

Peel Common Junior School

Inspection report

Unique Reference Number	116175
Local Authority	Hampshire
Inspection number	338750
Inspection dates	24–25 May 2010
Reporting inspector	Keith Sadler

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	182
Appropriate authority	The governing body
Chair	Andrew Johnson
Headteacher	Carole Bishop
Date of previous school inspection	6 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were seen and seven teachers were observed. The inspectors held meetings with governors, staff and groups of pupils. The school's work and a wide range of documentation were reviewed. This included the school's analysis of pupils' progress, teachers' lesson plans, the school's improvement plan, school leaders' monitoring records and also pupils' work. In addition, 33 questionnaires from parents and carers were analysed and their responses taken into account.

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

- what is being done to improve progress and attainment in mathematics
- how well the teaching is tailored to meet the needs of all groups of pupils in each class
- the quality and range of the curriculum and its impact on progress in literacy, numeracy and science
- the role that teachers play in the school's monitoring and evaluation procedures.

Information about the school

Peel Common is smaller than most junior schools. About half the pupils come from the immediate vicinity, with others coming from the surrounding area including about a fifth of pupils whose families serve in the military. The school has many more pupils than usual who enter or leave the school other than at the normal entry point. For example, only about half of the current Year 6 cohort started the school at the beginning of Year 3 and others have joined and left the school in the meantime. Almost all pupils have White British backgrounds. The number of pupils that have special educational needs and/or disabilities, mainly moderate learning disabilities, is average.

There has been a significant turnover of teaching and support staff since the previous inspection. The school has gained the Sports Activemark and the Becta mark for information and communication technology (ICT) competence.

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

The school provides a satisfactory education. Senior leaders have introduced a number of initiatives to strengthen the pupils' progress and these are starting to meet with some success. Progress is now satisfactory in writing, mathematics and science. In reading it is good, with pupils attaining above average standards at the end of Year 6. However, a legacy of some previous under-achievement in mathematics means that attainment in this subject is lower than that of English and science. In writing, pupils' progress is hampered by poor presentation skills, not least because pupils are not sufficiently well encouraged to write using a cursive script. This also means that the speed at which they write is slowed.

Pupils make good progress in their personal development because the school provides a warm and welcoming ethos in which pupils are cared for and supported well. This results in the pupils' good behaviour, positive attitudes to school and learning, and for all classrooms to present as quiet and orderly places to learn. The school has developed an effective partnership with parents and carers, such as through the recent Year 6 mathematics homework project. This contributes positively to make a thriving and cohesive school. However, the development of links to promote national and global cohesion are at an early stage and the school has correctly identified this as a priority. Parents are overwhelmingly appreciative of the school with almost all saying that they are happy with the experiences that the school provides for their children.

There are good systems in place to check the school's provision, and one reason for improvements in learning is because pupils' progress is carefully tracked and this helps to quickly identify any pupils that are slipping behind and need extra support. One further result of the comprehensive monitoring and evaluation processes is that the senior leadership team has a good understanding of the strengths and areas for development. This enables the school's strategic plan to be a useful tool to drive further improvement. The staff work closely as a team and morale is high. All the staff share the senior leaders' commitment to driving further improvement. The recent strengthening of achievement and improvements in attainment demonstrate the school's sound capacity for securing further improvement.

Teaching is satisfactory and there are some strengths, particularly in the teachers' management of pupils and their use of technology to enliven lessons. Even though there are examples of good lessons in both the lower and upper school, there is too much variation in teaching to secure consistently good progress. Whilst teachers invariably make the purposes of lessons clear, they do not ensure that pupils understand what they need to do in order to meet their objectives. This is compounded because marking is inconsistent. Although it is invariably thorough and supportive, too little guidance is

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given about what pupils need to do in order to meet their targets. In the best lessons, teachers ensure that the work set matches the needs of all the groups of pupils and this ensures good progress. However, this is not always the case and, in lessons that are less successful, work is too easy for the middle and upper ability pupils. In addition, on occasion, teachers spend too long introducing the lesson and this reduces the pace of learning.

What does the school need to do to improve further?

- Accelerate pupils' progress and strengthen attainment by ensuring that:
 - pupils' presentation skills are improved and that cursive writing is taught throughout the school
 - expectations of what pupils can achieve are lifted and that work in all lessons is matched to the different capabilities of the pupils
 - pupils are consistently given opportunities to use and apply their knowledge in practical mathematics tasks
- Strengthen the quality of, and reduce inconsistencies in, teaching by:
 - ensuring that pupils have a clear understanding of what they have to do to meet lesson objectives
 - focusing the marking of pupils' work on intended outcomes of the work set and identifying clear targets for future improvement
 - ensuring that teachers reduce the amount of time spent on introducing lessons
- Improve the school's contribution to community cohesion by providing more opportunities for pupils to appreciate the cultural and religious diversity present in the United Kingdom and beyond.

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

Pupils enter the school with attainment that is average, although that of the current Year 6 was below average. Standards have been broadly average for the past few years, although attainment in reading is above average. Current Year 6 pupils are on track to attain average standards, although more pupils are on course to attain the higher level in both English and mathematics than in previous years. Progress is now satisfactory in all year groups, although it has been patchy in the past particularly in mathematics. The school is keenly aware of this and, following good quality support from the local authority, a wide range of initiatives have been introduced to strengthen learning. In particular, a much stronger focus is being placed on improving the pupils' practical mathematics skills. Teachers now ensure that pupils have opportunities to use and apply their knowledge by carrying out practical investigations as part of each unit of work. This is appreciated by pupils who say that they enjoy working together to solve mathematical problems. This was evident in a good Years 5 and 6 mathematics lesson when the pupils were classifying the properties of different shapes and numbers. Here, they collaborated very well and enjoyed the task because it was practical and built on

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their interests. It resulted in good gains being made in their learning. Pupils with special educational needs and/or disabilities make satisfactory progress in their learning.

Pupils respond well to lively teaching and their enjoyment of school is reflected in their above-average attendance. Pupils say that they feel safe in school and this is confirmed by their parents and carers who are unanimous in confirming this is a strength. Pupils' spiritual, moral, social and cultural development is satisfactory. Although pupils' social skills are good, and by the end of Year 6 pupils develop into mature and responsible young people who have a clear understanding of right and wrong, pupils' cultural development is hampered by lack of opportunity to explore other cultures and religions. Pupils respond positively to the many opportunities that are available for them to take responsibility, such as through the influential school council, being prefects and peer mentors. They say that they enjoy instigating and organising events such as competitions and 'privilege play' opportunities

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	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	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Most lessons are planned effectively with teachers preparing interesting and varied

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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activities that ensure that most pupils are engaged in learning. In the best lessons work caters well for pupils' differing needs. However, it is sometimes not sufficiently challenging or matched well enough. Information gained from assessments is not always used well enough to support lesson planning. Teaching assistants provide good support that enables those with additional learning needs to have access to lessons. Those with behavioural and emotional difficulties are managed and supported particularly well due to the sensitive, though firm, help that they receive.

The curriculum is satisfactory and has some strengths. Pupils appreciate the wide range of additional activities including many opportunities for after-school clubs which are mainly sporting or arts based. This is reflected in the school gaining the Sports Activemark. Many of these activities contribute well to the good progress that pupils make in their personal development. The curriculum is enriched by many visitors to the school. For example, during the inspection a visitor brought to life tropical rainforests with a wide array of live insects and reptiles which the pupils were able to touch and hold. The school is in the process of reviewing the curriculum to make it more creative for the pupils and to make sure that it is based more directly on pupils' first-hand experiences. However, it is too early to show the full impact of the new initiatives on pupils' progress. The school recognises that there is a need to ensure that the science curriculum is more practically based and also that the time allocated for religious education needs to be extended.

The good levels of care for all pupils form the basis of the positive learning environment. Staff and pupils ensure that the many pupils that join the school during the school year are made welcome and because the induction processes are good, these pupils quickly settle into the routines of the school. The school's family support worker and learning mentor makes a good contribution to the support of pupils that have additional needs. There are some good examples of significant successes in the way in which the school helps pupils overcome difficulties to achieve well. Parents say that they appreciate the opportunity for their children to join the breakfast club. This is well organised and of good quality and, this too, provides a good contribution to the school's provision.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The recently formed senior leadership team is starting to impact positively on pupils' achievement and progress. Senior leaders have a clear vision for the school. The

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headteacher, supported well by the effective deputy headteacher, involves teachers with responsibilities well in supporting the school's self-evaluation, although some are new to taking on these responsibilities. Monitoring and evaluation of pupils' progress are becoming more rigorous. Already there is evidence of underachievement being successfully tackled, with gaps in the performance of different groups being narrowed. Senior leaders realise that more urgency needs to be applied to ensure that the shared vision and commitment to improvement are fully realised in pupils' learning. The leadership and management of teaching and learning are becoming more effective. Teaching is strengthening but not enough lessons are sufficiently good or better to raise standards.

The school's good partnership with the local authority and close working partnerships with health and social care agencies make a good contribution to pupils' welfare and progress. For example, more-able pupils regularly attend mathematics lessons in the partner secondary school and the school successfully draws on specialist skills to support vulnerable pupils and those with special educational needs and/or disabilities.

Arrangements to protect and safeguard pupils are of good quality. Pupils' health and safety are assured because close attention is paid to these areas including the close vetting of new members of staff. In addition, equal opportunities are given a high priority in the school. Staff ensure that all pupils have access to the opportunities provided and the school is inclusive in its work. Governors have a good understanding of the strengths and development points of the school and ensure that regulatory requirements are met. They are beginning to influence the educational direction of the school as their checking of provision and pupils' attainment improves.

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
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Views of parents and carers

Parents and carers are overwhelmingly supportive of the school. They are unanimous in their support on seven occasions. Many parents and carers wrote positive comments about the school. They are summarised by the parent or carer who wrote, 'My daughter loves school and it is a fantastic centre for learning. I wish I could go back in time to go to this school myself!' There were no areas in which parents or carers showed particular concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Peel Common 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 33 completed questionnaires by the end of the on-site inspection. In total, there are 182 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	24	73	7	21	2	6	0	0
The school keeps my child safe	20	61	13	39	0	0	0	0
The school informs me about my child's progress	19	58	14	42	0	0	0	0
My child is making enough progress at this school	20	61	11	33	1	3	0	0
The teaching is good at this school	22	67	11	33	0	0	0	0
The school helps me to support my child's learning	18	55	14	42	1	3	0	0
The school helps my child to have a healthy lifestyle	19	58	13	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)	19	58	14	42	0	0	0	0
The school meets my child's particular needs	19	58	11	33	2	6	0	0
The school deals effectively with unacceptable behaviour	15	45	17	52	1	3	0	0
The school takes account of my suggestions and concerns	13	39	19	58	0	0	0	0
The school is led and managed effectively	20	61	12	36	0	0	0	0
Overall, I am happy with my child's experience at this school	23	70	9	27	1	3	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.



26 May 2010

Dear Pupils

Inspection of Peel Common Junior School, Gosport PO13 0QD

Thank you for helping us when we visited your school to see you at work. We were really impressed by how much you enjoy your work. I particularly enjoyed listening to all the Year 4 pupils playing their brass instruments. Well done! We agree with your parents and carers that you are in safe hands.

Yours is a satisfactory school, which is starting to improve. You behave well in lessons and around the school and you get on well with the adults and other pupils. You enjoy taking on responsibility and you particularly enjoy the good range of after-school clubs that the school provides for you. You are making satisfactory progress in your learning. There is still a lot of work to be done to make Peel Common Junior as good as your headteacher and the governors want it to be. Your headteacher knows how to improve it! We have asked her to make sure that you improve your progress by doing the following things.

- Giving you more chances to develop your mathematical problem-solving and reasoning skills.
- Making sure that you improve your handwriting and are taught to do joined up writing from when you start Year 3
- Making sure that the work that is given to you is challenging for you whether you find learning easy or hard
- For your teachers to make sure that you know what you have to do to meet the lesson objectives.
- When marking your work, for teachers to make it clear to you what you have to do next to meet your targets.
- For your teachers not to spend too long when they introduce lessons to you.
- For you to learn more about different religions and peoples that live in the United Kingdom and across the world.

You can continue to help by working hard towards your targets. We hope that you enjoy your future learning.

Yours sincerely

Keith Sadler

Lead inspector

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