

# Trosant Junior School and EBD Unit

## Inspection report

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<b>Unique Reference Number</b>	115911
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338681
<b>Inspection dates</b>	7–8 July 2010
<b>Reporting inspector</b>	Edward Wheatley

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>	196
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Powell
<b>Headteacher</b>	Jim Hartley
<b>Date of previous school inspection</b>	10 July 2007
<b>School address</b>	Stockheath Lane Leigh Park Havant PO9 3BD
<b>Telephone number</b>	023 92475606
<b>Fax number</b>	023 92499423
<b>Email address</b>	jim.hartley@trosnant-jun.hants.sch.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

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## Introduction

This inspection was carried out by three additional inspectors who observed 15 lessons taught by 9 teachers. Inspectors talked to groups of pupils, staff, governors and local authority officers. They observed the school's work, and looked at pupils' work, information about their progress and school development planning. They considered 44 questionnaires from parents and carers, 99 from pupils and 25 from staff at the school.

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

- how well pupils achieve and whether teaching is challenging enough to improve progress
- how well the school deals with persistent absence
- whether the school deals effectively with unacceptable behaviour
- how effectively leaders are implementing actions to drive improvements.

## Information about the school

This junior school is slightly smaller than the average. Pupils come from mainly White British backgrounds. A few pupils speak English as an additional language, the other language spoken being Arabic. The school has an attached unit for pupils with behaviour, emotional and social difficulties (BESD), which it manages, and pupils from the unit are integrated into main school lessons. The school has a higher than average proportion of pupils with special educational needs and/or disabilities. Apart from the pupils from the BESD Unit, these pupils' difficulties include dyslexia, moderate learning difficulties, speech, language and communication difficulties, or autistic spectrum disorders. The school will be formally federated with the infant school on the same site in September 2010 and there is a separately managed children's centre also on site. The school runs a breakfast club that is attended by approximately 60 pupils at any one time. The school has the Healthy Schools, Activemark and Artsmark awards.

**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?**

**4**

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

**3**

### Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all the circumstances it could be reasonably expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' achievement, especially in writing, in the progress of the most-able pupils, and in attendance.

Progress is unsatisfactory overall; attainment is generally below average and is low in writing. Attainment and progress are improving, but the pace of improvement is too slow, especially in writing. Pupils' handwriting is frequently untidy and their knowledge of sentence structure is poor. Attainment in basic numeracy, reading, speaking and listening is improving across the school. However, in a small minority of classes the most-able pupils underperform. Recently, strategies to promote better progress have been introduced. There are early signs of their effectiveness, but it is too soon to see whether this improvement is sufficient. The very small number of pupils who speak English as an additional language make good progress. Pupils from the BESD unit and those with special educational needs and/or disabilities make good progress because of the effective one-to-one support they receive and careful attention to their specific learning needs.

Pupils enjoy school. They feel safe and know how to look after themselves. Their understanding of the importance of having a healthy lifestyle is good. Pupils behave well, and say behaviour has improved and that bullying is rare and dealt with well. Attendance overall is below average, and this is not helped by the small but significant number of pupils who are frequently absent, sometimes on holidays taken in term time. Pupils readily take on responsibilities, for example, they represent the opinions of different classes on the school council and look after other pupils. Pupils get on well together and help each other. They are sympathetic to those less fortunate than themselves and raise money for charities. Despite these personal and social strengths, weakness in writing and underachievement by the more-able pupils mean most are not prepared well enough for the next stage in their education.

The teaching observed during the inspection was satisfactory overall and pupils enjoyed learning. Teaching generally is improving and in some lessons there were significant strengths in how well work challenged pupils and how closely it matched their specific learning needs. In the best lessons the pace of work was fast, questioning was searching, speech and writing were modelled accurately, learning intentions were clear and pupils knew how well they were progressing. However, there is some inadequate teaching. Occasionally, work is not matched closely enough to learning needs, mainly

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because new assessment procedures are not fully embedded. In addition, adults do not always demonstrate grammatical accuracy in speaking and writing. This sets a bad example and limits pupils' progress. Adults do not check, from time to time, that pupils know what they are doing and are fully engaged in their learning. Assessment information is not always used effectively to match work to pupils' learning needs. The range of learning activities is satisfactory. Good links between subjects, improving use of computers and a wide range of visits and visitors help make learning relevant and exciting. Writing activities are not fully established in all subjects, but they are improving.

The quality of care, guidance and support is good and acknowledged as such by parents. The care for pupils whose circumstances make them vulnerable and those from the BESD Unit is particularly good. Relationships with families are good and the links with external agencies to support pupils and families are effective. There are extensive strategies to promote good attendance but they have not had the impact on attendance hoped for by the school. Pupils who attend the breakfast club are well looked after. Leadership and management are satisfactory. The leadership of the new headteacher is good and gives a clear direction for improvement. He is well supported by others in leadership positions, some of whom are recent appointments. Leaders have accurately identified weaknesses and are acting on them urgently, with effective support from the local authority. There has been significant improvement in teaching and behaviour, and improvements in attainment and progress are evident but at an early stage. The governing body is newly formed in preparation for the new federation between the infant and junior schools, and is determined in its support and challenge of the school. Based on the impact of actions taken so far in improving aspects of the school, and given the care and rigour taken in appointing new staff with proven track records, the capacity for further improvement is satisfactory.

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

- Raise attainment in writing, by July 2011, by ensuring:
  - adults model grammatically correct speech and writing
  - opportunities for pupils to write are routinely included in all subjects
  - pupils are helped to improve their handwriting
  - pupils are taught to structure sentences properly.
- Improve progress, especially of the most-able pupils, by July 2011, by ensuring:
  - teaching is consistently challenging
  - work is matched to the learning needs of all pupils
  - adults check that pupils are purposefully engaged in learning and understand what they are supposed to be doing
  - assessment is accurate and used to pinpoint pupils' progress and to plan the next steps in learning.

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- Improve attendance by impressing on pupils and families the importance of not taking holidays in term time and of regular attendance so that pupils make sufficient progress in their learning.

## Outcomes for individuals and groups of pupils

**4**

Most of the time pupils enjoy lessons. There have been fluctuations in attainment and progress between year groups that are slowly being eliminated as a result of the staff efforts. For example, pupils' basic numeracy and mental mathematics skills have started to improve, as have speaking and reading, but improvements are at an early stage. However, efforts to improve writing are at a much earlier stage and have yet to have a noticeable impact. Pupils write well when teachers encourage independent writing and prompt them to write complex sentences and to use a wide range of vocabulary. While the performance of all pupils is improving, that of the most-able pupils in some classes is improving more slowly. This is because work is sometimes undemanding and occasionally trivial. Pupils with special educational needs and/or disabilities and who are from the BESD Unit often make good progress because they feel confident working with other pupils and know they will receive the help and support they need.

Pupils are confident learners and take part in learning activities readily. They work sensibly and safely together, whether in the classroom, playground or swimming pool. They behave well and the school's efforts to improve behaviour have been effective. Pupils have a good grasp of what eating healthily means and most take part in at least one physical activity. The school council is active in contributing to improvements in playground equipment. Pupils' understanding of the values and traditions of the wide range of cultures in modern Britain is improving. There is an increasing number of links with schools in different countries to help pupils develop an understanding of different people in the world. Pupils' enjoyment of and participation in musical activities is good. Their spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
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>2</b>

<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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<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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>4</b>
	<b>4</b>
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

### **How effective is the provision?**

In the best lessons challenging, interesting activities fully capture pupils' interest. Work is well matched to pupils' learning needs and pupils are encouraged to think about what they are learning, and to explain their thinking. In a lesson on volume, for example, pupils enjoyed accurately measuring out volumes of fruit juices, explaining why they were doing it and making detailed records of what they did. In some other lessons, learning is not so effective because pupils do not find work challenging enough. Adults do not always check that pupils get on with their work productively, or have high enough expectations about the standards, care and accuracy of pupils' writing. Generally, marking gives pupils a clear indication of how well they are doing and how to improve. However, while the school is implementing a new assessment system, accurate recording of pupils' performance is inconsistent and this leads to lack of precision in planning work matched to pupils' needs.

The curriculum is increasingly well organised to engage pupils' interests and enthusiasm. Opportunities for investigation and problem-solving are established in science and design and technology, and increasingly computers are used to make learning interesting. However, writing activities are not well established in all subjects to help improve writing skills and while there is a good range of activities for low-attaining pupils, there are not enough for the most-able. Nevertheless, pupils enjoy what they do in school. For example, they enjoy art because they have opportunities to paint and draw independently. There is a wide range of out-of-school sports activities which are well supported.

The school has established effective strategies to help pupils feel secure and supported. The large number of pupils with behavioural, emotional and social difficulties are really well looked after, so much so that their particular difficulties are rarely obvious. Staff are sensitive to specific needs, but also make it clear to pupils that they are expected to behave well. Transition arrangements are good and the school has effective policies to support pupils with special educational needs and/or disabilities.

*These are the grades for the quality of provision*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
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<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has rapidly reorganised the senior and middle leadership teams and established effective procedures to monitor and evaluate the school's performance. He has dealt with some inadequate teaching and is working well with senior staff to improve teaching throughout the school, but improvements are at a very early stage. Staff are supportive, and due to the efforts of senior leaders, they share a similar ambition for the school to improve. Priorities for improvement are clear and although the impact of some initiatives is slow, progress is being made in all areas targeted. The gap in performance between different groups of pupils is slowly narrowing as a result of the school's efforts.

The strategies to deal with discrimination and promote understanding of different groups of people are good. Engagement with parents is good with a wide range of activities to involve parents in pupils' learning. The school's partnerships with external agencies, other schools, the local authority and other organisations contribute effectively to promoting pupils' well-being and learning. The promotion of community cohesion is satisfactory and the school has accurately identified the areas it must work on to improve. The governing body has newly-established committees and procedures to meet its responsibilities. All governors are actively working to improve their expertise so that they can be even more effective in supporting the school. All safeguarding requirements are met well and there are thorough procedures to ensure pupils' safety, security and well-being.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>3</b>
	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>



<p><b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b></p> <p>Please turn to the glossary for a description of the grades and inspection terms</p>	
<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>4</b>

## Views of parents and carers

The great majority of parents and carers who returned their questionnaire are pleased with the school. Inspectors endorse parents' views about the way the school looks after pupils. However, inspectors judge that despite improvement in how well pupils learn and make progress, progress has not improved enough. A small number of parents feel that the school does not deal with unacceptable behaviour well enough. Inspectors recognise that there were past problems in this area but consider that the school now deals with behaviour issues effectively. The small number of concerns raised by parents and carers were shared and discussed with the headteacher and the governing body.

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

Ofsted invited all the registered parents and carers of pupils registered at Trosnant Junior School and BESD Unit 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 44 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	77	9	20	1	2	0	0
The school keeps my child safe	33	75	10	23	1	2	0	0
The school informs me about my child's progress	32	73	12	27	0	0	0	0
My child is making enough progress at this school	30	68	13	30	0	0	0	0
The teaching is good at this school	30	68	12	27	1	2	0	0
The school helps me to support my child's learning	26	59	18	41	0	0	0	0
The school helps my child to have a healthy lifestyle	26	59	17	39	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)	30	68	12	27	1	2	0	0
The school meets my child's particular needs	31	70	12	27	1	2	0	0
The school deals effectively with unacceptable behaviour	29	66	11	25	4	9	0	0
The school takes account of my suggestions and concerns	28	64	12	27	3	7	0	0
The school is led and managed effectively	31	70	11	25	0	0	1	2
Overall, I am happy with my child's experience at this school	34	77	9	20	0	0	1	2

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.**



9 July 2010

Dear Pupils

Inspection of Trosnant Junior School and BESD Unit, Havant, PO9 3BD

Thank you for making us so welcome when we visited your school. We enjoyed being with you. Although we can see some things are improving, we found other things the school should improve urgently and your school requires a 'notice to improve'. We found some good things during our visit.

- Most of you make satisfactory progress.
- The new headteacher, staff and governors know what the school needs to do to improve, and are working hard to try to make that happen quickly.
- In the lessons where there is good teaching you enjoy learning. There are lots of activities and trips to make learning interesting.
- Most of you work hard and know how to improve your work.
- Your behaviour is good, and it has really improved over the last year.
- You carry out any responsibilities you have well. You are kind to each other and consider other people's feelings.
- You behave safely and know how to look after yourselves and be healthy.
- The school looks after you well and makes sure you are safe.

In order for the school to improve we have asked the staff to do the following things.

- Help you do better in writing by making sure your sentence writing, handwriting and presentation of your work improve. We have also asked adults to make sure you have plenty of opportunities to practise your writing in all subjects and that they set a good example in helping you to speak and write correctly.
- Improve your progress by making sure work is always challenging enough for you, matched to your particular needs and that adults check you understand what you are doing. We have also asked the school to make sure assessment is accurate and used to plan the next steps in learning.
- Make sure those of you who are away from school on holidays or for other reasons know how important it is to attend so that your learning is not interrupted.

You can all help too. Ask for help if you do not understand what you should be doing, tell the teacher if you find work too easy, and work hard at improving your writing. Try to attend regularly because you will fall behind with learning.

Yours sincerely

Ted Wheatley

Lead inspector

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