

# Portway Junior School

## Inspection report

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<b>Unique Reference Number</b>	115853
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338671
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Brian Evans

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>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	353
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs E Burns
<b>Headteacher</b>	Tim Deery
<b>Date of previous school inspection</b>	18 June 2007
<b>School address</b>	Ashfield Road Andover SP10 3PE
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## Introduction

This inspection was carried out by three Additional Inspectors. The inspectors saw 20 lessons and parts of lessons and observed all teachers at least once. Meetings took place with the Chair of the Governing Body and a number of governors, staff, parents and carers and groups of pupils. The inspection team observed the school's work and looked at documentation which included the school development plan, assessment information, safeguarding documentation, curricular planning and samples of pupils' work. Inspectors analysed the results of 141 questionnaires completed by parents and carers and took account of the views expressed in pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- quality of pupils' writing
- assessment for learning and consistency of feedback to pupils on their performance in relation to targets
- key factors that make pupils' personal development good.

## Information about the school

This junior school is larger than average. The proportion of pupils entitled to free school meals is below the national average. The vast majority of pupils are of White British heritage. There are no pupils at the early stages of learning English. The proportion of pupils who have special educational needs and/or disabilities is in line with the national average. The school has the Healthy School Award.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Portway Junior is a good school. Pupils enter the school with broadly average basic skills and most leave at the end of Year 6 with attainment that is above average. Many features of pupils' personal development, including their behaviour, are good. Pupils feel extremely safe in school and thoroughly enjoy their time here, shown in their good attendance. Spiritual, moral, social and cultural development is promoted well by school assemblies, which raise pupils' self-esteem and enable them to have the confidence to speak to their peers from the stage. The headteacher and all staff work effectively together to provide equal opportunities for all. Two learning priorities, mathematics in 2008–2009 and writing in 2009–2010, over the past two years have resulted in improved attainment throughout the school. The success of these two initiatives underpins pupils' good learning and progress. Pupils are equipped with the good social and academic skills necessary for them to meet the challenges of life later in secondary school. Governors play a full part in the life of the school and, together with the School Improvement Partner, provide good challenge and support to senior managers and staff. Senior managers are exploring ways of identifying more clearly the diversity of populations within the United Kingdom in order to further promote community cohesion. Parents and carers fully support the direction in which the school is moving. A parent wrote, 'My child has been given so many opportunities to extend learning. The care he has received has prepared him well for the future'. Self-evaluation is very thorough and honest. Safeguarding procedures and their impact are good on a much larger than average site. All the above factors indicate that the school has a good capacity for sustained improvement.

The school's assessment and tracking systems monitor individual performance closely. They show that pupils of below average and average ability, those who have special educational needs and/or disabilities and the few from minority ethnic groups are making good progress and enjoy their learning. Good teaching, supported well by individual withdrawal sessions and in-class support, has the impact of accelerating pupils' learning significantly. A Year 6 music and information and communication technology (ICT) lesson on recording sounds for the forthcoming school production exemplified subject expertise and professionalism, generating really creative outcomes because pupils were absorbed at all levels. For example, by means of a food mixer and a belt, one group created the sound of 'sawing through wood'. However, the school accepts that there are a few lessons in which pupils find the work set too easy and teachers do not always match the task to the needs of higher-attaining pupils. The outstanding care, support and guidance for the individual pupil are key elements in supporting the good achievement patterns.

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## What does the school need to do to improve further?

- By September 2011
  - Remove remaining inconsistencies in the quality of teaching and assessment so that all teachers carefully match work to the needs of higher-attaining pupils and use the high-quality feedback and guidance evident in the best lessons to help them, especially, know what they have to do to improve.
  - Implement fully the school's community cohesion action plan by developing stronger links with communities in other regions of the United Kingdom.

## Outcomes for individuals and groups of pupils

<b>2</b>
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Attainment and progress seen in lessons and pupils' books show that pupils achieve well, especially in mathematics and writing. Pupils who have special educational needs and/or disabilities make good progress because there is good practice in setting tasks that match their learning needs. Teachers and learning support staff effectively encourage and support pupils. This was exemplified in a Year 3 numeracy lesson on long and short division and multiplication. Different tasks were set for groups of different ability levels. The teaching assistant worked well with lower-attainers and the teacher supported other groups with well-judged questioning. The task built on previous learning well and generated very good pace, leading to rapid progress, with pupils clearly learning much from each other.

Pupils speak very highly of the support they receive and are polite and well-mannered in welcoming visitors to the school. They state that teachers deal very quickly with bullying or name-calling. The school council and the Eco-council contribute in many ways to the life of the school. Collaboration with a local 'stairlift' company, involving pupils in designing Eco board games, gives pupils insights into how a company works. Engineers from the company came into school to work with the pupils. The best design will be produced at the factory and the finished product will go onto the playground wall. Pupils also make a substantial contribution to the life of the local and wider communities. For example, a very productive and well-kept garden is one of the highlights of the school environment and a considerable feature supporting pupils' knowledge of a 'Food and Farming' culture in the curriculum. The gardening club won the 'South and South East in bloom' prize, working with a retired gardener. Pupils raise funds for a variety of children's charities and also for facilities within the school such as the fitness trail in the playground. Pupils know about the importance of healthy lifestyles and the extensive campus around the school includes a theatre, basketball and a full range of exercise facilities. These are very well used by boys and girls before school, at morning and lunch breaks and after school. They provide the basis for about 40 CAPS □ 'Children Achieving At Portway School' □ ranging from board games to code-breaking.

*These are the grades for pupils' outcomes*

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### How effective is the provision?

An impressive strength in teaching, given the wide range of abilities and needs in each class, is the teachers' good classroom management of behaviour. Assessment data are used well in many lessons. In an excellent Year 6 English lesson, this information was used extremely well to identify different levels of engagement for groups of pupils. Personal targets were clearly in evidence when writing a paragraph for a report. Assessment strategies for learning were outstanding and based on active learning skills. Pupils were very clear about the 'traffic light' system and understood the importance of self-assessment and peer assessment and eventual moderation by the class teacher. The plenary highlighted success criteria which pupils used in assessing their own writing. Not all teaching is of this calibre, but lesson observations by senior staff are reinforcing good practice in matching tasks to individual or group needs across the school. Good teaching has a positive impact on the improving achievement of pupils with below average and average ability, but the school accepts that a number of high achievers need more challenge.

The good curriculum motivates and engages pupils well. It is continually evolving to match pupils' aptitudes and interests. It provides well for music and for sport. Year 5 pupils took part in the 'Sing Up!' at Winchester Cathedral. Vulnerable pupils experience success because of carefully matched individual learning programmes and the good partnership with external agencies. A very experienced special educational needs

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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coordinator divides her time between the infant school and the junior school. This enables a smooth transition from one phase to another. Additionally, her close contacts with a nearby secondary school further enhance the quality of continuity between all phases for pupils who have special educational needs and/or disabilities. A high proportion of pupils take advantage of a very wide range of extra-curricular clubs and all enjoy numerous visits and visitors that make learning meaningful. These include a residential experience for older children. Teachers and support staff provide excellent care, guidance and support and work regularly alongside parents to improve their children's attendance and emotional health. Pupils happily turn to a member of staff when they have a problem. Staff on reception greet parents with sensitivity and understanding and are a very important link between them and the teaching and support staff.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The headteacher and the deputy headteacher are a powerful, motivating force throughout the school. The impact of their leadership can be seen in the good progress made by pupils and the creation of a school ethos that is friendly, welcoming and mutually supportive. Statutory duties are reviewed regularly and meet requirements, including the good procedures relating to safeguarding. Policies and their impact are updated regularly to ensure that they reflect the best practice and are followed consistently by all staff. Good promotion of equal opportunities leads to harmony across all ethnic groups and has improved the performance of pupils who need additional support.

Professional support and staff training days are regularly used to raise awareness of child protection and teaching and curriculum issues. Relationships throughout the school are excellent.

The school sports afternoon during the first afternoon of the inspection took place in front of a huge audience of appreciative parents and carers. It was wholly inclusive, with all staff and pupils participating in a broad mix of team games, egg and spoon, sack races, sprints and relays □ all competing for their house teams. It further confirmed what analysis of the questionnaires showed □ that the school has an excellent partnership with parents and carers.

Governors carefully examine the impact of policies on the school's work and hold the

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school accountable for its performance. The promotion and impact of community cohesion has some outstanding features in terms of the local community. For example, pupils have been asked to open a new shop of a local trader. Pupils also study and understand that communities and cultures in other parts of the world can be different. The diversity of lifestyles within the United Kingdom is not yet well developed and this is one of the priorities in the school development plan.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

In their responses to the questionnaire, most parents and carers were positive about the school and its impact on their children's well-being. All 141 families who returned questionnaires are happy with their children's experience at school, agreeing that they are safe at school, are helped to have a healthy lifestyle, and are well prepared for the future. The inspection found that there was much corroborative evidence to confirm this close partnership between the school and its parents and carers.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Portway Junior to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 141 completed questionnaires by the end of the on-site inspection. In total, there are 353 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	80	57	59	42	1	1	0	0
The school keeps my child safe	102	72	39	28	0	0	0	0
The school informs me about my child's progress	78	55	59	42	3	2	0	0
My child is making enough progress at this school	71	50	67	48	3	2	0	0
The teaching is good at this school	83	59	56	40	1	1	0	0
The school helps me to support my child's learning	74	52	64	45	2	1	0	0
The school helps my child to have a healthy lifestyle	77	55	63	45	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	87	62	53	38	0	0	0	0
The school meets my child's particular needs	69	49	69	49	3	2	0	0
The school deals effectively with unacceptable behaviour	78	55	62	44	1	1	0	0
The school takes account of my suggestions and concerns	61	43	77	55	1	1	0	0
The school is led and managed effectively	103	73	37	26	1	1	0	0
Overall, I am happy with my child's experience at this school	101	72	40	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



25 June 2010

Dear Pupils

Inspection of Portway Junior School, Andover SP9 3PE

We are writing to let you know how much we enjoyed our visit to your school. You will be pleased to learn that we judge Portway Junior to be a good school. We were very impressed with so much of what we saw and heard over the two days.

These are the main findings of our inspection.

- You told us personally and through your questionnaire responses that you enjoy school and feel very safe. We could see this in your enthusiastic approach to learning in the classroom and on the sports field.
- The very high levels of care, guidance and support provided by the school allow you to flourish as learners and develop high levels of independence.
- The partnerships between the school, your parents and carers and yourselves are excellent.
- You make good progress in your work and most of you reach standards that are above the levels expected nationally for your age.
- We were impressed by the school and Eco councils and by the way you contributed to events outside school in the local community.
- Teaching is good, including some that is outstanding.
- We were especially impressed by the garden and how well you care for it.

Over the past two years you have made good progress in mathematics and in writing. A small number of you are saying that some of the work is now too easy and we have asked your teachers to examine whether there is enough challenge and guidance for all of you in class, particularly for high attainers. Teachers will also be making sure that you have a wider knowledge and understanding of other communities and cultures in parts of the United Kingdom outside your local area.

We know that you will continue to work with your teachers and all adults to maintain your enthusiastic approach to learning. Once again, thank you for the welcome and we wish you the very best of luck for the future.

Yours sincerely

Brian Evans

Lead inspector

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