

Clanfield Junior School

Inspection report

Unique Reference Number	115876
Local Authority	Hampshire
Inspection number	331573
Inspection dates	7–8 May 2009
Reporting inspector	Trevor Davies

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)	284
Appropriate authority	The governing body
Chair	Mrs Susan Gallacher
Headteacher	Mr Mark Pickering
Date of previous school inspection	27 February 2008
School address	Little Hyden Lane Clanfield Waterlooville PO8 0RE
Telephone number	02392 593209
Fax number	02392 571733

Age group	7–11
Inspection dates	7–8 May 2009
Inspection number	331573

© Crown copyright 2009

Website: 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 large junior school has two classes in Year 3 but three classes in each of the other year groups. The vast majority of pupils are from White British backgrounds. The proportion of pupils entitled to free school meals is below average, as is the proportion of pupils with learning difficulties and/or disabilities, of whom a tenth have moderate learning difficulties and the rest have a range of specific learning, social or emotional difficulties.

The school was last inspected in February 2008. The judgement of the inspection was that the school did not, at that time, provide an acceptable standard of education and was given a Notice to Improve. Since then, the school has experienced major changes in leadership, with the headteacher and an assistant headteacher retiring at the end of the summer term. Since then, local authority support has intensified and the school has appointed a new permanent headteacher. In the meantime, an interim headteacher was appointed to work in conjunction with existing members of the leadership team.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement.

Senior managers provide a clear direction for the school. Other members of the management team have been empowered to take on greater levels of responsibility and accountability, and are supported by a highly committed and motivated staff. Focused staff training has enabled teachers to develop the skills and awareness necessary to improve the quality of teaching, pupil assessment and expectations, which is leading to greater progress of pupils throughout the school.

The school has recently appointed a new permanent headteacher who, in the short time since his appointment, has already gained the respect of staff, pupils and parents and sustained the pace of school improvement. Leadership and management at all levels have been rigorously reviewed since the previous inspection, and systems introduced for monitoring and evaluating teaching and learning in all subjects. As a result, the school's self-evaluation is accurate and includes higher but achievable targets and expectations for the future. Governors are more involved in reviewing the school's performance. This means that they have a greater understanding of their role in challenging as well as supporting the school in its drive for higher standards. Consequently, this is now a satisfactory school but with good capacity for continuing improvement.

Results of the most recent national tests show that standards remain broadly average overall, although pupils' achievement in mathematics and English has declined at the higher levels. However, achievement in science has improved. Data and predictions for the current Year 6 pupils indicate an improvement in standards, and pupils, including those of higher ability, make satisfactory rates of progress in English, mathematics and science. The impact of focused, more challenging teaching; new accurate assessment systems; and rigorous tracking of pupil progress is beginning to manifest itself in other year groups through improved and accelerating progress.

The school offers a supportive and highly inclusive environment to all its pupils. Effective procedures and a strong pastoral system support all pupils throughout their time at the school. Their spiritual, moral, social and cultural development is good and is effectively promoted, both within school and on trips and residential visits. Pupils participate in and enjoy a wide range of physical activities, and know about and adopt healthy lifestyles, which is a strength of the school. Pupils are supportive of each other and cooperate in their learning, and develop skills of teamwork and cooperation through their varied programme of extra-curricular activities and fund-raising events. The fund-raising Eco Shop run by older pupils, together with good information and communication and technology (ICT) skills, helps to prepare pupils well for their future education and for the world of work.

The quality of teaching has improved since the last inspection, and while still satisfactory overall, shows more evidence of good and occasionally outstanding lessons. Recent procedures to improve tracking of pupils' academic progress have helped to raise standards, although the pupils are not yet sufficiently involved in the setting of short-term targets to ensure that the staff can intervene soon enough if they fall short of their expected progress. Most importantly, pupils are not fully involved in the assessment of their work, with the result that they do not always know how to improve.

The school provides a satisfactory curriculum which engages and motivates pupils in most lessons, and offers further enrichment through a wide range of clubs and additional activities, particularly in sport and music. The teaching of basic skills in English and mathematics is satisfactory, and it is good in ICT. However, opportunities for pupils to apply these skills in other subject areas are too infrequent. This means that pupils are not able to apply or practise their English, mathematical and research skills in other subjects as often as they should. There have been improvements since the previous inspection in the way in which the school meets the needs of different groups of learners, but some inconsistencies still exist between year groups. The school's contribution to community cohesion is satisfactory. It is at the heart of the community, has good links to families, and reaches out into the local area through its charity work and other activities.

What the school should do to improve further

- Raise standards and improve progress further, particularly for more able pupils, in English and mathematics.
- Involve pupils more fully in the assessment of their work, so that they know how to improve.
- Extend opportunities for pupils to apply and practise key skills that they have acquired in literacy, numeracy and ICT, in other subjects.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory, and overall standards are broadly average by the end of Year 6. This is an improvement since the last inspection. In 2008, results in science have improved at a better rate, because of a clearer focus on learning through investigational work. The results in English and mathematics lagged behind those in science, particularly in the proportion of pupils reaching the higher level 5 (which is one level higher than that expected for Year 6 pupils). This is the result of teachers not using assessment data to plan adequately challenging work. The school is aware of this and continues taking appropriate action for improvement. Pupils of all abilities show an improving rate of progress and now achieve satisfactorily. The school has set itself higher targets for the national tests at Year 6, and pupils appear on course to achieve these. The improved rigour in the school's tracking of pupils' progress has begun to impact well on meeting pupils' needs, and thus improving their progress. Pupils with learning difficulties and/or disabilities are supported well and are also making satisfactory progress. They make better progress in those lessons that focus sharply on their targets for improvement.

Personal development and well-being

Grade: 2

Pupils really enjoy coming to school, and the levels of attendance are good. They particularly like the opportunities they have for sports and physical activities at break and lunchtimes. Pupils know how to stay healthy and fit. They plant nutritional food and enjoy cooking, for example the fruity kebabs. Pupils take on a good range of responsibilities in the school, such as becoming playground friends and preparing leaflets for the new Year 3 pupils. They are involved in regular fund-raising for charity. The school council plays an important role. The ball shooter and the marking in the playground are just some of their achievements. 'We are here

to improve the school,' said one proudly. Their behaviour around the school and in lessons is good, and they have a positive attitude to learning. Pupils have good opportunities for developing an understanding of their own culture through various festival celebrations. However, their knowledge and understanding of other cultures represented in Britain is somewhat limited. Pupils understand the need to stay safe, and why there are rules for playground equipment. Pupils are well prepared for their move to secondary schools, as they mature well into responsible young people.

Quality of provision

Teaching and learning

Grade: 3

Teaching has improved through the effective monitoring of the quality of lessons. This means that there is greater consistency between year groups, and that pupils make better progress, especially in Years 3 and 6. The quality of teaching is satisfactory overall, but it is improving because of greater challenge and expectations in lessons, particularly for pupils of higher ability. There were some examples of outstanding teaching seen during the inspection. In a science and a physical education lesson, pupils developed an independence of learning as they were expected to plan their own investigations and routines, and evaluate their outcomes. However, in other lessons, teachers did not provide sufficient opportunities for pupils to apply and practise the key skills acquired in literacy, numeracy and ICT, in other subjects. The pace of lessons is usually good, because teachers plan work carefully and provide clear learning objectives for each lesson. These are shared with pupils, so that they understand the purpose of each activity. However, teachers do not sufficiently involve pupils in establishing the next steps to improve their work. This is particularly evident in the marking of pupils' books. Pupils are well behaved in lessons and very purposeful in their attitude to learning. Planning is detailed and is adapted to ensure that each lesson builds on pupils' previous learning. Teaching assistants give good guidance to help those who need additional support with reading, writing or mathematics.

Curriculum and other activities

Grade: 3

The curriculum includes interesting special topics and themed events, such as art, science and cultural weeks. These stimulate pupils' interests and enthusiasm for learning. Music, sport and the creative arts also feature very strongly in the school's curriculum. There is a wide range of extra activities, such as the annual Year 6 residential visit to Calshott, as well as other visits and visitors, together with sport, music, dance and drama activities. Pupils particularly enjoy and achieve well in competitive sports and special events. They are also enthusiastic about enrichment activities, such as a visit from the Royal Horticultural Society at Wisley. This allowed all pupils to plant seedlings in the school garden and understand the process of germination. However, many subjects are taught in an insular way, and there are too few planned topics that create sufficient links between subjects, and provide opportunities for pupils to apply and practise key skills in other curriculum areas. As a result, pupils' abilities to research and write about different topics covered in the classroom are not as good as they should be. Investigational opportunities in science, particularly in Year 6, provide greater levels of challenge for higher-ability pupils, and similar opportunities are becoming more evident in mathematics.

Care, guidance and support

Grade: 3

Strong pastoral support systems operate within the school - pupils feel safe and are happy in school, with little evidence of bullying. If this ever does occur, pupils say that they can all identify a member of staff to whom they could turn when concerned or anxious, and that it is dealt with well. Child protection procedures are robust and regularly reviewed. Health and safety issues are fully addressed, and risk assessments are thorough. Many parents commented positively, one confirming 'the caring, supportive attitudes of all of the teachers to their children'. New procedures have been introduced since the last inspection to track progress systematically over time. They are beginning to have an impact on raising standards and improving progress, although pupils are not yet aware of the short-term targets which would help them to drive their learning forward more rapidly.

Leadership and management

Grade: 3

The quality of leadership and management has improved at all levels since the previous inspection. The interim headteacher, working with existing members of the leadership team, have, together, had a considerable impact on the school because of clear and decisive leadership, improved management structures, and increased levels of staff accountability. For example, the school's professional development and training of staff have focused on using data to support pupils' progress. Also, teachers' performance management targets clearly identify the progress which they are expected to achieve with the pupils in their class. This has led to improvements in school performance in all areas. There is evidence that this is beginning to have an impact on pupils' progress and in raising standards; for example, the school has specifically focused on the progress of the more able pupils. As a result, a greater proportion are expected to achieve higher levels in this year's national tests. While changes in leadership and management are already having an impact, these are still very recent and not yet sufficiently established to ensure lasting improvements. However, the newly appointed permanent headteacher continues to drive the school forward. As one parent commented, 'I am confident that the new headteacher will build upon these foundations and improve the school further' - a view shared by many other parents. The governors are developing a greater understanding of their role, and are more involved in school decision-making processes. They now feel more proactive and are very supportive, but are also more capable of holding the school to account for its performance.

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.

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?	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?	3
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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/or disabilities make progress	3

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	2
The extent to which 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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 eliminated	3
How well does the school contribute to community cohesion?	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	3
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**

21 May 2009

Dear Pupils

Inspection of Clanfield Junior School, Waterloo, PO8 0RE

Thank you for being helpful and making us welcome when we came to visit your school. We really enjoyed meeting you all in assembly, talking to you, and looking at your work. It is very clear that you enjoy coming to school. The school is improving and is providing you with a satisfactory education. This means that it does some things well, and yet that other things could be improved. Below are some of the things we have judged that the school does well.

Your standard of work and the progress you make in lessons has improved. You are well behaved and well mannered. You make good friendships, play well together, and have good attitudes to your work in lessons.

You have excellent opportunities in the school to learn about and develop a healthy lifestyle, and in particular we liked the way you have developed and use your school vegetable garden.

There are three things we have asked the school to do to help you improve further:

- raise standards and improve progress further, particularly for more able pupils, in English and mathematics
- involve you more fully in marking and reviewing your work, so that you know how to improve
- extend opportunities for you to apply and practise the skills and knowledge you learn about in literacy, numeracy and ICT, in other subjects.

You can help the school make these improvements by trying to do your best work at all times and continuing to enjoy your time at school. Remember to ask teachers if you need help.

Yours faithfully

Trevor Davies

Lead Inspector