

Padnell Junior School

Inspection report

Unique reference number	115964
Local authority	Hampshire
Inspection number	379177
Inspection dates	7–8 February 2012
Lead inspector	John Stewart

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	235
Appropriate authority	The governing body
Chair	Mr David Clannachan
Headteacher	Mrs Sandra Lawlor
Date of previous school inspection	10 March 2009
School address	Padnell Road Cowplain Waterlooville PO8 8EA
Telephone number	02392252752
Fax number	02392232084
Email address	adminoffice@padnell-jun.hants.sch.uk

Age group	7–11
Inspection date(s)	7–8 February 2012
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Introduction

Inspection team

John Stewart

Additional inspector

Kusum Trikha

Additional inspector

Akwil Gill

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 18 lessons taught by 12 different teachers. They held meetings with representatives of the governing body, staff and pupils and had a telephone meeting with the local authority Leading Learning Partner. Inspectors observed the school's work, and looked at a range of school policies and documentation relating to safeguarding and strategic planning, examples of pupils' work, assessment data about pupils' progress, monitoring records of lesson observations and the school improvement plan. They also scrutinised 53 questionnaires returned by parents and carers as well as 96 from pupils and 18 from staff. No responses to the online questionnaire (Parent View) were available to assist in planning the inspection.

Information about the school

Padnell Junior School is an average-sized primary school. The percentage of disabled pupils and those with special educational needs is average and the proportion entitled to free school meals is below average. Few pupils speak English as an additional language as most are from a White British heritage. Numbers have declined recently as a result of the school moving from three-form entry to two-form entry. The school's senior leadership has experienced a period of significant turbulence in recent years and a new team has been in place since September 2011. The school shares a site with the infant school. A before-school club operates daily on the school site and there is a privately-run after-school club which is not managed by the governing body. The school has gained the Activemark award. The school meets the current floor standard.

Inspection judgements

Overall effectiveness	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	3
Leadership and management	4

Key findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

- The overall effectiveness of the school is inadequate because achievement, the quality of teaching and leadership and management are inadequate. The attainment of pupils at the end of Year 6 in 2011 was below average in English and mathematics, especially for boys. Attainment in reading is now better than in writing and is improving in mathematics. However, current attainment in writing is below expectations, and pupils' progress, especially in writing, is not good enough.
- The quality of teaching has improved recently and was mainly satisfactory in lessons observed during the inspection, but over time has become inadequate. Teaching is currently enabling pupils to make broadly satisfactory progress in reading, but the improvements to teaching have not been sufficient to ensure that all pupils develop basic skills well, especially in writing.
- The school's systems to provide feedback to pupils do not provide consistent or specific enough help to enable pupils to understand exactly what they need to do to improve their writing.
- The behaviour and safety of pupils is satisfactory. Pupils are polite and courteous and work willingly in lessons when tasks are engaging and interesting. The concentration of a minority of pupils drops when the pace of lessons is not brisk.
- Although there have been recent improvements in teaching and attendance, leaders and managers have not demonstrated the capacity to secure sufficient essential improvement since the previous inspection. Some aspects identified in the previous report remain as priorities for the school to improve further. Lessons still do not provide a consistently high challenge for all pupils.

What does the school need to do to improve further?

- Raise pupils' achievement, especially in writing and mathematics, so that attainment by the end of Year 6 is at least average and pupils make at least the expected progress, by:
 - making consistent use of assessment data so that the level of challenge is better matched to the needs of all groups of pupils
 - ensuring that writing tasks engage all pupils, especially boys
 - ensuring that teachers have consistently high expectations for pupils' handwriting and presentation
 - giving pupils clear and precise feedback on what they need to do to improve the quality of their writing
 - setting high expectations for the quality of writing in all subjects.

- Raise the quality of teaching and learning so that all pupils make the levels of progress of which they are capable in all areas by:
 - providing teachers with clear guidance about strengths and areas for development in their teaching
 - ensuring teachers check on pupils' progress during lessons and make any necessary adjustments to meet their needs
 - using targeted questions effectively to check pupils' understanding, extend their thinking and provide greater challenge
 - making sure that the pace of lessons is brisk and that pupils are fully engaged at all times
 - sharing good practice and setting clear expectations for all staff.

- Improve the work of all leaders and managers, including the governing body, so that they all play an effective role in driving the school's improvement by:
 - rigorously monitoring the impact of actions which seek to bring about improvements
 - monitoring the impact of teaching on pupils' learning and progress, especially on boys' writing
 - ensuring that the governing body is more rigorous in holding the school to account.

Main report

Achievement of pupils

The published results for the end of Year 6 show that overall attainment in 2011 was below average. This was a significant decline from 2010 when standards were above average. National test results show that girls are doing better than boys in English and mathematics. In the present Year 6, pupils are attaining average standards in reading and mathematics. However, attainment and progress in writing are weaker than in reading and mathematics. Disabled pupils and those with special educational needs made satisfactory progress, although their progress is better in English than mathematics. Although most parents and carers are satisfied with their children's progress, the 2011 Year 6 cohort made less than expected progress in English and

mathematics, mainly due to boys making significantly less progress than expected.

Despite the upturn in attainment this year, the current rates of pupils' progress is too variable through the school. It is mostly only satisfactory, although some good and inadequate progress is evident. The impact of the better lessons is clear. For example, pupils made good progress in a Year 4 English lesson because of the teacher's high expectations and use of assessment to plan tasks that were suitably matched to pupils' needs. Good modelling of the sounds that letters make enabled pupils to write purposefully and the teacher promoted their independence and confidence. However, when the tasks do not match pupils' needs and teachers do not provide sufficient guidance or intervene quickly to check on pupils' progress, they underachieve.

Scrutiny of pupils' work and the school's tracking data indicate that almost 30% of boys currently in Year 6 are not on track to make the expected progress in writing, thus continuing the trend of underachievement. This lack of progress is especially evident in topic books and in other subjects. Expectations are not high enough when pupils use their literacy skills the quality of handwriting is poor, as is the presentation in too many books. The school has introduced strategies to engage boys more effectively in writing but there is no evidence that these are yet having an impact.

Quality of teaching

The pupils' work in books and the school's own assessment information indicate that the quality of teaching has been inadequate over time although most of the teaching observed during the inspection was satisfactory. There have been improvements recently and teaching now enables pupils to make satisfactory progress in reading and better progress in mathematics. However, teaching across the school has not been strong enough to have had a significant enough impact on attainment and pupils' progress in writing. Where teaching is good, this is enabling pupils to move forward in their learning. For example, good teaching in a Year 3 mathematics lesson enabled pupils to gain new skills and an understanding of fractions. The teacher recapped on prior learning and ensured that pupils were clear about their tasks. The practical nature of the tasks enhanced their learning and the lesson proceeded at a good pace, engaging and enthusing pupils. Accurate use of assessment information was used to inform planning in a different Year 3 mathematics lesson and this ensured that challenges were suitably matched to the needs of pupils. Here, practical activities encouraged pupils to work and think independently and the teacher used questions that provided additional challenge and extended pupils' thinking. More generally, these sorts of strategies are not consistently applied in lessons across the school as teachers do not always check on pupils' progress during lessons or make the necessary adjustments to meet their different needs.

Warm relationships are a feature of lessons and help pupils to collaborate well with their partners. They show a willingness to participate in tasks and answer questions. Most pupils display good behaviour and attitudes to learning when the pace of lessons and active nature of tasks keeps them interested. However, when the pace drops a minority of pupils lose concentration and focus, and this slows their learning.

Although teachers have started to use stamps in books to indicate that pupils have

achieved the lesson's objective, there are too few comments or guidance to help pupils so that they know exactly what they need to do to improve their writing. Marking concentrates too much on subject content and not enough on pupils' writing skills. Most parents and carers consider that their children are well taught, but a few highlighted concerns to inspectors about their children's progress and the inconsistent management of behaviour. Inspectors share their concerns about pupils' progress but found that behaviour was managed effectively.

The school's curriculum promotes pupils' spiritual, moral, social and cultural development satisfactorily. It has been redesigned so that topic work is now used to 'bring learning to life', such as when pupils dressed up for a Tudor day during the inspection. However, currently, there is insufficient focus in the curriculum on developing pupils' awareness of the diverse cultures in the United Kingdom.

Behaviour and safety of pupils

Typically, behaviour in lessons and around the school is satisfactory and there have been no exclusions for the past four years. Pupils are polite and courteous to staff. They stay on task most of the time, but when lessons do not fully engage them they start to lose concentration or fiddle with resources. Most parents and carers consider that there is a good standard of behaviour in school and that the staff deal with any cases of bullying effectively. Bullying is infrequent and a large majority of pupils consider the behaviour is good most of the time. There have been no exclusions for the past four years. The vast majority of parents and carers consider that their children are safe at school and most pupils demonstrate a good understanding of how to keep safe. The school promotes internet and e-safety effectively and this enhances pupils' awareness of the risks of putting personal information on social network websites, in emails and text messages. Pupils' attendance is average and is improving.

Leadership and management

Leadership and management are inadequate. There are some strengths. Leaders at the school have developed a caring and welcoming atmosphere in which most pupils are happy. In addition, the school knows its strengths and weaknesses and is clear about the issue of underachievement. However, the pace of school improvement related to the issues raised at the previous inspection has been too slow and the leaders and managers have not been able to demonstrate capacity for sustained improvement. Senior leaders are putting into place a range of strategies for improvement but although some improvements can be seen, leaders have not been rigorous enough in improving aspects of teaching and the use of assessment, or in tackling underachievement, especially in boys' writing. Leaders monitor the quality of lessons but do not provide teachers with clear guidance or support to improve their teaching skills. Monitoring does not focus sufficiently on the impact of teaching on pupils' progress. There is some good teaching evident but the school does not share good practice well enough or set clear expectations for all staff.

The governing body is relatively stable after past difficulties in recruitment and now plays an active role in monitoring the school, but does not hold it to account sufficiently rigorously. The governors appreciate that leadership has improved

recently but know that the school has not tackled all the areas for improvement successfully. School procedures to improve attendance have been successful and unauthorised absence has decreased. The curriculum is satisfactory and has been redesigned to make it more interesting and engaging to pupils. Nonetheless, its delivery in lessons does not ensure all groups of pupils are consistently challenged. The school makes suitable arrangements for safeguarding. Pupils are treated equally at a personal level, but equality of opportunity is inadequate because of the variation in achievement between boys and girls and the underachievement in writing.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



9 February 2012

Dear Pupils

Inspection of Padnell Junior School, Waterloooville, PO8 8EA

Thank you for welcoming us to your school recently, talking to us and showing us your work. We enjoyed meeting you and thank you for sharing your thoughts with us in your questionnaires.

Your teachers have provided you with a welcoming school in which you feel safe. Most of you think your teachers are doing a good job so that you gain new skills and knowledge. Your parents and carers agree with this and consider that you are well looked after. You are polite and enjoy good relationships with staff and work well with other children.

We found that while there are things that are going well, the school needs to ensure that it provides you with a better quality of education because not all of you achieve as well as you should. We have decided that the school needs 'special measures' in order to help you all achieve your potential in all your work. Inspectors will be keeping an eye on how well the school is doing and will visit the school regularly to check its progress.

We have suggested that the school makes some improvements and have asked the school's leaders to:

- ensure that you all achieve well, especially in your writing, by helping you to know exactly what to do to improve your work, by having high expectations for how well you can do and by helping you to use your writing skills in all subjects
- make regular checks on the school's progress and taking action to help it improve.

All of you can help by trying very hard at all times and taking note of what teachers are saying to help you to improve your work.

Yours sincerely

John Stewart
Lead inspector

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