's recycling initiative and raising money for charity, such as, a 'Readathon event' for leukaemia research. Pupils speak enthusiastically about healthy living, the importance of making appropriate food choices and the benefits of physical exercise. They are generally attentive and keen to learn.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. The school's strong focus on different learning styles has contributed well to pupils' personal development and well being and the school's positive inclusive ethos. A focus on different ways to organise and present information has increased pupils' engagement and interest. This focus has not been enough, however, to raise achievement above satisfactory, largely because work in lessons is not always sufficiently well matched to individual needs. As a result it is sometimes too difficult or easy for some pupils. Although

teaching assistants support small groups and individual pupils well, teachers do not always use them sufficiently effectively when the whole class is working together.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is enriched well through visits, music and drama. Events such as the successful, ambitious and popular annual production contribute well to enjoyment and social cohesion. Topics which link different subjects are developing well but are not always sufficiently well adapted to meet individual learning needs. Pupils spend considerable time exploring and participating in different styles of learning. This has successfully increased their engagement and enjoyment in lessons, and their understanding of themselves and others. It has contributed well to good personal development and well-being but has not yet succeeded in raising achievement above satisfactory.

Care, guidance and support

Grade: 3

Care, guidance and support are satisfactory. Procedures to ensure pupils' health and safety are well established and effective. Pupils are confident that there is a trusting adult to turn to if they have a problem. Parents are complimentary of the care provided and recognise the efforts made by the staff to ensure that all children are happy and settled. They feel that staff address any issues or concerns thoroughly and are appreciative of the school's welcoming ethos. Although some pupils find targets for future learning helpful, particularly in English, pupils are not always sufficiently clear about the next steps for learning, or how they can improve their work. Teachers have not yet consistently introduced targets in mathematics.

Leadership and management

Grade: 3

Leaders and managers have worked well together to create a happy, positive, inclusive school. Improvements in teaching, learning and the curriculum have successfully increased pupils' enjoyment and engagement and resulted in good personal development and well-being. Because of an increased focus on the achievement pupils make across the school and the introduction of 'target groups' giving additional support and challenge to pupils who are not making sufficient progress, standards in both reading and writing are gradually improving. Improvements in mathematics lag behind those in English, for example 'target groups', of pupils who do not always achieve as well as they could, were introduced later. Leaders and managers constantly evaluate their work and provision. Until a new, very clear, system for tracking was introduced, however, this evaluation was not sufficiently focused on the progress all pupils make. Monitoring and evaluation have yet to assist fully in raising standards above satisfactory. Over recent years, the headteacher has successfully encouraged and enabled the governors to question and challenge the school's work. Governance is now good.

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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	2

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 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	3
The behaviour of learners	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	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

25 January 2008

Dear Pupils

Inspection of Wallisdean Junior School, Fareham, PO14 1HU

Thank you for being so friendly and welcoming to us when we visited your school recently. Thank you too for telling us so much about your school. It really helped us with our work.

Although there are good things about your school, overall it is satisfactory because most of you make satisfactory progress in your learning. Teaching, learning and the curriculum are all satisfactory. Whilst there are some good things about each of these, they have not yet helped you all to make as much progress as you could. Sometimes your teachers do not use assessments of your progress well enough, and the work set is too easy or too hard for you. Your personal and social development is good. Behaviour is good and most of you enjoy lessons and are keen to learn. You are cared for and supported well, especially in small groups, such as in the Ark. However, you are not always guided well enough in your learning, for example, marking does not always show how you can improve. Although your targets help many of you in English, you do not yet have them in mathematics.

In order to improve your school we have asked your teachers to do three things:

- Make sure that all the improvements they want to make in mathematics are put in place and successful in helping you all to make more progress.
- Make better use of what they know about your individual learning to set work that challenges you, and is not too easy or difficult.
- Improve marking and the use of targets so that these clearly show how you can improve your work.

Perhaps you could help by telling your teachers when work or comments have really helped you with your learning, especially in mathematics.

With many thanks and best wishes for the future

Jo Curd

Lead Inspector