

# Lee-on-the-Solent Junior School

## Inspection report

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<b>Unique Reference Number</b>	116164
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	338742
<b>Inspection dates</b>	11–12 November 2009
<b>Reporting inspector</b>	Paul Canham

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>	Junior
<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>	360
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Easterbrook
<b>Headteacher</b>	Mary Charlton
<b>Date of previous school inspection</b>	4 December 2006
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff and a group of pupils, and talked with pupils in lessons. They observed the school's work and looked at a range of documentation, including assessment and attendance information, lesson plans, safeguarding arrangements, school development planning, governing body minutes and pupils' work. Inspectors also scrutinised the 207 questionnaires received from parents, as well as those from staff and a sample from pupils.

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

- the extent to which higher expectations of academic performance and the revised curriculum are tackling any variation in learning and raising attainment, particularly for the least able pupils
- how successfully the school promotes pupils' experience and appreciation of cultures and faiths other than their own in this country and beyond
- the influence of the leadership team, including that of the governing body, on the school's direction and sustained improvement.

## Information about the school

Almost all the pupils are from families of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average. Among its awards the school has National Healthy Schools status and the Activemark.

There is a care provision on the school site, which is shared with the adjacent infant school, but this is not managed by the governors and was not inspected.

**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

This is a good school that has made substantial improvements since the last inspection. One of the several strengths is the caring and supportive environment, which places a high priority on enhancing pupils' self-esteem and in developing their confidence. These features are reflected in the increasing rate of progress and the above average standards. Parents are very supportive of the school. One parent's comment represents the views of others: 'We are very pleased to have a child going to this school...doing all it can to engage pupils in the learning process.'

Strong leadership at the very top has been the key factor in driving improvement and lifting standards. With close support from governors and staff who have clear leadership and management roles and responsibilities, the headteacher has worked resolutely to provide the best provision and outcomes for all pupils and families. Governors and school leaders have a clear understanding of where the school is now and of the improvements needed. This awareness and vision are well informed by their accurate evaluation and the school is well placed to move forward.

Pupils start school with average attainment. Improvements are such that standards for the majority of pupils have been lifted by Year 6 to above average levels. Standards for pupils in Year 6 have been above average for several years due largely to strengths in English. Mathematics remains a relative weakness, reflecting limitations in the ability of pupils throughout the school to make effective use of basic mathematical skills. The school is aware of the need to give pupils more opportunities to practise these skills within the recently strengthened curriculum.

The school places teaching and learning at the heart of improved performance. The school's drive for high quality teaching is evident in the continual review of classroom practice based upon close monitoring. Consequently, pupils are progressing well in lessons that, typically, are lively, interesting and well paced. Pupils' well-developed personal qualities can be seen in their good behaviour, interest and enjoyment of learning. They have a good understanding of healthy lifestyles and keeping safe. Clubs, topics and performance activities are popular and provide pupils with good opportunities to develop their confidence, and creative and performance skills.

While the school has good links with outside agencies and the community, it recognises the need to provide pupils with more opportunities to appreciate and value people's backgrounds and communities in other parts of this country and around the world. The school also acknowledges the need to include elements of community cohesion when planning for cross-curricular themes and subjects.

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

- Raise attainment in mathematics by paying greater attention to pupils' basic mathematical skills.
- Extend the school's strategy for community cohesion by:
  - creating more opportunities for pupils to appreciate and value people from a wide variety of backgrounds and communities nationally and globally
  - ensuring that community cohesion is included in planning for cross-curricular themes and subjects.

## Outcomes for individuals and groups of pupils

<b>2</b>
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There are clear signs that the school's concerted efforts and well-tailored support are making a substantial difference, resulting in pupils making more rapid progress than they did before. Pupils' pleasure in learning, as seen in their enthusiastic responses during English, mathematics and information and communication technology (ICT) lessons, is typical and indicates the good pace of learning across the school. Pupils work well in small groups and independently of the teacher, and show determination in getting the tasks right.

Attainment in writing is a strength with relative weaknesses in mathematics, where pupils have yet to show confidence and accuracy when applying basic skills, such as those used in measuring. The school exceeded its challenging but realistic targets for English and matched them in mathematics in 2008 and 2009, indicating pupils' good progress. There are no significant differences between the achievement of different groups of pupils, including those with special educational needs and/or disabilities. The proportion of pupils who reached expected levels and above in both English and mathematics in 2009 was above the national average.

Pupils say they like coming to school and flourish in the supportive and caring environment. They report no bullying or intimidation and show good understanding about personal safety and the need for security when using the internet. There is also much enjoyment of sporting activities, an appreciation of literature during assemblies and in English, and respectful responses during the school's two-minute silence on Remembrance Day.

Pupils' thoughtful behaviour is a strong feature in their successful learning. They are considerate towards each other and are aware of dangers in and out of school. Pupils are polite and courteous, and willingly take on responsibilities to help the school run smoothly. The school council and house system provide good opportunities for pupils to represent the views of others. Responsibilities that are integral to being monitors and assistant librarians help develop pupils' leadership qualities. Supported by the school's projects to encourage enterprise, such as those involving a local paramedic group, pupils' personal skills are developing into important qualities for when they leave school.

*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>2</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?

Good quality displays give a glimpse of an innovative curriculum that successfully links subjects such as history, geography and English. The curriculum also provides a careful balance between basic skills in literacy and the development of pupils' performance and creative skills in subjects such as physical education, music, art, and design and technology. The teaching of French adds a further positive dimension. The curriculum is under continual review and, although it has been particularly successful in raising standards in writing, the school is fully aware of the need to give greater prominence to basic skills in mathematics. The use of ICT underpins much of the project work by giving pupils access to a range of resources and information. Pupils' experiences are enriched by trips locally and beyond. For example, a memorable visit to a motor museum provided pupils with a wealth of information which they used in topic work. As one parent wrote, 'All the children came back buzzing with ideas.' The school's strong programme of personal, social and health education also gives pupils good opportunities to develop confidence and help make well-informed choices. However, the school recognises the need to develop links nationally and globally and include elements of community cohesion in teachers' planning.

The strengths of teaching lie in well-honed tasks and precise questioning that probe pupils' understanding. These characteristics are underpinned by good classroom management and pupils benefit from the right levels of challenge. These qualities are

<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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enhanced by the collaborative approach taken by teachers and their assistants who work effectively within teams and provide well-targeted support. Cross-curricular topics, such as those that encourage creativity, independent research and imaginative writing, successfully capture pupils' interest and hold their attention. Consequently, pupils are enthusiastic and willingly become involved in their learning. Typically, assessment information is used well to identify appropriate levels of approach, although, occasionally, insufficient detail is given and pupils are unsure of the tasks. Marking is supportive but it does not always tell pupils what they need to do to improve.

The good support for pupils' personal development and pastoral care is recognised and valued by parents. 'The school has been very supportive of my daughter during a very difficult period,' one parent reported, 'she knows that she can talk to teachers and other staff if she has any issues.' Attention to pupils' health and well-being is reflected, not just in opportunities for physical activity, but also in the provision of healthy school meals. Individualised programmes of support are made for the school's vulnerable pupils, covering a wide range of personal and learning needs. Individual achievement is effectively managed through comprehensive tracking of attainment and progress. Evaluations lead to focused intervention, which successfully reinforce pupils' literacy skills and build confidence.

*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>2</b>

**How effective are leadership and management?**

With close support from governors and staff, the headteacher has established a school that is committed to lifting levels of achievement and raising standards. The school promotes equality and tackles any form of discrimination well. Systems are well embedded and challenging targets are set for all aspects of the school's work. As a result, attainment is improving and pupils are making more rapid progress than before. Staff and governors have a clear and accurate view of the school's strengths and areas for improvement. School improvement planning is well focused on key priorities, although documents do not provide sufficient detail to help measure the school's progress. Staff value the professional support given by the school and the opportunities to take responsibility for key areas of school improvement. Their high expectations of where they want their pupils to be by the end of each year demonstrate good capacity for moving on.

Knowledgeable and committed governors work closely with the school. They readily

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challenge the effectiveness of the school's developments. Their strategic involvement and the school's effective management structures ensure that policies are systematically reviewed and resources are closely targeted at educational need. Attention to pupils' safety is fundamental to the school's work and safeguarding procedures are securely established. Local services and agencies are used effectively to enhance the well-being of vulnerable pupils and those with special educational needs and/or disabilities.

Community cohesion is successfully promoted within school and in the local area, due, in part, to the revised curriculum which pays attention to local interests. The school has established good links with outside agencies and local businesses. However, the school knows it must do more to help pupils understand about people's backgrounds and communities in other parts of Great Britain and globally. Parents are given a number of opportunities to give views on the school, and benefit from regular contact with the help of delegated staff and newsletters.

*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>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>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**

The very large majority of parent questionnaires were positive and a number of the written comments expressed considerable satisfaction with the school. These included remarks about their children's enjoyment of school, the caring and supportive environment, and the richness of the curriculum.

A small minority of parents wrote detailed comments and recorded concerns over several issues. These included concerns over behaviour, the account taken by the school regarding suggestions and comments, and their children's progress, particularly in



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mathematics. These concerns were not reflected in the very large majority of parents' comments and the inspection found no evidence to support them. Progress in mathematics is now accelerating at a faster rate than seen previously.

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

Ofsted invited all the registered parents and carers of pupils registered at Lee-on-the-Solent 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 207 completed questionnaires by the end of the on-site inspection. In total, there are 360 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	95	46	95	46	15	7	2	1
The school keeps my child safe	85	41	117	57	2	1	0	0
The school informs me about my child's progress	65	31	118	57	19	9	3	1
My child is making enough progress at this school	67	32	97	49	31	15	6	3
The teaching is good at this school	67	32	115	56	13	6	3	1
The school helps me to support my child's learning	66	25	109	62	23	10	2	1
The school helps my child to have a healthy lifestyle	51	25	129	62	21	10	1	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)	76	37	118	54	5	2	2	1
The school meets my child's particular needs	56	27	111	54	29	14	5	2
The school deals effectively with unacceptable behaviour	41	20	125	60	27	13	7	3
The school takes account of my suggestions and concerns	42	20	115	65	36	17	3	1
The school is led and managed effectively	60	29	110	53	18	9	7	3
Overall, I am happy with my child's experience at this school	82	40	101	49	18	9	4	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"> <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.**



13 November 2009

Dear Pupils

Inspection of Lee-on-the-Solent Junior School, Lee-on-the-Solent PO13 9DL

We very much enjoyed our visit to your school and thank you for making us feel so very welcome. This letter is to tell you about some of the things we found while we were with you. It is a good school where you want to be, you make lots of friends, and enjoy taking part in the many interesting and exciting activities. Lee-on-the-Solent is a junior school where staff and governors are working hard to make it even better. A very large number of your parents are happy with the school. You behave well and get on well with each other.

Here are some important things about your school.

- You make good progress in lessons.
- You respond well to the good teaching.
- You feel safe and secure in school and enjoy your work.
- Those in charge of the school are making improvements that are helping you to make even faster progress.
- All staff take good care of you, and make sure that you know what to do to keep safe.
- You have a good understanding of what makes for a healthy lifestyle and healthy eating.

This is what your school has been asked to do to make things even better.

- Help you to improve your mathematics by giving you more opportunities to practise using skills such as those used for weighing and measuring lengths.
- Help you to understand more about people's backgrounds and communities in other parts of this country and the world.

We wish each one of you every success in your future education and hope that you continue to enjoy learning as much as you do now.

Yours sincerely

Paul Canham

Lead inspector

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