

Prospects Learning Services Ltd  
132-138 High Street  
Bromley  
Kent  
BR1 1EZ

T 08456 40 40 40  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Direct T 020 8313 7760  
Direct F 020 8464 3393



25 February 2008

Mr Tony Markham  
The Headteacher  
Herne Junior School  
Love Lane  
Petersfield  
GU31 4BP

Dear Mr Markham

Ofsted monitoring of schools with a Notice to Improve

Thank you for the help which you and your staff gave when I inspected your school on 13 February 2008, for the time you gave to our phone discussions and for the information which you provided before and during my visit. Please also pass my thanks to the pupils, Chair of Governors, the local authority district manager and school improvement partner.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection in May 2007, the school was asked to:

- improve achievement of all groups of pupils, including those with learning difficulties and disabilities, by providing work that is planned to match their needs
- improve the curriculum by revising schemes of work to promote flexibility and continuity
- improve teaching by ensuring that all pupils understand clearly what they need to do to improve their work on a day to day basis.

Having considered all the evidence I am of the opinion that at this time the school is making satisfactory progress overall in addressing the issues for improvement.

Satisfactory progress has been made in improving the achievement of all groups of pupils, including those with learning difficulties and disabilities. Pupils' progress is assessed, tracked and discussed regularly to target interventions. As a result, the rate of progress pupils make is accelerating although some underachievement remains. The recently established Improving Standards Team, a revised cycle of meetings with year group teachers, teaching assistants and the special educational needs co-ordinator and the development of a teaching and learning action plan are

ensuring that all staff understand what is expected. They are held to account appropriately for improving the progress that pupils make. The organisation of classes has been changed to mixed ability groups and teaching assistants provide additional support but they are not used effectively to support learning in all parts of the lesson. Teachers plan together and understand the features of a good lesson but the quality of tasks which challenge all pupils and maintain the pace of learning is inconsistent.

Good progress has been made in improving the continuity and flexibility of the curriculum. There is now a clear curriculum overview to ensure the National Curriculum requirements are met and progression in subjects. Subject leaders have been well supported to develop schemes of work which include key objectives, assessment criteria, skills development and knowledge acquisition. The current focus is on identifying specific links between subjects and the school recognises the need to include clear opportunities for pupils to apply their literacy, numeracy and information and communication technology skills.

The quality of teaching is improving with an increasing proportion of lessons that is satisfactory or good. The newly formed leadership team has an accurate understanding of the strengths and weaknesses and where inconsistencies remain. Improving the use of assessment for learning has been a whole-school development. Learning objectives are consistently shared with pupils and the use of success criteria to help pupils evaluate their learning is increasing. Pupils are given appropriate opportunities to discuss their ideas with each other but the quality of questioning and adult interaction linked to the learning objective is varied. Pupils have targets linked to units of work and they understand the levels they are working on. Curricular targets are displayed in classrooms and levelled assessment criteria are in literacy and numeracy books. Pupils value the comments teachers write in their books which they say help them know what to do to improve. However, the quality of marking varies and is not always linked clearly to the learning objective.

The impact of the support provided by the local authority is good. Effective action has been taken to challenge and support the school in strengthening its leadership structure to widen the roles, responsibility and accountability for standards and achievement of middle leaders. Appropriate support has also been provided to develop teachers' subject knowledge and understanding of good teaching and learning.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Jackie Krafft  
Her Majesty's Inspector