

Mengham Junior School

Inspection report

Unique Reference Number	116052
Local Authority	Hampshire
Inspection number	338714
Inspection dates	10–11 June 2010
Reporting inspector	Janet Simms

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 of pupils on the school roll	150
Appropriate authority	The governing body
Chair	Sue Lewis
Headteacher	Jean Filtness
Date of previous school inspection	21 June 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed thirteen lessons or parts of lessons with seven teachers and a small nurture group. They held meetings with various staff including senior and middle leaders and, governors, and spoke to the school's improvement partner by telephone. Inspectors observed the school's work, and visited the breakfast club. They scrutinised much school documentation, including assessment records and documents related to safeguarding. They analysed 66 parents' and carers' questionnaires returned in hard copy and on-line replies from staff and pupils. Six parents' and carers' on-line returns were also analysed.

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

- attainment and progress in mathematics
- the achievement of different groups, for instance girls and boys and pupils claiming free school meals
- the quality of teaching and whether pupils' progress is consistent across all four years.

Information about the school

The school is smaller than average, with almost all pupils coming from White British backgrounds. The proportion of pupils identified with special educational needs and/or disabilities is much higher than average, although it varies from year to year. The majority of these pupils have moderate learning difficulties. Numbers of pupils in year groups vary more than usual, with some years having double the number of pupils than in others. There has been significant turbulence in staffing recently, particularly in Years 3 and 4. An on-site Children's Centre, not managed by the governing body, opened last year. The school holds a number of awards among which are the Healthy School award, silver Artsmark and geography awards, and the recently presented Gold 'Sing-up' 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?

3

The school's capacity for sustained improvement

2

Main findings

This is a satisfactory school with a number of good and excellent aspects. It has continued to improve since its last inspection. The outstanding care, guidance and support which staff provide for pupils and their families is a significant strength, much appreciated by parents and carers. This leads to pupils feeling very safe, happy and secure and applies equally to newcomers who are warmly welcomed. All settle quickly and pupils behave well, learning to understand their emotions sensitively, and knowing how to keep healthy and fit. It is a highly inclusive school, fully committed to equality of opportunity, experience and achievement for all its pupils.

Attainment and progress have improved in key areas since the school's last inspection, most notably in English, where standards have risen from well below average to average. Attainment has also risen in mathematics, although not so quickly. Good leadership and management by the senior team have identified this very clearly, but the extensive range of measures implemented to improve mathematics is frustratingly slow to show impact. This is partly because of many staffing changes in the lower school and because pupils' retention of mathematical learning is fragile. Pupils achieve well in English and in other subjects such as geography and music, and satisfactorily in mathematics, where skills and understanding on entry are low. When they leave the school, pupils possess satisfactory skills for future education and work, although they have little experience of enterprise activity. Attendance is average and has improved because the more creative, integrated curriculum makes pupils keener to come to school and because absenteeism has been pursued resolutely. Leaders are very responsive to any emerging differences between the achievement of different groups. There are no recurring patterns and pupils with special educational needs and/or disabilities achieve as well as others. Pupils' social, moral, spiritual and cultural understanding develops well overall. However the school recognises the need to extend pupils' experience of cultural diversity beyond the locality and is planning expanded opportunities through its new community cohesion policy.

Teaching is satisfactory overall, with good and excellent practice observed. Strenuous efforts to improve the teaching of mathematics are slowly improving achievement, but this work is still ongoing. Senior staff are successful in developing inexperienced teachers. This has led to improvements in teaching overall, although staff turnover has diluted its positive effects somewhat in the lower school. This has accounted for variation in progress in different years, although achievement is now more even. Senior staff manage staff turbulence carefully and are planning very effectively for more staff changes that are on the horizon. Good monitoring and evaluation of teaching identify strengths and weaknesses accurately. Good follow-up support follows and staff are keen

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to improve. The governing body is strengthening, particularly in the level of challenge it poses to the school. Governors share senior staff's vision of developing the whole child holistically and their contribution to excellent safeguarding procedures is strong. The whole leadership team demonstrates a good capacity to improve the school further.

What does the school need to do to improve further?

- Raise attainment and accelerate progress, particularly in mathematics and in the lower school, by raising teaching quality through:
 - planning for better retention of mathematical learning,
 - extending the use of mathematics into all subjects of the curriculum, including greater experience of enterprise activity
 - consistently applying the school's policies and plans for improvement
 - teachers and pupils using mathematical language accurately in lessons
 - improving the presentation of pupils' work in mathematics books.
 - creating consistency in the quality of written marking to give pupils clearer short-term targets indicating how to improve.
- Extend pupils' preparation for life in the multicultural environment of the United Kingdom and beyond, and their understanding of wider community cohesion by:
 - providing more opportunities for them to experience cultural diversity through the curriculum
 - developing more extensive partnerships with different organisations at home and abroad.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' personal development is good, in some areas outstanding, and academic outcomes are satisfactory. In an outstanding Year 5 and 6 English lesson, learning and progress were excellent because the teacher made the 'ordinary' task of improving handwriting pacy and engaging. Pupils responded very positively to high expectations, praise and encouragement, behaving well and interacting effectively. Good examples of helpful marking in this lesson gave pupils clear guidance about improvement and they could evaluate very effectively what they and others had learned. Good practice in written marking is not always evident though. In satisfactory mathematics lessons in Years 3 and 4, for instance, written guidance about how to improve was less clear. In a good geography lesson in Year 5/6, mathematical concepts were incorporated successfully into the lesson, so pupils learned how to use graphs of temperature and rainfall to make comparative radio reports about climate in the United Kingdom and the Caribbean. Planning to reinforce these key cross-curricular aspects of mathematics is not

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always this strong, so some opportunities are missed to consolidate learning, and attainment is below average. Staff have worked hard to improve subject knowledge in mathematics, contributing to pupils' satisfactory progress. Most pupils try hard in their work and want to do well. In a good Year 3 and 4 English lesson, teaching showed good subject knowledge, an imaginative approach and planned opportunities for pupils to discuss ideas. This led to good progress in their understanding of the language used in advertisements. In other lessons, time to talk about ideas was limited, although given the opportunity, pupils learn well through discussion. Good singing is now a regular, often spontaneous aspect of lessons so pupils enjoy music and make good progress

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The school uses stronger teachers well to coach less experienced staff. Skills develop securely because all staff are committed to improving provision, for instance in areas where progress is slower. Mathematical subject knowledge, for instance, has improved because of staff training. Where pupils have the opportunity for structured discussion, progress often speeds up, but sometimes questioning is targeted at individual pupils

¹ 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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only, restricting opportunities for pupils to sort things out together. Progress across subjects is properly monitored and there is good practice of helpful, formative marking in some areas. This is inconsistent though, particularly in mathematics, where pupils sometimes lack direction about how to improve work. A good curriculum now links subjects together well, although opportunities are missed to promote mathematics through other subjects. Overall, an exciting range of experience and activity, inside and outside classes, extends pupils' understanding well. Pupils participate regularly and actively in a good range of extra-curricular clubs and events. Excellent learning in the nurture group exemplifies the school's outstanding care, guidance and support. Here pupils were learning extremely well from highly sensitive teaching which linked together socially acceptable behaviour such as table manners with emotional learning about fear, for instance of bullying and how to deal with it. This boosted frail confidence gently and effectively.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong drive and ambition from the headteacher and senior staff have kept the school moving forward despite setbacks such as staff turbulence. Improvements in attendance, achievement, the curriculum and care, guidance and support since the last report show a good capacity to move the school on further. The vision of making the school a secure haven for all pupils, whatever their circumstances, underpins all decisions and results in good equality of opportunity. Outstanding safeguarding procedures testify to the effectiveness of this objective. As the school has strengthened, better teaching has improved achievement, particularly in English, where reading now gives pupils pleasure and enjoyment. A gritty determination to 'crack' the problems in mathematics, with a capable new subject coordinator garnering help from all sources, has led to strong partnerships. Improved governance has resulted in a shared commitment to making the school better still and it is a cohesive, orderly, cheerful community, where adults and pupils respect each other. This aspect of community cohesion is very strong and extends into good local relationships, with the onsite Children's Centre and the elderly, for instance, who come into school for events. Staff recognise that the next steps lie in extending this beyond the locality, to broaden pupils' experience of cultural diversity and national and international community cohesion.

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These are the grades for leadership and management

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

Views of parents and carers

There was a high return of questionnaires from parents and carers. Responses were overwhelmingly positive about most aspects of the school's provision including the care, welfare and guidance provided for pupils, extra-curricular provision and the texting service. Parents and carers are also extremely satisfied with the outcomes for their children, especially their enjoyment of school and their personal development. The inspection team agree with these positive comments. A few parents questioned the progress pupils make, particularly in mathematics, reading and spelling, and inspectors agree that progress in mathematics is not as fast as in other areas. The team found progress in reading to be good, and in spelling, satisfactory. A very few parents questioned behaviour and the progress of more able pupils. Inspectors found behaviour generally good and that more able pupils made satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Mengham Junior School 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 66 completed questionnaires by the end of the on-site inspection. In addition 6 were returned on-line. In total, there are 150 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	56	25	38	3	5	0	0
The school keeps my child safe	44	67	21	32	0	0	0	0
The school informs me about my child's progress	31	47	31	47	2	3	0	0
My child is making enough progress at this school	25	38	31	47	5	8	0	0
The teaching is good at this school	31	47	29	44	3	5	0	0
The school helps me to support my child's learning	30	45	30	45	2	3	2	3
The school helps my child to have a healthy lifestyle	38	58	25	38	2	3	1	2
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	45	23	35	0	0	2	3
The school meets my child's particular needs	27	41	31	47	5	8	1	2
The school deals effectively with unacceptable behaviour	26	39	32	48	1	2	3	5
The school takes account of my suggestions and concerns	21	32	35	53	5	8	0	0
The school is led and managed effectively	35	53	27	41	1	2	0	0
Overall, I am happy with my child's experience at this school	35	53	24	36	4	6	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). 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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



14 June 2010

Dear Pupils

Inspection of Mengham Junior School, Hayling Island PO11 9ET

I am writing to thank you for the kind welcome you gave us when we came for the inspection of your school recently and to tell you what we found out.

Yours is a satisfactory school, with lots of good things about it. Adults work hard to make your progress better and to make sure that you are very well cared for, safe and happy. You study a lot of interesting topics and parents tell us how much you enjoy school, behave well and attend more regularly. I saw in assembly how excited you were about the attendance rewards, so please keep up this improvement.

Your progress and standards in English have improved well, but improving progress in mathematics is harder. Achievement is slowly getting better in mathematics and we have asked adults to do even more things to speed it up. Because they manage the school well, they know about these problems and are trying all sorts of things to make mathematics better. We feel that you will all work hard to help them. We have asked staff to mark all your work more helpfully, so that you know how to improve, especially in mathematics.

You welcome newcomers warmly, working together and trying hard at your work. In the school itself people understand each other well. We feel there could be more opportunities for you to learn about how people in other communities in the United Kingdom and abroad get along together, so we have asked the school to provide these.

Thank you again

Yours sincerely

Janet Simms

Lead inspector

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