

# Walsh CofE Junior School

## Inspection report

---

<b>Unique Reference Number</b>	125156
<b>Local Authority</b>	Surrey
<b>Inspection number</b>	315172
<b>Inspection dates</b>	9–10 January 2008
<b>Reporting inspector</b>	Peter Thrusell

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

---

<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	331
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr M Moseley
<b>Headteacher</b>	Mrs A M Watts
<b>Date of previous school inspection</b>	23 June 2003
<b>School address</b>	Ash Street Ash Aldershot GU12 6LT
<b>Telephone number</b>	01252 329525
<b>Fax number</b>	01252 319184

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	9–10 January 2008
<b>Inspection number</b>	315172

---

© Crown copyright 2008

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a popular three-form-entry school, which draws its pupils from a range of social and economic backgrounds. The great majority of pupils have White British heritage. The proportion of pupils with learning difficulties or disabilities is about twice that of most schools. The school houses a Learning Support Centre. The school has gained a number of awards including Investors in People, Healthy Schools and the Inclusion Quality Mark.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Walsh Junior is a good school with a number of outstanding features. Parents strongly recognise the committed leadership of the headteacher. She is very well supported by the senior management team and governing body, so ensuring an extremely high level of care for pupils and their outstanding personal development and well-being. Outstanding links with parents, the church and community, and other schools and agencies, contribute to this care and personal development, and the good progress pupils make. One parent summarised the views of many others in saying that, 'I wouldn't send my children anywhere else.'

The school is highly inclusive and makes excellent provision for pupils with learning difficulties or disabilities in the Learning Support Centre and the main school, enabling both groups to make good progress. The home/school link worker and school counsellor provide excellent support for pupils with social and behavioural difficulties, enabling them to participate fully in the life of the school. Families also benefit greatly from this support and are generally appreciative of it.

Pupils greatly enjoy all aspects of school life, shown in their eagerness to attend school and their above average attendance. They particularly enjoy being able to use computers, the range of clubs offered, the trips they go on, and the many opportunities provided for sport and physical activity that encourage them to keep fit. Pupils especially value the friendships they make, demonstrated by a very strong sense of harmony throughout the school. They are generally well behaved and extremely polite. They feel extremely safe in school, knowing that if they have any concerns adults will always listen to them and do something about it. Peer mediators take their role very seriously, sorting out any minor squabbles. Attitudes to learning are very good, contributing to the good progress pupils make throughout the school.

The school monitors and records pupils' progress very carefully. Over the last two years, it has more rigorously checked this detailed assessment information to ensure that pupils are on track to meet the challenging end-of-year targets set for them. Teachers understand the importance of these checks and the need to address quickly any underachievement. Consequently, pupils generally are now making good progress. Standards are rising and are much closer to the national average. The current Year 6 pupils are receiving additional, well-focused support and are on track to meet the targets set for the school. In recent years, overall standards at the end of Year 6 have been below average and their achievement has been satisfactory, given pupils' below average starting points in Year 3. Standards in English have been average, although the school has identified a weakness in writing, particularly of boys, which it is addressing with some success. In mathematics and science, more able pupils especially have not been doing well enough. Action taken to raise standards in mathematics has started to show improvement, but in science has yet to show a significant impact.

Good teaching, including some outstanding practice, contributes to pupils' good achievement. Lessons are well planned and prepared, with teachers within each year group working very closely together. Effective classroom management ensures that pupils are well focused on learning. Very good use is made of day-to-day assessments to provide activities that are well matched to pupils' abilities. Pupils commented, 'Teachers give us work that is just right for us.' Regular monitoring of lessons, which provides points for development for both teachers and support staff, is helping to raise the quality and consistency of teaching further.

The school is accurate in its self-evaluation. Given recent improvements, particularly in writing and mathematics, the school has a good capacity for further improvement.

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

- Raise standards in writing, particularly for boys and in mathematics and science for more able pupils.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well. Throughout the school, pupils respond to effective teaching. As a result, they are now making good progress and standards, particularly in English and mathematics, are now closer to the national average due to well planned action being taken. Within literacy, there is a strong focus on drama and role-play. Along with opportunities to talk through and share their ideas, this is adding interest to pupils' writing. Boys especially are responding well to themes, which develop over time and provide opportunities for purposeful writing. For example, one year group have recently 'set off on a cruise' and all sorts of adventures and situations are planned for the coming weeks, linking pupils' writing to different subjects. In numeracy, regular problem solving activities are encouraging pupils to apply their mathematical skills. This is providing greater challenge, particularly for more able pupils. More time is now allocated to science; the school has reviewed its planning and is placing a stronger emphasis on investigative work.

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

### **Grade: 1**

Pupils are given many responsibilities and opportunities to contribute to the life of the school. The school council make an excellent contribution to the development of the school and is highly involved in decision making, giving pupils a real pride in their school and a sense of ownership. Working with a governor, some pupils go into lessons and make their own suggestions as to how classrooms and learning could be improved. Pupils make an excellent contribution to the wider community and have helped to raise significant sums of money for charity. They visit local residential homes to sing carols and take part in many sporting events. They are very aware of healthy eating and support the school's 'healthy snack' system. Behaviour is good. On occasions, poor behaviour in lessons from a small minority of pupils causes some disruption and lessens the progress they make. However, this is well managed due to the consistent application of the school's behaviour policy. Pupils' spiritual, moral, social and cultural development is excellent. Assemblies have a strong Christian ethos and are truly special occasions. Beautiful displays of work celebrate children's work and raise self esteem. Given the skills they acquire and this level of personal development, pupils are well prepared for their future life and learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Throughout lessons, teachers maintain a clear focus on learning objectives, have challenging expectations and regularly remind pupils of their learning goals. As a result, pupils are well motivated and have a positive approach to their learning. Well trained teaching assistants play

a positive role, providing high quality support. Pupils' work is marked well, showing not only their successes but also how they could improve their work. A strong feature is the involvement of children in self-assessment of their work. Consequently, they have a clear understanding of how to improve and the next steps in their learning. This is having a positive impact on raising standards. Interactive white boards are used well to enliven pupils' learning. Occasionally the pace of lessons is a little slow, especially where introductions are too long and not all pupils are sufficiently involved. Homework is used well to extend pupils' learning.

## **Curriculum and other activities**

### **Grade: 2**

The school provides a very wide, inclusive and varied curriculum, with outstanding enrichment opportunities. It is very well planned to take account of the variety of needs and abilities of pupils. For example, it has targeted boys' writing through half-termly projects. All new blocks of work begin with a stimulating focus, such as visits or visitors, which enhance pupils' learning. Visiting artists provide an exciting input for creative work. A review of planning and provision is helping to raise standards in mathematics, but has yet to show a similar impact in science. The programme for personal education is very well planned and makes a significant contribution to pupils' personal development and well-being. The school is developing its provision for gifted and talented pupils, for example through workshops run by local secondary schools. The curriculum is enhanced by an excellent range of extracurricular activities, including residential trips and early morning, lunch time and after school clubs. These particularly promote pupils' social development. The participation of staff, including the site manager, in these activities is high and much appreciated by the pupils, who are very keen to attend.

## **Care, guidance and support**

### **Grade: 1**

Strong, supportive and inclusive relationships underpin the outstanding care, guidance and support provided by the school. Pupils feel secure and say that if any bullying occurred it would be dealt with promptly. Staff have been fully trained in child protection. Procedures for safeguarding children are in place. Risk assessments are comprehensive. The Learning Support Centre provides a very caring and stimulating environment for vulnerable children and their needs are well met. Parents speak highly of this provision. Pupils' progress is monitored comprehensively and the setting of targets is well established. Children are aware of their targets, keen to achieve them, and understand how they will help them to improve their work. As a result, rates of progress are improving.

## **Leadership and management**

### **Grade: 2**

The dynamic headteacher and dedicated leadership team have developed a strong vision for the school and strive for constant improvement. The highly developed peer coaching of teaching assistants, teachers and the leadership team, has led to high levels of consistent, whole school practice. The leadership team is fully committed to taking action to raise achievement and standards, evident from the well focused and comprehensive school improvement plan. The effect of this is seen in the good progress now increasingly being made by pupils, which has started to drive up standards. Governors provide good support for the headteacher, are actively involved in the school and kept well informed. The school has addressed many areas since the

last inspection. The accommodation has been greatly improved, and the provision for information and communication technology is very good. The monitoring and evaluation of teaching is now at a highly developed stage, and the introduction of an assertive discipline policy has been very effective.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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	3
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	1
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	2
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?	2
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>	2
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	2
The effectiveness of the school's self-evaluation	2
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	1
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

21 January 2008

Dear Pupils

Inspection of Walsh CofE Junior School, Aldershot, GU12 6LT

I am writing to let you know what we found when we visited your school. Thank you for taking part in the inspection. We spoke with many of you during our visit and you were always interesting to talk to, extremely polite and helpful. You spoke very enthusiastically about enjoying school and all of the things in which you take part. Walsh Junior is a good school that has some outstanding features.

We liked these things the most.

- Unless you are ill, you take very little time off school.
- You work hard and enjoy your lessons.
- Your teachers are good at sharing with you what you are learning and how you can make your work even better.
- The school helps you when you find learning particularly difficult. We were especially impressed with the work of the Learning Support Centre.
- The school makes sure that you are extremely safe and well looked after.
- You go on lots of trips, and have many school clubs to choose from. We are sure that you remember to thank your site manager and all other staff for the time they give up to run these clubs.
- You know the importance of eating the right things and staying fit and healthy.
- You take your responsibilities very seriously, whether as members of the school council or doing other important jobs around school.
- Your headteacher and staff do a really good job.

We have asked the school to work on the following things now. Boys especially have not been doing well enough in writing and standards in mathematics and science need to be higher. The school needs to continue working with you on these areas so that you all do as well as you possible can. You can play your part by continuing to work hard in lessons.

We did enjoy visiting your school and watching you learn.

Yours sincerely

Peter Thrussell

Lead Inspector