

Hulbert Junior School

Inspection report

Unique Reference Number	116067
Local Authority	Hampshire
Inspection number	338717
Inspection dates	3–4 February 2010
Reporting inspector	David Marshall

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	154
Appropriate authority	The governing body
Chair	Angela Jones
Headteacher	G Lathem
Date of previous school inspection	4 February 2010
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Introduction

This inspection was carried out by three additional inspectors. They observed the school's work, spending about 80% of the time looking at pupils' learning. Fourteen lessons and eight different teachers were observed. Discussions were held with the headteacher, teaching, support and administrative staff, governors, parents and pupils. The school's documentation was scrutinised carefully and included school development and raising achievement plans, the tracking of pupils' progress, staff and governor meeting records and safeguarding documentation. In addition, 57 questionnaires from parents and carers, 102 pupil questionnaires and 10 staff questionnaires were analysed.

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

- the standards, achievement and progress of the current pupils, especially the more able
- the effectiveness of the school's assessment procedures in improving the quality of teaching
- the impact of the school's provision for pupils' personal development
- how well the curriculum meets the needs of all pupils and leads to improved achievement
- how effectively leaders and managers at all levels, including governors, are enabling the necessary improvements.

Information about the school

Hulbert Junior is an average-sized school with a falling roll. Almost all pupils are of White British origin. The pupils are organised into three Year 3/4 classes and three Year 5/6 classes. Over 40% of pupils are assessed as having special educational needs and/or disabilities which is well above the national average. The majority of these pupils have early language or specific learning difficulties. The percentage of pupils eligible for free school meals is also well above the national average.

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

3

Main findings

Hulbert Junior is a satisfactory school, which is improving well as a result of clear leadership. The school has been through challenging and exceptional circumstances in the last two years brought about by a falling roll, several staff absences, changes to staffing and class reorganisation. These features contributed greatly to why attainment, by the end of Year 6 in 2008 and 2009, was low. The school is now far more settled. Pupils now make at least satisfactory progress, and in some classes and subjects progress is good. Pupils are now on course to reach the expected levels and achieve their challenging targets in English and mathematics by the end of Year 6 in 2010.

The headteacher and two assistant head teachers are developing an increasingly effective level of leadership and management. In the last two years the curriculum and lesson-planning has been completely reviewed to allow better provision within the mixed-age classes. Leaders have recently improved the rigour with which the school tracks and analyses pupils' progress. This has helped staff and governors to become more aware of pupils' achievements, and is contributing to rising attainment for all pupil groups. Pupils are well cared for and as a result, due to improved assessment systems, they are being helped to catch up on any past slow progress. Pupils are developing skills in a more progressive and suitable way and attainment is rising well. This is particularly true throughout the school for all pupils in English and mathematics, which has been the school's main focus. Pupils benefit from a happy and supportive learning environment. As one parent wrote, 'My son ... is getting lots of support. There are lots of after-school clubs, which are free, which the teachers give up their time for, and they include everyone.'

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Leaders are ambitious to ensure all pupils achieve to the best of their ability. Self-evaluation is satisfactory and is leading to improvements in teaching and learning for all groups of learners, although there is more to do to lift the overall quality of teaching and learning from satisfactory to good. Leaders recognise that while improving, the use of assessment information to provide the right challenge for all pupils is not yet fully consistent. As a result, teachers do not always plan lessons that are precisely matched to the needs of all pupils. The whole staff have begun to be focused on the identified, and shared, priorities and demonstrate a satisfactory capacity to improve. Teachers know pupils, and their families, well and positive relationships contribute to pupils' attitudes and behaviour and their wider personal development. The parent–teacher and friends association, PTFA, does much for the school and links with the local community are satisfactory. However, pupils' awareness of, and preparation for, living and working in a culturally diverse United Kingdom are underdeveloped.

What does the school need to do to improve further?

- Lift the overall quality of teaching and learning to good by the end of the year, and raise pupils' level of achievement, and standards overall, by focusing on:
 - strengthening the use of day-to-day assessment to ensure the right challenge for all pupils
 - ensuring opportunities afforded by curriculum-planning are always focused on what pupils need to learn next.

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.

- Improve the school's promotion of community cohesion by:
 - developing links with schools in the United Kingdom
 - improving and renewing the exchange of educational information about the school with another in a developed part of the world.

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

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
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	2
The extent to which pupils feel safe	2
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	3

How effective is the provision?

In most lessons observed, pupils were well motivated by the ideas and resources presented and were keen to please their teachers and other adults. The school curriculum is planned in great detail to promote pupils' enjoyment of learning. It has been revised to encourage creativity and practical learning experiences. These approaches are continuing to be developed to ensure that pupils' precise needs in relation to their skills in English and mathematics are properly covered.

Staff's higher expectations of pupils' progress are reflected in the more challenging targets now being set for individuals and year groups. However, teachers do not yet always take the chance to reinforce pupils' targets, during lessons or when marking pupils' work. Opportunities are also sometimes missed in lessons to guide pupils in what they need to do to improve their skills. In the most effective lessons this does not occur and lessons are planned to be very challenging and fun. This was clear in an English lesson in Year 5/6 on connectives. The pupils were enthusiastic and sensible as they played 'word tennis' to help them to link sentences in interesting ways.

Throughout the school, positive relationships between staff and pupils contribute to the supportive ethos for study. Good use of praise encourages pupils' attentiveness and hard work. The work of the home–school liaison workers is especially successful. The care, patience and understanding they show to vulnerable pupils results in them attending and coping well and is an inspiration to all others in the school. The impact of

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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the school’s good support, guidance and care is evident in the pupils’ good standards of behaviour and social skills.

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	2

How effective are leadership and management?

There is a common sense of purpose, clear drive and ambition to improve among leaders, staff and governors. The partnership that has developed between the headteacher and the two assistant headteachers in the last year, through the very effective support of the local authority, has begun to move the school forward at a much improved pace. There is a clearer understanding of strengths of the school and areas that need more development. The school’s self-evaluation is effective due to their more rigorous work. This has resulted in a comprehensive, and fully shared, improvement plan with very challenging targets and clear guidance for raising standards. Good teamwork is playing a valuable part in moving the school forward. The school administrators are considerable assets to the school and help to ensure the smooth running of the school from day to day.

The very supportive governors hold the school to account by challenging decisions and requesting explanations about the outcomes for pupils. Staff and governors ensure that discrimination in any form is not tolerated, and the school takes its duty to promote equal opportunities seriously. For example, at the moment pupils with special educational needs and/or disabilities achieve better than others and the school is working to make sure that all pupils make consistently good progress.

Procedures to safeguard pupils’ well-being, safety and health are rigorous because all members of staff are well trained and they show good care for pupils and work closely with a range of organisations to support pupils.

The contribution the school makes to community cohesion is satisfactory and pupils are beginning to have a wider understanding of different faiths and cultures. A recent audit has identified the need to expand awareness about national and global perspectives.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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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	3
The effectiveness of safeguarding procedures	3
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

The majority of parents or carers who returned questionnaires or who spoke to the inspection team were happy with the school. They consider that the school has a dedicated team of staff and that it has a very warm, supportive and friendly atmosphere. The majority feel their children make adequate progress. Inspection evidence shows that all pupils are now making improved progress and that those with special educational needs and/or disabilities make good progress. Parents and carers are particularly impressed with the pastoral support their children receive. The majority also felt that the school dealt well with any disruptive behaviour. Inspectors fully endorse these views. The small number of constructive parental criticisms, particularly with regard to valuing parents' and carers' views, were shared and discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	49	27	47	2	4	0	0
The school keeps my child safe	27	47	29	51	1	2	0	0
The school informs me about my child's progress	20	35	30	53	5	9	1	2
My child is making enough progress at this school	13	23	37	65	6	11	1	2
The teaching is good at this school	12	21	41	72	2	4	1	2
The school helps me to support my child's learning	16	28	35	61	3	5	1	2
The school helps my child to have a healthy lifestyle	18	32	35	61	3	5	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)	11	19	36	63	5	9	1	2
The school meets my child's particular needs	11	19	41	72	3	5	1	2
The school deals effectively with unacceptable behaviour	16	28	37	65	4	7	0	0
The school takes account of my suggestions and concerns	14	25	35	61	6	11	1	2
The school is led and managed effectively	20	35	30	53	4	7	2	4
Overall, I am happy with my child's experience at this school	18	32	33	58	4	7	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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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.



5 February 2010

Dear Pupils,

Inspection of Hulbert Junior School, Waterlooville, PO7 8ED

I am writing to thank you for your help when we inspected your school and to let you know what we found out. We spent time in some of your lessons and talked to some of you. We also looked at the work of the school and talked to many of the staff and some of the school governors. We were interested in what your parents think of your school, and we particularly enjoyed listening to what you had to say.

The work of your school is satisfactory; these are some of the things it does particularly well.

- The way your school works with parents is good.
- The way you behave is good and you work and play well together.
- You feel safe at school and you know how to be healthy.
- You help your school to be a happy and better place to play and learn.
- You have a good understanding of right and wrong and look after each other well.

We have agreed with your headteacher that there are a number of things that can be improved.

- Teachers must ensure you are all given work that will help you make the best progress you can at all times.
- We have also asked your headteacher and staff to make sure you are given the chance to look at and understand how children and adults live in places that are different from where you live.

You must continue to listen carefully and take note of what they say so that you can be helped to make good progress in your learning.

Yours sincerely

David Marshall

Lead inspector

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