

# Clarendon Junior School

## Inspection report

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<b>Unique Reference Number</b>	126492
<b>Local Authority</b>	Wiltshire
<b>Inspection number</b>	364009
<b>Inspection dates</b>	22–23 September 2010
<b>Reporting inspector</b>	Judith Rundle HMI

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>	313
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs L Coleman
<b>Headteacher</b>	Mr A Bostock
<b>Date of previous school inspection</b>	28 February 2008
<b>School address</b>	Arnott Close Tidworth SP9 7QD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They visited 27 lessons, observed 12 teachers and held meetings with the headteacher, staff, pupils, governors, parents and carers. Inspectors observed the school's work, and looked at the school development plan and its self-evaluation, tracking information on pupils' attainment and progress, curriculum documentation, minutes of governing body meetings, staff and pupil questionnaires and 132 questionnaires from parents and carers.

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

- The quality of learning and progress for all pupils, especially in mathematics, with a focus on pupils with special educational needs and those at the early stages of English.
- The use and impact of assessment strategies to improve pupils' attainment.
- The engagement and contribution of staff, governing body, parents and carers to driving improvement.

## Information about the school

Clarendon is a larger than average-sized junior school that had an increased number of pupils on roll last year. Most pupils are White British, with a small number from minority ethnic backgrounds. Most pupils are from armed service families in infantry regiments. Close to 40% of pupils have one parent on active service. The number of pupils who leave or join the school other than at normal times is very high. There are currently no pupils taking free school meals, although three are eligible. The proportions of pupils with special educational needs and/or disabilities, and with a statement of special educational needs are average. A small number of pupils are at the early stages of learning English. A privately run breakfast club is provided on the school site. The school is an accredited Investor in People and has National Healthy Schools status, the Eco-Schools Silver award, Global Schools level 1 and Rugby and Football charter awards.

**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

The headteacher, senior leaders and governors have an accurate view of the school's work because of thorough monitoring procedures. Priorities for development are translated into an effective plan that focuses clearly on raising standards even further. Improvements since the last inspection have included more effective deployment of teaching assistants and increased frequency of assessment to monitor pupils' progress. These improvements, coupled with good support from the governing body, mean that the school has good capacity to improve further. Parents and carers are very positive about the work of the school. As one says, 'my children love school and the teaching staff and we couldn't wish for anything better.'

Leaders judge care, guidance and support as good but inspectors found these aspects to be outstanding, especially for pupils of service families. The school has robust procedures to ensure a smooth transition into the school for pupils who join at the start of Year 3 and for those who join at different stages of their education. Staff have highly effective partnerships with external agencies, including army welfare officers and local authority language, special educational needs and disability services, to support the needs of individual pupils. One parent sums this up by saying 'the school has helped in developing our child with special educational needs and low confidence into a child forever growing in self-awareness and self-esteem.'

From below average attainment when they join the school, pupils make good progress overall and attain standards that are broadly average in English, mathematics and science by the end of Year 6. The focus placed on English in recent years has led to improvements in attainment, especially for boys, and similar initiatives are being introduced to improve mathematics attainment. Pupils have outstanding knowledge and understanding of living an active healthy lifestyle. Pupils' behaviour is good in lessons and around the school; they are polite, courteous and socialise with each other well. Occasionally standards of behaviour slip in lessons but this is quickly and effectively dealt with by adults.

Teaching is good overall, and occasionally outstanding. All teachers are effective at planning work for pupils with different abilities in one class. Some inconsistencies exist in the level of expectation and challenge especially for higher attaining pupils who, at times, are capable of achieving more. There is also some variation in the use of pupils' self-assessment. Teachers and teaching assistants use their subject knowledge well to observe and monitor pupils' progress in lessons and to intervene and bring about improvement. However, not all pupils know how well they are doing or their next steps in learning.

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Pupils make a good contribution to the school and local community and especially enjoy their roles as school councillors and play leaders. Senior leaders acknowledge that more work is needed to develop pupils' understanding of the wider community including living in multi-ethnic Britain. A small number of parents and carers expressed a desire for more communication between themselves and the school and leaders recognise the need to engage parents and carers more in school life.

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

- Increase the proportion of outstanding teaching by ensuring consistency in:
  - all pupils knowing how well they are doing and how to improve further
  - the use of pupils' self-assessment
  - challenge for all pupils especially the most able.
- Improve community cohesion by:
  - extending pupils' knowledge of life in multi-ethnic Britain
  - improving communication and engagement with parents and carers, and involving them more in the work of the school.

**Outcomes for individuals and groups of pupils****2**

In the lessons observed during the inspection, pupils practised and developed their skills well and worked hard to complete tasks. In science lessons they made good and at times better progress in learning about functions of the heart and in English pupils were excited to read short extracts of text to help them identify the different genre of books. The work seen in lessons and the assessment and tracking information held by the school confirm that pupils are making good progress overall from their below average starting points. Pupils with special educational needs and/or disabilities and those at the early stages of learning English make the same good progress as others because of well-targeted support from teachers and teaching assistants. The small numbers of pupils who attend the school for four years frequently make outstanding progress. Attainment has been steadily improving over the last three years and is average in English, mathematics and science.

The vast majority of pupils say they feel safe in school. All pupils spoken to know who to talk to if they have a concern and are confident that staff will deal effectively with any issues. Pupils have an excellent awareness of how to stay healthy, as shown in their participation of two hours physical education each week and a wealth of after-school sports clubs. Pupils undertake responsibilities seriously and work cooperatively together to complete tasks and activities including fundraising for charity. Their opportunities to instigate and lead initiatives in the school and local community are not fully embedded. Pupils have good knowledge and understanding of different cultures around the world although their understanding of the cultural diversity of the United Kingdom is limited.

*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>	3
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>1</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?

A good range of teaching methods is used across classes to engage pupils in learning. All teachers use technology well to stimulate pupils' interest and motivate them to want to learn. Teachers and teaching assistants have good subject knowledge that enables them use questioning effectively. This helps pupils to work out their own answers; solutions to problems and to improve their work. Relationships between pupils and staff are good and teachers have consistently high expectations of pupils' verbal input through 'talking partners' and class discussions. In an outstanding mathematics lesson the brisk pace and high expectations ensured pupils were challenged in their thinking and learning to solve problems. Teachers assess and monitor pupils' progress regularly. This leads to swift intervention and support if pupils are indentified as falling behind and ensures all pupils make good progress. Pupils are given good feedback in lessons on their learning but written feedback does not always identify how pupils can improve further.

Good links are created in the curriculum to help pupils develop key skills and to make links between subjects. Pupils talked knowledgably about the Romans and worked with enthusiasm when making their own Roman mosaics. The school decision to teach German supports pupils move from army postings in Europe well. One child said, 'it helped me feel I was really good at something as soon as I came to the school.' The curriculum is enriched by residential weeks, visitors to the school and visits to local

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<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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points of interest. A good range of extra curricular activities is available with high participation levels.

The care and support of pupils is at the heart of the school's work. All staff know pupils and their needs very well and work together to ensure that they are met. The procedures to support pupils and service families are outstanding, especially in the challenging circumstances of parents and carers being away on active service. Pupils with special education needs and/or disabilities receive excellent support from teachers and teaching assistants. The small group and/or one-to-one work enable all pupils to make good progress. The small numbers of pupils who enter the school at the early stages of learning English make rapid progress in acquiring the language because of the excellent support they receive which in turn enables them to learn and achieve very well in all subjects.

*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>1</b>

**How effective are leadership and management?**

Leaders and all staff have worked together well to bring about positive changes since the last inspection. Data from assessment and monitoring held by the school is used more effectively to identify any underachievement and tackle it swiftly. Year group and subject managers are empowered to lead and evaluate improvements in their areas of responsibility and this has led to the improving trend in standards. All staff are committed to seeking and providing the best opportunities for pupils. Leaders, staff and the governing body work well together in a partnership of mutual respect. This enables effective support and sensitive challenge by the governing body in helping to set the strategic direction of the school. Teachers, particularly those newly qualified, and teaching assistants benefit from good opportunities for professional development to support their roles.

The promotion of equality is outstanding with the swift inclusion of all pupils being at the core of the schools work. No significant differences occur in the attainment between boys and girls and leaders have created an ethos of intolerance to discrimination. Safeguarding and child protection procedures are secure and pupils spoken to said 'bullying is just not accepted at this school.' Pupils have good opportunities to develop understanding of other cultures globally, although the wider promotion of community cohesion, including the engagement of parents and carers in the school community, is yet to be fully embedded.

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*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>3</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>1</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**

Parents and carers are overwhelmingly supportive and very happy with the school. The vast majority are pleased with the progress their child is making, and feel the school meets the needs of individual children well. As one parent said, 'both my children have progressed well academically and socially.' A minority of parents and carers indicate that they would welcome more communication with the school and opportunities to become involved in the school's work. A small number also commented that they would like more information on what their child is learning, how well they are doing and how they can support their learning.



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

Ofsted invited all the registered parents and carers of pupils registered at Clarendon 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 313 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	50	63	48	1	1	0	0
The school keeps my child safe	60	45	68	52	2	2	0	0
The school informs me about my child's progress	43	33	76	58	4	3	2	2
My child is making enough progress at this school	43	33	76	58	2	2	1	1
The teaching is good at this school	52	39	70	53	1	1	1	1
The school helps me to support my child's learning	47	36	70	53	6	5	2	2
The school helps my child to have a healthy lifestyle	39	30	82	62	4	3	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)	42	32	76	58	3	2	2	2
The school meets my child's particular needs	48	36	71	54	6	5	1	1
The school deals effectively with unacceptable behaviour	46	35	78	59	2	2	1	1
The school takes account of my suggestions and concerns	31	23	60	45	8	6	0	0
The school is led and managed effectively	54	41	68	52	3	2	1	1
Overall, I am happy with my child's experience at this school	53	40	63	48	1	1	1	1

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 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"><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.**



24 September 2010

Dear Pupils

Inspection of Clarendon Junior School, Tidworth, SP9 7DQ

I am writing to say 'thank you' for making us feel welcome and for talking to us when we came to visit your school recently. I also want to tell you what we found out about your school.

Clarendon provides you with a good education. All the adults who work at the school know you and your needs extremely well and take good care of you. You behave well in class and in the playground and make others feel very welcome when they join at different times. You work well in lessons and make good progress.

We have asked the school to review two things. The first is to ensure that all of you are challenged to do your best and that adults make sure you know how well you are doing and what you need to do to improve, including assessing your own work. You can help by listening and working hard, by responding to feedback and wanting to attain your best too. The second is to improve community links with your parents and carers and your understanding of living in multi-ethnic Britain.

I hope that you continue enjoying school and learning new things. Thank you once again for showing us your school.

Yours sincerely

Judith Rundle

Her Majesty's Inspector

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