

# Purbrook Junior School

## Inspection report

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<b>Unique Reference Number</b>	116022
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	312150
<b>Inspection date</b>	26 March 2008
<b>Reporting inspector</b>	Linda Kelsey HMI

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>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	384
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jacqueline Coonie
<b>Headteacher</b>	Mr Kevin Parfoot
<b>Date of previous school inspection</b>	17 November 2003
<b>School address</b>	Aldermoor Road East Purbrook Waterlooville PO7 5NQ
<b>Telephone number</b>	02392 254577
<b>Fax number</b>	02392 259552

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## Introduction

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

## Description of the school

This large junior school shares a site with the neighbouring infant school from where most pupils transfer. The school is organised into three parallel classes for each of the four-year groups and, in English and mathematics, four teaching groups are formed across the two top year groups. The school has gained the Activemark (gold) and the Artsmark (silver) awards. The number of pupils with learning difficulties and/or disabilities is just above the national average, their needs being mainly speech and language or specific learning difficulties. Pupils are almost all of White British heritage. There are no pupils learning English as an additional language.

Inspectors evaluated the overall effectiveness of the school and investigated the following issues: whether the achievement of pupils is good throughout the school and across all subjects, whether Every Child Matters (ECM) outcomes are as strong as the provision suggest and whether the right actions are being taken by the leadership team to ensure continuing success. Other aspects of the school's work were not investigated in detail, but inspectors found no evidence to suggest that the school's own self-assessment are given in the self evaluation were not justified, and these have been included where appropriate in the report.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school because the leadership and management are outstanding and have brought about effective change by identifying the correct areas, such as improving teaching. Since the last inspection the school has worked exceptionally well with other partners, and has continued to get better, so that it now provides an effective education for all its pupils, whatever their need. It is one where pupils and members of staff want to work. The capacity for further improvement is good. The majority of parents have great confidence in the school and its leadership and choose to send their children here. As one parent wrote, 'The headteacher has made an impressive impact; the children respect him and are willing to engage positively with him.'

Standards are above average. This represents good progress for pupils from their starting points in Year 3, where the range of ability is wide, but is broadly average overall. In some years, the proportion of pupils with learning difficulties and/or disabilities (LDD) is above average. However, because teaching is well focused on their needs, these pupils also make good progress. While standards are above average in English by Year 6, they remain stubbornly average for mathematics and science. The school rightly recognises that it has to work hard to ensure that standards, particularly in mathematics, are as high as they can be.

Pupils progress well because teaching and learning are good. Members of staff know the pupils well and plan interesting and challenging lessons for them. Teachers maintain a good pace throughout many lessons by using a good range of strategies. These include a good balance of partner and group work, whole class discussion and teacher talk. Teachers mark pupils' work well and encourage them to do better. They engage pupils into thinking for themselves and build on their problem solving skills so that many work independently and without fuss. Where teaching is outstanding, the teachers use very good questioning techniques and maintain an excellent balance of coaching as well as enabling pupils to work alone, or with partners. The lessons planned are very purposeful and challenging and aimed at pupils achieving the highest levels of work. Many pupils in Year 6 are striving successfully to achieve the targets set for them this year. The most able pupils benefit from the specialist group teaching in English and mathematics, and this is helping to drive up standards generally.

The personal development and well-being of pupils are outstanding. Their behaviour is exemplary; they enjoy school, work hard and want to do well in their studies, having high expectations of their own ability and aspirations. It is no surprise therefore that attendance is above average. Spiritual, moral, social and cultural development is good. Pupils know how to stay fit and healthy and regularly bring fresh fruit to school, take opportunities to walk whenever possible and take part in sporting events and after school clubs. Some sing locally with the school choir and others raise funds for those less fortunate in the local community and around the world. These activities plus their good skills in literacy, numeracy and information and communication technology prepare them well for the future.

The curriculum is outstanding and is of a high quality in many subjects, such as English, French, religious education, music and art. Much of this was apparent at the time of the last inspection. There is some exceptionally good artwork on display around the school. This illustrates the talents of many children. There are excellent opportunities offered along with a wide array of extra activities after school. Pupils go on trips and have visiting artists to the school. The residential trip in Year 5 has proved very popular with pupils and parents.

Care, guidance and support are outstanding; pupils feel safe and are happy. Safeguarding procedures are fully in place and there is a designated child protection officer. Pupils like the 'buddy system' because it allows older pupils to help the youngest members of the school. The school council has been instrumental in suggesting improvements such as the games equipment at lunch and playtime. They are pleased their views are considered. Pupils know where to go to ask for extra help and feel very well supported. As one pupil said in her summation of the school, 'You are guaranteed a smile by someone when you walk down a corridor'. Assessment data and the systems used to track pupils' progress are excellent; the management of this by the deputy headteacher is outstanding. The information is analysed very well to gauge trends and ascertain whether pupils are making sufficient progress. As a result systems, such as the use of teaching assistants, focused support and booster classes are successful strategies used to enable pupils to make better progress.

The school uses its resources well and, even though the hall is small for the number of pupils, it does use this facility well at lunchtime and for whole school assemblies. The school has very strong links with outside agencies and governors are very knowledgeable about the school. They offer good help in monitoring its progress and know where there are weaknesses. The strong leadership, attention to professional development, and good practice, as well as the sharing of strategic roles and responsibilities are reasons why this school is so successful and popular with parents.

### **What the school should do to improve further**

As identified in the school development plan, the school should specifically focus on improving the proportion of pupils achieving average and above average levels in English, mathematics and science.

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## 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?	2
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?	1
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	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

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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	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>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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**

04 April 2008

Dear Pupils

Inspection of Purbrook Junior School,Waterlooville,PO7 5NQ

I enjoyed meeting and talking to many of you during my one day visit to your school for the inspection. I was so pleased to see you all happy and working hard to achieve well in your lessons. You rightly told me about the excellent care and support you get, how well you get on with each other and how you all feel you can contribute to the success of the school through fund raising and membership of the school council. Many of your parents have also told me about how the school helps to make you more confident and prepares you well for secondary school. I agree with them.

You have shown how well you can do in English and I think you could do better in mathematics as well and the school agrees with me. They have plans to make sure that they watch your progress here more closely so that your work in mathematics matches that in English. Many of you told me how much you enjoy other subjects such as art, music, sport and French. The quality of your work here is also good.

Your teachers work very hard to make sure your lessons are interesting, challenging and just right for you. They do this each day and this is why so many of you do well. Your behaviour at school is excellent and you are a credit to your parents and teachers. I hope you will continue to work and play hard and behave as well as you can. In this way, as well as your excellent suggestions for improvement, you will help your good school get even better.

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

Linda Kelsey

HMI