

# Pound Hill Junior School, Crawley

## Inspection report

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<b>Unique Reference Number</b>	125905
<b>Local Authority</b>	West Sussex
<b>Inspection number</b>	315348
<b>Inspection dates</b>	11–12 June 2008
<b>Reporting inspector</b>	David Curtis

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	355
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robert Cole
<b>Headteacher</b>	Malcolm Willis
<b>Date of previous school inspection</b>	29 November 2004
<b>School address</b>	Crawley Lane Pound Hill Crawley RH10 7EB
<b>Telephone number</b>	01293 447000
<b>Fax number</b>	01293 447002

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This large junior school is popular and oversubscribed. A significant proportion of families live outside its designated catchment area. Twenty-five per cent of pupils come from minority ethnic families, the majority of whom are Asian or Asian British. The proportion of pupils with learning difficulties and/or disabilities is above average, with the majority having moderate learning difficulties. An increasing number of pupils join the school at times other than the start of Year 3. Attainment on entry is above average. During the academic year 2006–2007, the school had a period of significant staff turbulence.

## 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 satisfactory school. It has a number of good features. The significant strength is in pupils' personal development and well-being. Pupils are a credit to themselves, their school and their parents because they are so polite, friendly and welcoming. They leave Year 6 as very mature young citizens. Behaviour is good in lessons and around the school. Pupils' enjoyment of school is evident in their hard work in lessons and the high take-up of extra-curricular activities. Good care, guidance and support underpin the positive aspects of pupils' personal development. All staff know the pupils well and each individual is supported in their personal and social development through the school's excellent commitment to inclusion. Academic guidance and support is developing well, but pupils still need to have a greater understanding of their next steps in learning from marking and the setting of individual targets in literacy and numeracy.

Standards are improving after a period of marginal decline and are broadly average, although above average in reading and mathematics. The school is justifiably pleased that a higher proportion of pupils now achieve the higher Level 5 in national tests. Achievement is improving. It is satisfactory, whereas for the previous two years it was unsatisfactory. A key factor in improvement is a much more rigorous and analytical approach to assessing pupils' progress based on ISP (Intensive Support Programme) targets. There are still pockets of underachievement, particularly in writing. Evidence from the inspection indicates that writing does not have a sufficiently high enough profile across the school, especially in pupils seeing examples of good writing in displays.

Whilst there are positive aspects in teaching and learning, they are not consistently good, with the result that achievement is satisfactory. There are strengths in teachers' subject knowledge and their use of data projectors to teach new knowledge and skills. The use of 'WALT' (What Are We Learning Today) and 'WILF' (What Am I Looking For) in lessons has a positive impact on pupils' understanding of the purpose of each lesson. The curriculum is good, with strengths in the way it supports pupils' personal development and well-being. Extra-curricular provision and enrichment are good, with parents and pupils saying how much they enjoy the many residential visits, including to France in Year 6.

There are some strengths in leadership and management. The headteacher has a very high profile with parents and pupils. Parents value the headteacher's vision to produce well-rounded pupils, both socially and academically. The senior leadership team provides strong support in the focus on school improvement, including raising standards and achievement. Currently, subject leaders do not focus sufficiently on monitoring teaching and learning in their subjects, with the result that they are not sufficiently aware of the reasons behind pockets of underachievement.

In the main, parents are very supportive of the school. They especially value the quality of care for their children and their children's enjoyment of school. Pupils enjoy school and talk articulately and confidently about its day-to-day life. In Year 6, pupils appreciate the many extra responsibilities they are given, especially in being good role models for younger pupils. They take great responsibility and pride in being part of the interview process for new staff.

### What the school should do to improve further

- Raise the profile of writing across the school and give pupils more time to write at length.

- Improve the use of target setting and marking for pupils in literacy and numeracy.
- Improve the role of subject leaders in monitoring teaching and learning in their subjects.

## Achievement and standards

### Grade: 3

Pupils' speaking and listening skills are good. They willingly participate in question and answer sessions. In Year 5, pupils' explanation of their mathematical thinking is particularly good. Boys and girls achieve equally well in all subjects because lessons capture their interest. In mathematics and science, more-able pupils are challenged and a significant proportion reach the higher Level 5 in national tests. In English, standards in reading are higher than those in writing. Pupils are confident readers and there are good examples, for example in Year 4, of them using research skills successfully. In writing, there is underachievement amongst pupils of average ability, particularly in writing at length. In some lessons, pupils spend too much time listening to teachers rather than on writing. Pupils with learning difficulties make satisfactory progress, as do those with English as an additional language.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils have time to reflect on how their behaviour can affect others. They develop strong social skills through extra-curricular activities and day and residential visits. Pupils have a good knowledge of other faiths and cultures. When appropriate, leaders and members of other faiths are invited into school to talk about their customs and festivals. Pupils take part in choral events and sing in the local residential home and shopping centre. They know the importance of exercise and a healthy diet for their well-being. Pupils feel safe in school and the school's arrangements for counselling play a significant part in ensuring the emotional well-being of all pupils. Pupils appreciate the value of the cycling proficiency course. Pupils talk enthusiastically about how much they enjoy school, which is shown in their good attendance. The school council plays an active part in representing pupils' views and they have introduced a school shop for stationery on Friday mornings. Pupils are prepared successfully for their future lives

## Quality of provision

### Teaching and learning

#### Grade: 3

All lessons begin with teachers sharing 'WALT' and 'WILF' with their pupils. Teachers work hard to ensure that pupils understand what is required. Pupils say how much they value 'WILF' because it helps them understand what teachers expect of them. Lessons are usually planned well, with work matched carefully to individual needs, including in mathematics, where pupils are taught in ability groups. Relationships are good. Teachers use question and answer sessions particularly well to develop successfully pupils' speaking and listening skills. A number of lesson introductions are too long. Such lessons in literacy restrict pupils' opportunities to write at length. Work is marked regularly. As one Year 6 pupil put it, 'Marking is never cruel. Teachers always support and encourage us.' However, marking is not consistently informing pupils as to their next steps in learning. Teaching assistants provide good support for pupils with specific learning needs.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum meets all pupils' needs well, including those with learning disabilities and/or difficulties and those whose principal language is not English. It fully includes all pupils. The curriculum is adapted when necessary to make it accessible for all and support is available for more vulnerable children. Links between subjects are established, particularly in literacy and history, and science and mathematics in the use of graphs and tables. However, there are insufficient planned opportunities for pupils to write at length in other subjects. There are numerous and varied out-of-school clubs which are well supported. Pupils have the opportunity to take part in residential visits in each year group, which makes a valuable contribution to their personal development. The curriculum, including personal, social and health education (PSHE), promotes successfully pupils' spiritual, moral, social and cultural development. Pupils develop into mature, articulate and polite young people who communicate well. They know how to keep safe and healthy and have a growing awareness of other faiths and cultures.

## **Care, guidance and support**

### **Grade: 2**

Procedures to ensure the safety of all pupils are regarded as a priority and comply fully with statutory requirements. Detailed risk assessments are in place and safeguarding requirements are strong. Many staff have additional training to ensure the health and safety of pupils and staff. Personal care, guidance and support are stronger than academic provision. Marking is inconsistent but when it is good, it indicates the next steps necessary for the pupils to improve their work. The school has identified the need to make marking more effective and is beginning to involve pupils more actively in self-assessment. Targets are set but not all pupils are sufficiently aware of how reaching their target will help them make progress and raise standards. The school is very aware of the cultural richness within its community and uses it to good effect to raise the awareness of all pupils about different customs and practices. Consequently, pupils from different countries and backgrounds work harmoniously in a caring, supportive environment.

## **Leadership and management**

### **Grade: 3**

The headteacher has a clear commitment to improvement. He confidently delegates responsibilities, and is supported by an effective senior management team and an astute governing body. Subject leaders are involved in monitoring data for pupils' learning and progress, and information is used to identify and support pupils who are not progressing as quickly as they could. However, subject leaders do not spend enough time on monitoring teaching and learning in their subjects in order to assess their impact on pupils' achievement. They are not sufficiently aware of the shortcomings in pupils' writing. The school's evaluation of its own performance is accurate and identified priorities focus appropriately on raising standards and achievement. Based on the improvement in the last year in pupils' achievement, the school has a satisfactory capacity to improve further.

Governance is good. An extensive training programme helps governors to fulfill their roles. Their wide professional expertise brings additional benefits to the school. Governors have not developed classroom links to increase their understanding of the teaching and learning processes

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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?	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> 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	2
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	2

### 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?	2
How well are learners cared for, guided and supported?	2

<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>	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

14 June 2008

Dear Pupils

Inspection of Pound Hill Junior School, Crawley RH10 7EB

Thank you for the wonderful reception we received from you when we visited your school. We enjoyed meeting so many of you. In particular, thanks go to the school council and those of you in Years 4 and 6 who gave up part of lunchtime in order to meet us. It was good that many of you talked to us when passing the 'Pink Room' where we were based. Whilst there are many good things in your school, we have judged it to be satisfactory and improving.

These are the best features of your school.

- Your speaking and listening skills are very good.
- Your behaviour is very good and you are mature and sensible young people.
- You like the way teachers use WALT and WILF to help you learn in lessons.
- Many of you enjoy the clubs and residential visits you go on.
- The staff really care for you and look after you.
- Those who lead and manage your school help you to become such wonderful young people.

We have asked your headteacher, teachers and governors to do three things to make your school even better.

- You need to be given more opportunities in different subjects and time to write longer stories or factual writing and to see further examples of good writing by other children.
- Teachers need to give you targets in literacy and numeracy that will help you understand the next steps in your learning.
- Those teachers who are in charge of subjects need to spend more time to see how well you are taught and how well you learn.

Carry on being such wonderful people and we hope that you will always enjoy school. We hope that Year 6 enjoyed France, especially the 'toilet' ride at the water theme park! Thanks again for a most enjoyable time with you.

Yours sincerely

David Curtis Lead inspector