

Mayhill Junior School

Inspection report

Unique Reference Number	116075
Local Authority	Hampshire
Inspection number	326325
Inspection dates	17–18 March 2009
Reporting inspector	Susan Gadd HMI

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 (total)	216
Appropriate authority	The governing body
Chair	Mr Andrew Le Roux
Headteacher	Mr John Gawthorpe
Date of previous school inspection	8 December 2005
School address	The Bury Odiham RG29 1NB
Telephone number	01256 702973
Fax number	01256 702972

Age group	7–11
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Introduction

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

Description of the school

Mayhill Junior School is a slightly smaller than average school. Most of the pupils come from the town of Odiham and a large minority are from a local RAF base. A small proportion of pupils are eligible for free school meals. The proportion of pupils from ethnic minorities is low, as is the proportion of pupils whose first language is not English. A larger than average proportion of pupils have learning difficulties and/or disabilities. These include pupils with autism, dyslexia and moderate learning needs.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Mayhill Junior is a good school. Most parents are very enthusiastic about the school and hold it in high regard. One parent expressed the views of many by stating, 'It is a welcoming, safe, happy and exciting place to learn.' Care, guidance and support provided for pupils are good. They have a positive impact on pupils' personal development and well-being, which is also good. Several areas of work are outstanding, such as ensuring that pupils know how to keep safe and healthy, with high expectations of behaviour. Pupils thoroughly enjoy their time at the school; this is reflected in the happy atmosphere and above-average attendance. Pupils develop good attitudes to learning and towards each other, and they make a positive contribution to the school and local communities. As another parent wrote, 'I have nothing but praise for the school.'

The leadership and management of the school are good. The headteacher and governing body have steered the school successfully through a period of staff changes, and have ensured that this has had a minimal impact on pupil achievement. The members of the new senior leadership team, which includes the recently appointed deputy headteacher, have a good understanding of the areas for future development. They recognise and value the contributions made by all adults working in the school. Consequently, this has created an atmosphere of good teamwork and commitment among all members of staff. Managers at all levels are keen and enthusiastic, and take an active role in developing the skills of colleagues. However, the role of some middle managers in monitoring the quality of teaching and learning is underdeveloped.

A sizeable proportion of pupils attending the school come from families associated with HM Forces. As a result, pupils join and leave the school at various times. Consequently, attainment on entry varies from year to year but is broadly average. In recent years, the standards at the end of Year 6 have risen, and they are now above average in English, mathematics and science. Progress is good. However, standards reached by pupils in reading are well above average as a result of focused intervention work and the creation of a new library. Although the overall achievement in writing is good, it is uneven as pupils move through the school. The school recognises the need to ensure that all pupils make good progress at a steady pace. This is particularly the case for the more-able pupils. Pupils from service families and those with learning difficulties and/or disabilities, as well as those speaking English as an additional language, progress at similar rates to their peers due to the good adult support they receive.

Teaching and learning are good. Many lessons engage pupils fully and provide opportunities to learn by solving real problems through interesting and motivating topics. Teachers ensure that pupils are aware of what they are learning, and there is an atmosphere of mutual respect and trust within the classroom. Most lessons proceed at a brisk pace, and teachers' questioning leads to good learning. In lessons where pupils make satisfactory progress rather than good, not enough challenge is provided to ensure that the more-able pupils achieve the higher levels.

The good curriculum is broad, balanced and stimulating. Pupils learn well because they are presented with a range of different experiences. There is a clear focus on developing pupils' confidence and their ability to work in teams as well as individually. The enrichment of the curriculum through clubs and activities is excellent and this, too, enhances pupils' enjoyment. As one parent stated, 'Field trips are an excellent extension to learning, additional activities are exciting, and the school plays are fabulous.'

What the school should do to improve further

- Improve standards in writing by ensuring that pupils make consistently good progress in all year groups.
- Ensure that middle managers regularly monitor the quality of teaching and learning to further improve pupil outcomes.
- Ensure that work set is always matched to the needs of individual pupils and is especially challenging to the most able.

Achievement and standards

Grade: 2

Since the last inspection, there has been an improving trend in overall standards and achievement. This is as a result of challenging targets being set, improvements in teaching, and regular pupil progress reviews taking place. Pupils' achievement is good by the time they leave the school, as any underachievement is rapidly identified, and effective actions taken.

The unvalidated data from national tests at the end of Key Stage 2 for 2008 and inspection evidence show that standards reached in reading are well above average, and that in writing they are average. When these results are combined, standards in English are above average, as are standards in mathematics and science.

Pupils with autism, dyslexia and moderate learning difficulties also achieve well. Despite the fact that pupils from service families join and leave the school at various points, their progress is also in line with that of their peers. This good achievement is due to the appropriate balance between interventions during lessons and targeted support outside the classroom.

Personal development and well-being

Grade: 2

When pupils are ready to leave the school, they are mature, confident learners ready for the next stage of their education. Their personal and social development is good. Older pupils take on responsibility well, helping in the library and reading to younger pupils. They are keen to join the school council, showing good awareness of the school as a community and contributing well to it. They thoroughly enjoy school. Overall behaviour is excellent, with only a very few minor instances of some pupils being distracted in lessons. They feel safe in school, and are fit and healthy, understanding well what creates a healthy lifestyle. Their spiritual development is good, which is evident through poetry, art and the celebration of their work through assemblies and rewards. While there are strong links established with the local community, including the military base, pupils do not have a strong understanding of the cultural diversity in Great Britain.

Quality of provision

Teaching and learning

Grade: 2

Pupils are taught well and, as a result, make good progress. Teachers and other adults have good relationships with pupils. In the best lessons, teachers have high expectations, planning is detailed and pace is good, maintaining pupils' interest and their engagement in learning. Pupils enjoy discussions, respond to questions confidently and work hard. However, as the school recognises, this good practice is not consistent. In a few lessons, pupils are not challenged sufficiently as work does not always meet their individual needs, particularly in the case of the

most-able ones. In these lessons, pupils only make satisfactory progress. Celebration of pupils' achievements via displays is sometimes done well, but this can be inconsistent. Resources are well prepared to enhance learning, and teachers use interactive whiteboards particularly well to interest and motivate pupils.

Curriculum and other activities

Grade: 2

The good curriculum contributes to pupils' enjoyment of school and their enthusiasm for learning. All pupils learn French, and there is good emphasis on basic skills in both English and mathematics. While there is a wide range of creative opportunities across the curriculum, the school is taking steps to review these links in order to extend them. Pupils learn many new skills in the information and communication technology (ICT) suite, but several said that opportunities to use all of these skills in their class work are limited. Pupils in the 'Reporters Club', on the other hand, put their ICT skills to very good use. This is also the case in the school library, as pupils organise the loan of books. The school's programme for personal, social and health education, linked with the teaching of 'rights, respect and responsibilities', gives good support to personal development. There is an excellent range of enrichment activities outside school time, at both club level and by visits to support particular topics. This ensures good first-hand experiences for pupils.

Care, guidance and support

Grade: 2

Arrangements for securing pupils' welfare and safety are effective. Staff make good use of the detailed knowledge they have of their pupils, and pastoral care is very good. All pupils know how to improve their work; the consistently good marking provides them with appropriate feedback. Pupils have targets for writing and often for reading. However, they do not have similar targets for their work in numeracy. Many teachers adopt a range of strategies for supporting learning. These include hints on how to make aspects of their writing better, the displayed 'marking ladders' so that pupils can see the progress they are making, and, sometimes, details of how their work compares with the levels of the National Curriculum. All this gives good support to learning.

Leadership and management

Grade: 2

The headteacher provides very clear direction for the school and is well supported by dedicated senior leaders. The newly appointed deputy headteacher is already taking a strong role and is helping to drive the school forward. The leadership team knows their school well and its members are committed to further improving standards and achievement for all pupils. This is evident in the high quality of the school's own self-evaluation, highlighting its strengths and areas for development. Middle management is good and has contributed to raising standards through regularly reviewing interventions in order to check improvements in progress. However, because middle leaders have been in post for different lengths of time, monitoring has mainly taken place through work sampling, checking planning and talking to pupils rather than observing teaching.

The governing body understands and serves the school well. It is fully involved in the life of the school. When appropriate, it holds the senior leaders to account in areas of standards and achievement, and staff development. Community cohesion is satisfactory. There are good links with the local community such as All Saints Church and the RAF base in Odiham. The school is working to develop wider cultural links nationally with a range of communities. School leaders are not complacent, and there is good capacity to improve further.

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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?	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?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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	1
The extent to which learners adopt safe practices	1
The extent to which 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	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 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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
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 eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

31 March 2009

Dear Pupils

Inspection of Mayhill Junior School, Odiham, RG29 1NB

You may remember that two inspectors visited your school recently. We really enjoyed meeting you, your teachers and everyone else who works in the school. Thank you for being so friendly and welcoming - you made our visit very enjoyable.

Your school provides you with a good standard of education.

These are the best things about your school.

- It is a very happy place, where you enjoy your lessons and get on well with each other.
- You know how to keep safe and healthy, and enjoy taking lots of exercise.
- You make good progress in your work and you reach above average standards.
- The curriculum is fun and your teachers help you to enjoy your learning.
- You have lots of clubs you can join, and many school trips that add to your learning experience.
- The school is well led by your headteacher and his team. They want the very best for you and are determined that you should make as much progress as you can in lessons.

We have asked your school to improve three things to make it even better.

- Make sure that you make good progress in writing each year.
- Ensure that the work you receive always matches your ability, particularly for those of you who find the work too easy.
- Keep a closer watch on how well you are taught.

You can help by continuing to work hard and taking part in the many activities on offer to you.

Yours faithfully

Susan Gadd

Her Majesty's Inspector