

# Horndean Church of England Controlled Junior School

## Inspection report

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<b>Unique reference number</b>	116292
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	379228
<b>Inspection dates</b>	8–9 March 2012
<b>Lead inspector</b>	Stephen Lake

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>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	507
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Iain Vincent
<b>Headteacher</b>	Kate Utting
<b>Date of previous school inspection</b>	29–30 June 2009
<b>School address</b>	Five Heads Road Waterlooville PO8 9NW
<b>Telephone number</b>	02392 592236
<b>Email address</b>	adminoffice@horndean-junior.hants.sch.uk

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<b>Age group</b>	7–11
<b>Inspection date(s)</b>	8–9 March 2012
<b>Inspection number</b>	379228



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## Introduction

Inspection team

Stephen Lake Additional inspector

Marianne Phillips Additional inspector

Neil O'Boyle Additional inspector

This inspection was carried out with two days' notice. A variety of classroom observation techniques were used, some in partnership with a member of the senior staff. Inspectors observed teaching and learning in 35 lessons or parts of lessons, and made a further 20 short focused visits to classrooms. They observed 17 teachers. Meetings were held with groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at the school's strategic plan and samples of pupils' work. Other documents looked at included curriculum planning, documents relating to safeguarding and child protection, records of pupils' attainment and progress, and records relating to the monitoring of teaching. Inspectors spoke to some parents and carers at the start of the school day. Questionnaires from pupils, staff and 187 parents and carers were analysed.

## Information about the school

This is a much larger than average junior school serving mainly the local area with a number of pupils from nearby villages. The large majority of pupils are White British. A very small minority come from other ethnic groups with few speaking English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. An average percentage of pupils have special educational needs, mainly moderate learning difficulties or behaviour emotional and social difficulties. A smaller than average proportion of pupils are disabled or have a statement of special educational needs. Fewer pupils leave or join the school other than at the usual time than in most schools. Before-school care is provided for up to 24 pupils. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. It is not outstanding because achievement and teaching in mathematics are not as consistently good as in other subjects. The school provides well for pupils’ spiritual, moral, social and cultural development.
- Achievement is good overall. Pupils make good progress. By the end of Year 6, attainment is above average. It is highest in English. Attainment in mathematics is rising rapidly as a result of the revised teaching strategies. In most classes, it is above age-related expectations but, although pupils in the current Year 6 are now making good progress in mathematics, their attainment remains slightly lower than that in English.
- The quality of teaching is good. It has improved considerably in the last few years but a few small inconsistencies remain. In a small minority of lessons, especially in mathematics, tasks are not matched closely enough to the needs of all pupils and questioning does not always engage all pupils equally.
- Pupils behave well and are engaged in lessons. Safeguarding procedures are rigorous and pupils have a good understanding of how to stay safe. Attendance is above average.
- Leadership and management are good. The school has mostly an accurate view of its strengths and weaknesses, and uses the information effectively to plan improvement strategies. Individual pupils’ progress is monitored rigorously and data are analysed thoroughly to check on the performance of different groups of pupils. Nevertheless, the analysis of data is not refined enough to give easily accessible information on the performance of groups and cohorts that can be compared easily with national averages. Good-quality performance management is improving the quality of teaching through effective continuous professional development, including modelling of good practice by senior leaders. The broad, balanced and creative curriculum meets the needs of pupils well. It excites pupils, as shown by one who said, ‘I can’t wait to come to school.’

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

- In order to improve attainment in mathematics to above average levels, by September 2012 embed securely the improvements to teaching by:
  - ensuring that information on what pupils already know, can do and understand is used more consistently to plan lessons that challenge all groups of pupils
  - developing robust whole-school systems for ensuring that questioning involves all pupils equally and monitoring the implementation of these.
- By July 2012, refine the way that data on pupils' attainment and progress are analysed to give easily accessible information to all leaders and managers on the performance of different groups compared to the national picture.

## Main report

### Achievement of pupils

Almost all parents and carers agree with inspectors that pupils make good progress. Many wrote comments in support of this which are summed up by the parent who wrote, 'A fantastic school! Very pleased with my daughter's progress.'

The school undertakes thorough and accurate assessments when pupils join. They quickly identify those who are still finding a little difficulty in sounding out letters and words in their reading. These pupils, including those who have special educational needs, receive good-quality focused support from teaching assistants and teachers. They make accelerated progress as a result of frequent and regular sessions in which they are taught the relationship between letters and sounds. This continues throughout the school and by the end of Year 6, attainment in reading is high. In these sessions and in other aspects of their learning, all pupils achieve well because they have clear and easily understood targets. Stimulating and motivating teaching challenges pupils to achieve of their very best so that all groups make good progress, but also relates much of the learning to practical situations. For example, in an outstanding mathematics lesson in Year 6, pupils responded extremely well to very challenging problems involving recipes for a party that required pupils to calculate the amount of ingredients required. They were then challenged further to compare costs of food from various supermarkets and calculate the cheapest way of putting on a party. Pupils of different abilities had tasks matched well to their needs, which is why progress was so good. In another outstanding lesson, Year 3 pupils improved their communication skills greatly through history. The entire school hall was set up as an Egyptian Museum with four galleries. In each gallery a different class, dressed in ancient Egyptian costumes, presented their learning to parents, carers and other pupils by conducting 'tours' at short intervals during the day. All key aspects of learning in communication, reading, writing and mathematics were combined in this highly successful exercise.

The school identified that, to improve progress in mathematics. a more efficient

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scheme was required that presented mathematics in a practical way. This was introduced in Year 3 several years ago and has been gradually implemented through the school since then and is now used by all year groups. The impact is very significant with a huge improvement in pupils' progress and attainment in mathematics. Pupils in Year 6 are making good progress and are on track for above-average attainment in mathematics.

### **Quality of teaching**

Teachers provide lessons that stimulate pupils to learn. Pupils recognise this and say that teaching in the school is good. An overwhelming majority of parents and carers agree that teaching is good. Inspection evidence endorses these views. A typical comment from parents and carers was, 'Excellent teachers! Very enthusiastic and good at motivating the children to achieve their best.'

Teachers use a wide range of strategies to make learning interesting and enjoyable. Information and communication technology is used well, particularly to support learning and motivate pupils. A significant strength of the teaching is the high-quality assessments made of pupils' progress. 'Prove it' sessions when pupils and teachers together assess if targets have been met result in certificates of achievement that pupils are truly proud of. Classrooms have clearly displayed progress 'rockets' that challenge pupils to exceed the expectations for their year group and 'get off the planet'. Assessment data are generally used effectively to match activities closely to pupils' needs. Nevertheless, a little inconsistency remains, especially in mathematics. In some lessons, where pupils are taught in ability sets, the same work is provided for all pupils in the set, even when there remains a comparatively wide range of abilities across the group. In these lessons, progress is slowed because the work is too hard for some and too easy for others. Although most teachers use their good questioning skills to assess what pupils understand and also lead them on in their learning, there are inconsistencies. In some lessons, teachers rely too heavily on pupils putting their hands up to answer questions, while in others they choose pupils without ensuring that all are given the opportunity to answer during the session in a systematic and organised manner. This limits opportunities to improve the quality of teaching and engagement of pupils further.

Teachers deliver the planned curriculum in an exciting and inventive manner, and focus well on using all subjects to develop the core skills of communication, reading, writing and mathematics. A particularly high focus on providing opportunities across the curriculum to develop writing has raised attainment in writing considerably over the last three years. A similar strategy is in place to develop mathematics across the curriculum and the new mathematics scheme provides many opportunities to apply what is learnt in mathematics lessons to real-life problems. Pupils' spiritual, moral, social and cultural development is enhanced through lessons linked to schools in Uganda and The Cameroon, and discussion of moral values, for example concerning fund raising for these schools. The school motto of 'Thinking, Learning, Caring' (TLC) is evident in many aspects of teaching and further promotes this aspect of pupils' education.

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## **Behaviour and safety of pupils**

The vast majority of parents and carers agree that children are safe in the school and behaviour is good. A large majority of pupils also agree. A very small minority of parents, carers and pupils believe that some lessons are disrupted by poor behaviour. Inspection evidence shows that behaviour and safety are good but there are a very small number of challenging pupils whose behaviour may have given rise to the few concerns expressed, especially when teaching does not challenge them appropriately. The behaviour of these pupils is managed well and disruption to learning is rare. Scrutiny of behaviour records shows that this is the case over time.

Pupils say they feel very safe in school and incidents of bullying are very rare. Pupils are well aware of different types, including cyber, physical, verbal and emotional (which they call silent) bullying. Pupils are confident that any that might occur will be dealt with very effectively. They say that bullying is not tolerated at all and clear procedures are in place to enable them to share concerns with adults. Pupils spoken to said that disruption to lessons was very rare. Pupils' clear enjoyment of school is seen in their consistently above-average attendance and good punctuality. The before-school club provides a calm start to school for those who attend it.

## **Leadership and management**

The strong leadership skills of the effective headteacher enthuse the whole staff with a strong, clear, ambitious vision of how the school can improve further. The recent appointment of a deputy headteacher has strengthened the leadership and management further. Teaching and learning are monitored rigorously and very clear guidance given to teachers on how to improve learning. The effective governing body has a clear understanding of the school's strengths and areas for development, and provides strong support to drive improvement. Procedures for safeguarding, especially those for child protection, are robust. All training for staff and governors is up to date and good quality policies are embedded.

The broad, balanced and very well planned curriculum ensures a creative environment that stimulates and promotes good learning. The curriculum makes a very strong contribution to pupils' good spiritual, moral, social and cultural development. For example, working towards the International School mark has raised pupils' awareness of the moral, social and cultural issues within the wider global society. Regular links with the local church and support of older citizens in the area through concerts at Christmas develop pupils' awareness of society around them and enable contrasts to be made. Pupils are curious about the world they live in and embrace new experiences which broaden their understanding. They engage enthusiastically in the many opportunities provided for artistic activities such as drama and music.

The school takes great care to ensure equality of opportunity and prevent discrimination. The progress of all groups, especially those whose circumstances may make them vulnerable, is monitored regularly and frequently. The information gained

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is used effectively to address any underachievement. Nevertheless, systems for analysing assessment and progress data to ensure that all leaders and managers, including governors, have accurate, easily accessible information on the school's performance are less robust. Strong support systems are in place to help develop the reading skills of those whose circumstances potentially make them vulnerable. These include learning mentors and volunteers from the church and local community. Learning mentors also meet with those parents and carers unable to attend parent consultations to ensure that they know how well their children are learning. Strengths identified by the previous inspection in pupils' personal development have been maintained; achievement, teaching and the curriculum, especially provision for mathematics, have improved. This indicates that the school has a good capacity for further improvement.



## 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](http://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.**



12 March 2012

Dear Pupils

**Inspection of Horndean Church of England Controlled Junior School,  
Waterlooville, PO8 9NW**

Thank you for making us so welcome when we came to visit your school. Yours is a good school where you achieve well and attain standards that are better than in most schools. Here a few of the things that we liked about your school.

- You behave well and have good attitudes to learning that help you learn well.
- You say that you feel safe and the school has good systems to help keep you safe.
- You learn well because the quality of teaching is good and your teachers work hard to make learning interesting and enjoyable. We really enjoyed the Egyptian Museum Day.
- Your school is well led and managed, which is why it has not only improved over the last few years but is continuing to improve.

To help make the school even better, we have asked those who lead the school to:

- Help you achieve as high standards in mathematics as you do in reading and writing by making sure the changes that have been made to the way you are taught mathematics are followed by all teachers. We have also asked them to find ways of making sure everyone gets asked questions in class. You can help by continuing to work hard at mathematics and taking turns answering questions.
- Find simpler ways of using the information that it has on how well each of you is learning to give a clear picture of how your school compares with others.

Thank you again for making us so welcome.

Yours sincerely

Stephen Lake  
Lead inspector

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