

Hart Plain Junior School

Inspection report

Unique Reference Number	116244
Local Authority	Hampshire
Inspection number	338772
Inspection dates	19–20 October 2009
Reporting inspector	Andrew Saunders

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	332
Appropriate authority	The governing body
Chair	Mrs Siobhan Towell
Headteacher	Mrs Nicola Tettmar
Date of previous school inspection	3 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and held meetings with governors, staff, groups of pupils and representatives from the local authority, and met informally with parents. They observed the school's work, and looked at tracking of pupils' progress, planning for the curriculum and lessons, school policies and procedures, records of monitoring of teaching and learning and school development plans. Inspectors also considered questionnaires returned by 60 parents as well as surveys from the pupils and staff.

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

- the recent attainment of pupils and the progress they have made, particularly considering groups of pupils, including boys and girls, and more able pupils
- whether teaching is good enough to ensure pupils make the progress they should, and the use made of assessment to develop suitable work for them
- the effectiveness of leaders at all levels in promoting high expectations and ensuring that improvements take place.

Information about the school

This is an average-sized school in an urban area. Most pupils join the school from the adjacent infant school. The pupils are very largely from a White British background. The proportion of pupils with special educational needs and/or disabilities is broadly average, although the proportion of pupils with a statement of special educational needs is above average. The proportion of pupils eligible for free school meals is broadly average. The school has a nurture group, which caters for those with particular emotional needs, and runs a breakfast club; these were looked at as part of the inspection. The headteacher has been in post for 18 months. The school holds the Activemark and the Healthy Schools 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 rapidly improving school where the determined leadership of the new headteacher has brought about very significant changes in a short space of time. In particular, the quality of teaching and learning has improved, and systems to track the progress of pupils more accurately have been introduced. Although there have been considerable changes to staffing, teachers care a great deal about the pupils and the good relationship between pupils and staff means that pupils enjoy coming to school. As a parent indicated, 'I am more than happy with the school. I feel comfortable to approach any of the teachers and always get suitable feedback.'

While results in recent national tests show attainment to be low, progress in lessons has improved and is now satisfactory. Standards in writing are not as strong as in reading, and this hinders the pupils' progress across the curriculum. The school has introduced support for pupils who are having difficulty with numeracy skills; this is improving progress but is too recent to have had an impact on raising attainment.

Many of the outcomes for pupils' personal development and well-being are good, including their overall spiritual, moral, social and cultural development, because the school takes good care of them. Some pupils have considerable challenges in their lives and the school responds well to individual pastoral needs. A powerful example of this is the nurture group and pupils were positive about graduating from this group, because of the impact it has had. A further example is the breakfast club, which helps pupils to make a good start to the day and supports punctuality. There are plenty of additional activities for pupils, particularly in sport, which the pupils say are 'fantastic', and which helped towards achieving the Healthy Schools award. Pupils can take on a range of duties and responsibilities in school, which they enjoy. They support local and national charities and contribute practically to their local area, for example through the Waterloo music festival. Links with the national or international communities are limited and pupils' understanding of wider cultures and lifestyles is explored marginally through some topics they study.

The headteacher has a good understanding of the school's strengths and needs.

Leaders work hard to encourage more parents to become involved in the school and their children's learning. Good links with outside specialists ensure that vulnerable pupils and others with special educational needs and/or disabilities have good support, enabling them to overcome considerable barriers and make at least satisfactory progress. The leadership team, staff and governors are united in their desire to improve the outcomes for the pupils and have well-crafted and relevant plans to realise this ambition. The orderly and friendly atmosphere, the dedication of staff to the welfare of

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the pupils, and the pupils' behaviour and eagerness to learn also contribute to the school's good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that teaching improves so that most lessons are good or better, by:
 - providing more challenge for more able pupils
 - matching work more closely to pupils' needs, through incisive use of assessment.
- Raise attainment, particularly in writing and mathematics, by July 2010, by:
 - improving the consistency of progress across the school
 - giving pupils more opportunities to develop writing and numeracy skills across the curriculum.
- Improve pupils' understanding of other cultures and lifestyles, by developing links with wider national and international communities.

Outcomes for individuals and groups of pupils

3

The overall progress of pupils as they move through the school has improved, and it is now satisfactory in lessons. Improvements are particularly evident in Year 6, where good teaching helps pupils to make up lost ground because activities provide appropriate challenge and assessment is used well to ensure pupils have the support they need.

In national tests in 2009, preliminary results show that the attainment of Year 6 pupils was low, particularly in writing and mathematics. These pupils joined the school with skills and knowledge that were broadly average overall, but below average in writing and mathematics. However, inadequate teaching and consequently poor progress in recent years led to the low attainment of these pupils. The school is well aware of this and has worked actively with the local authority to ensure improvements come about quickly. They have put in place rigorous strategies to improve teaching and provided pupils across the school with additional support. The new tracking system ensures these pupils are identified quickly and that support is having a positive impact. Those with special educational needs and/or disabilities receive appropriate support so that they make at least satisfactory progress and many make good progress considering their starting points and abilities.

Pupils enjoy discussing and contributing ideas. At times, they rely too much on the teachers for direction and to keep them focused, particularly when working in small groups or on their own. This means that while they enjoy what they are doing, they do not make as much progress as they might. Pupils are increasingly involved in evaluating their work against suitable success criteria, which helps them to know how well they are doing, and what they need to do next. The development of speaking and listening, the good information and communication technology skills gained, and the good personal and social skills developed mean that pupils are suitably prepared for the world beyond

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the school. They are supportive of each other and are understanding of those who have particular emotional, social or physical needs. Pupils say that they feel safe in school and can talk to adults if they are worried. The use of positive rewards is appreciated by pupils, who enjoy the privileges they earn as a result. They particularly enjoy physical education lessons and the opportunities they have to keep fit, which demonstrates their good understanding of how they can stay healthy. Attendance is broadly average and the school does much to work with parents and other partners to encourage regular attendance and punctuality.

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

How effective is the provision?

The improvement of teaching has been a strong focus for the school, and this is now consistently at least satisfactory, and sometimes better. Staff are rapidly gaining in confidence in using the assessment data available to ensure tasks are better matched to pupils' needs, and increasingly adapt lessons in response to the pupils' progress. Where this is particularly effective, pupils are making good progress, but at times there is still too little challenge for pupils, particularly the more able. Planning has been modified to

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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promote more opportunities for pupils to develop their skills across the curriculum, and although this is not yet consistent, it has helped to improve the content of pupils' writing. Marking is regular and provides helpful direction for pupils, although opportunities for pupils to respond to this and make a real difference are not frequent enough. Teaching assistants are well informed and skilled in nurturing pupils who need additional support so they can make the most of the learning opportunities.

Staff have worked together to produce a new curriculum, planned to better meet pupils' needs and make learning more relevant and exciting. The wider curriculum is taught by means of interesting topics that engage pupils, with care taken to consider the interests of boys and girls. These topics are carefully planned to ensure that the national requirements are met. Opportunities to learn French and to discuss philosophy also enrich the curriculum and are improving pupils' oral ability, but the gains are not consolidated by pupils writing down their ideas. In the short time these changes have been in place, the school has identified improvements in both achievement and behaviour. Part-time specialist staff work regularly in the school, teaching music and physical education lessons, both of which are greatly enjoyed. There are a good number of clubs and activities and many pupils participate in team games against other local schools, which helped the school to achieve the Activemark. Clubs range from ballroom dancing to sports, choir and other activities deliberately targeted at extending the more able. Pupil leaders organise a variety of clubs at lunchtime to promote physical activities. The residential trip in Year 5 is a highlight for many pupils and the school tries to ensure this is accessible to all pupils, an indicator of the good care shown.

The systems to manage behaviour and support those who find it difficult to keep within expectations are effective, and this helps ensure behaviour is good. Pupils felt there was very little or no bullying, but that inappropriate behaviour was dealt with fairly. A few parents had concerns about the behaviour of a very small minority of pupils, but inspectors found that any incidents are dealt with quickly and effectively so that learning is not disrupted. As one parent said, 'Overall, I find the school to be friendly, caring and everything I expect for my child's education.'

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 new headteacher has quickly gained a clear grasp of the difficulties facing the school. Through incisive analysis of data, she has identified the most pressing issues and

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has tackled these effectively, with the support of key staff and the local authority. Monitoring of lessons and pupils' work is very thorough and provides clear guidance on what needs to be developed, which is followed up. As a result, there is increased ambition at all levels to bring about improvements. There have been considerable changes in the governing body and they are now providing more rigorous challenge and evaluative rigour alongside their loyal support. Along with the staff, they recognise that not enough has been done to accelerate the progress of pupils in writing and mathematics, particularly to help those who are more able to excel. Safeguarding procedures are good; all statutory checks are carried out and recorded and staff are well trained in child protection. Policies to promote equality of opportunities are appropriate; pupils generally get along amicably and participate in the full range of opportunities. Where conflicts arise, the school acts quickly and effectively. The school has appropriate policies for promoting community cohesion, although as yet little has been done to evaluate and develop this area more widely, as the school has initially focused its attention on local needs.

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	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

Views of parents and carers

The vast majority of parents who responded to the questionnaire were positive about the school and comments indicated their appreciation of how their children have been supported. Parents interviewed informally supported this view. In the questionnaire, a few parents felt that the school does not take account of their suggestions and concerns. Inspectors found that there are a number of ways that the school encourages

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and informs parents and gives them ways to contribute to their children's learning. Almost all parents agreed that the school keeps their children safe, that teaching is good at the school, and that they were happy with their child's experience at the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hart Plain 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 60 completed questionnaires by the end of the on-site inspection. In total, there are 332 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	60	23	38	1	2	0	0
The school keeps my child safe	39	65	21	35	0	0	0	0
The school informs me about my child's progress	25	42	30	50	4	7	0	0
My child is making enough progress at this school	20	33	36	60	2	3	1	2
The teaching is good at this school	23	38	34	57	0	0	0	0
The school helps me to support my child's learning	23	38	35	58	2	3	0	0
The school helps my child to have a healthy lifestyle	31	52	27	45	1	2	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)	28	47	29	48	1	2	0	0
The school meets my child's particular needs	29	48	25	42	5	8	0	0
The school deals effectively with unacceptable behaviour	17	28	35	58	4	7	0	0
The school takes account of my suggestions and concerns	17	28	32	53	7	12	0	0
The school is led and managed effectively	21	35	34	57	3	5	1	2
Overall, I am happy with my child's experience at this school	26	43	32	53	0	0	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 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.



21 October 2009

Dear Pupils

Inspection of Hart Plain Junior School, Waterlooville, PO8 8SA

Thank you for taking time to chat to us while we visited your school. We enjoyed looking at your work and hearing about what you like about your school. You told us that you enjoy being at school, and that you feel safe because the adults look after you very well. You also like 'Golden Time' and as a result you behave well, in lessons and when you have time to play. We agree that the school takes good care of you.

The school gives you a satisfactory education. That means that it does some things well, but there are a few things that it could do better.

Here is what we thought about your school:

- Staying healthy is important to you and you know what you can do to make sure this happens; you particularly enjoy physical education lessons.
- Your attendance is satisfactory; you can help by making sure you are at school every day. Well done to those of you who didn't miss a single day of school!
- Those of you who find learning more difficult are supported so that you make at least satisfactory progress, and some of you make even better progress.
- The school has improved the teaching so that you learn more in lessons, and developed the curriculum so you have interesting work to do.
- Sometimes, you rely too much on the teachers to tell you what to do; you can help by thinking about what you need to do next for yourself.
- The headteacher knows clearly what needs to be done in order to make sure things continue to improve, and she is determined to do so.

Here are some of the things we have asked your school to improve:

- Make sure that teaching gets even better, by making good use of assessment about how well you are doing, and giving you work that is even harder.
- Help you to do even better in the national tests at the end of Year 6, by making sure you all make the progress you should each year, and by giving you more opportunities to get better at writing and your numeracy skills.
- Help you find out more about other people across Britain and the wider world, such as how they live and what they believe.

Most of all, you should continue to enjoy your learning and do the best work you can.

Yours faithfully
Andrew Saunders
Lead inspector

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