

South View Junior School

Inspection report

Unique Reference Number	115860
Local Authority	Hampshire
Inspection number	357830
Inspection dates	11–12 January 2011
Reporting inspector	Deborah Zachary

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	197
Appropriate authority	The governing body
Chair	Richard Banks
Headteacher	Sheila Pape
Date of previous school inspection	19 March 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed 13 lessons, led by eight different teachers who were also supported by teaching assistants. Meetings were held with staff, groups of pupils, the vice-chair of the governing body and, more informally, with parents and carers. Inspectors observed the school's work, and looked at documentation including the school's tracking and analysis of pupils' progress, records of monitoring of lessons and the school improvement plan. They also analysed questionnaires and comments from pupils, staff and 73 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether teaching is sufficiently challenging to enable pupils of different abilities to make good progress.
- The impact of the very high number of pupils with special educational needs and/or disabilities and of pupils' high mobility on attainment in Year 6.
- How well the school improves pupils' writing skills.
- The impact of the newly constituted senior management team on pupils' achievement.

Information about the school

South View Junior is average in size for a primary school. It has resourced provision ♦ known as the Language Unit ♦ for 16 pupils who have specific speech, language and communication needs. These pupils travel from further afield than most of the others, who are largely drawn from the locality. A very high proportion of pupils, about 60%, have special educational needs and/or disabilities, and an exceptionally high proportion, about 12%, have a statement of special educational needs. The large majority of pupils in the school are of White British backgrounds, but there are a wide range of other heritages. About 20% of the pupils speak English as an additional language, although few are at the early stages of learning English. About one third of the pupils are known to be eligible for free school meals, and this is much higher than the national average. Pupil mobility is high: many join or leave the school at times other than the usual entry point in Year 3 and exit point in Year 6. Typically, around a third of those who take national tests at the end of Year 6 have not been in the school for the whole of the key stage.

South View Junior currently holds the Activemark, Enhanced Healthy School Status, and the Investors in People 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

3

Main findings

South View Junior is a satisfactory school. Pupils' academic achievement is satisfactory, but they make good and sometimes outstanding progress in their personal development as a result of exceptional care, support and guidance, particularly for those whose circumstances may make them vulnerable. The school's safeguarding practices are outstanding.

The Language Unit provides a good education for its pupils. All staff have a thorough understanding of their needs, so teaching and support are tailored to the individual child. As a result, these pupils achieve well in both personal and academic spheres.

Attainment is low at the end of Year 6. Some pupils join the school with low attainment not long before taking their tests, and some pupils' special educational needs mean that they are unlikely to reach average standards before they leave. However, the school recognises that teaching and pupils' progress are not yet consistently good enough to raise standards further. Progress is nevertheless improving securely and quickly and is now good in reading. Recently, development has rightly focused on writing, currently the weakest area, and strengths are now evident in the way pupils use words and write for different purposes. Standards of spelling and handwriting remain too low in the main school, and poor handwriting sometimes obscures pupils' understanding of punctuation.

Staff manage behaviour well in lessons and make good use of questioning to check pupils' understanding. In the best lessons, they match work closely to pupils' needs. In others, pupils make progress as a result of staff questioning and intervention rather than work being targeted to their individual needs from the start. Lessons sometimes drop in pace at the end. Many aspects of leadership and management, including motivation of staff, are good. The headteacher monitors data on pupils' progress and the quality of lessons rigorously and accurately. Development planning targets the right areas, but there are minor weaknesses in the way plans are followed up. For example, records of lesson observations show that points for improvement are often, but not always, followed up in the next observation, and the main school improvement plan identifies a list of desired success criteria for each main aim but only loosely matches them to specific targets. Though some improvements have been sustained, some are only securely evident this academic year. As yet, the capacity to improve is therefore satisfactory despite good elements to self-evaluation.

What does the school need to do to improve further?

- Raise the quality of teaching and learning so that by January 2012, 75% of lessons are good or better, by ensuring that lessons:

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- have clear learning objectives or success criteria for the different ability groups and activities that are focused on reaching these objectives
- end with a crisp plenary in which pupils and staff can evaluate how successfully they have achieved their objectives.
- Improve pupils' spelling and handwriting by:
 - regularly teaching and testing spelling in all classes
 - giving close attention to spelling and handwriting in all subjects
 - ensuring that assessments and marking of writing take full account of spelling and handwriting.
- Fine-tune development planning and lesson monitoring by ensuring that:
 - whole-school and subject development plans identify specific success criteria for each strategy or sub-target
 - points for improvement of teaching identified in lesson observations are carried forward systematically to the next observation.

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

Pupils behave well in the playground and in lessons, despite a significant minority of pupils having to overcome difficulties in aspects of their behavioural, emotional and social development. They work well in pairs and groups and listen to each other's views and contributions in lessons. This was seen in a very effective Year 6 brain-storming session where pupils were thinking of arguments for and against being allowed mobile phones in school. Year 3 pupils showed that they can work independently in groups and have learned to think of strong vocabulary when choosing adjectives to label a picture during a very well- chosen starter to a literacy lesson. Pupils say that they much enjoy lessons, and demonstrate interest and curiosity. A high proportion participates in after-school activities, both sporting and cultural. Their social and moral development is particularly strong, and pupils from all backgrounds get on well together.

Standards are very low when pupils enter the school. Though attainment at the end of Year 6 remains significantly below average, it is rising. Standards are broadly average for pupils who are not in the Language Unit and have remained in the school for the full key stage. Progress for pupils as a whole and for those with special educational needs and/or disabilities is satisfactory but with elements that are good. The pupils who spend the full years in the school make significantly better progress through the key stage than those who have spent part of their education elsewhere. Pupils in the Language Unit and those who speak English as an additional language make good progress because of the well-targeted support they get. Many of the pupils with special educational needs and/or disabilities in the main part of the school are potentially vulnerable because of their circumstances, and join the school with attitudes and emotions that initially have a major impact on their capacity to make academic progress. The school excels in addressing these barriers to learning, but there is inevitably a significant settling-in period during which little academic progress takes place. Despite later impressive acceleration, the cumulative effect of this is that their long-term progress can be slower than pupils nationally. Once these pupils feel secure, they start to play a full part in what the school offers. Like their classmates, they then gain an accurate perspective on their own safety,

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make a good contribution to the community and develop a good understanding of how to stay healthy.

Pupils use information and communication technology well across the curriculum. They make satisfactory progress in numeracy. By the time they leave the school, many that had severe barriers to learning have overcome them and they are well prepared for their future learning at secondary school. They have good social skills and work well in teams, and are learning appropriately about the wider world. Their attendance is above average and now close to high. Despite some residual low standards, they are satisfactorily prepared for the next stage of their education.

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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Inspectors' lesson observations, supplemented by the school's monitoring information over the last two years, show a quickly growing proportion of good and outstanding teaching. Teaching assistants and teachers know pupils very well as individuals, and skilfully intervene to explain and challenge during lessons. Small groups are taught well outside the classroom. In the best whole-class lessons, but not consistently through the school, teachers identify clear objectives for different ability groups. They define them in a way pupils understand, then give these different groups the right activities to reach the desired outcome. As a result, learning is rapid. The ends of lessons are not always crisp enough.

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Teachers sometimes miss opportunities to help pupils to focus on what they have learned during the lesson and consolidate it.

Teachers mark work regularly and give pupils many good suggestions about how to improve it ♦ for example through alternative vocabulary or concerning ways of thinking in mathematics and science. These suggestions, however, seldom focus on spelling or handwriting, either in English or in other subjects, and pupils are not required to rewrite misspelt words. Teachers' assessments of the quality of writing are accurate in terms of the composition, but they do not give enough emphasis to spelling and handwriting and so standards are slightly overrated. In some classes, spelling is taught and tested weekly, but in others not so frequently. Some other aspects of the curriculum are strong, such as relevance and interest, writing for a range of purposes, and provision for personal and social education. Specific opportunities are provided for gifted and talented pupils, and staff make good use of technology. The school draws on outside expertise to provide enrichment in the arts and in sports. It has been proactive in securing a grant that ensures no pupil is prevented from attending after-school clubs or the breakfast club because of their circumstances. The breakfast club, which includes reading sessions, makes a very strong contribution to pupils' well-being and readiness for school, especially for pupils whose circumstances make them particularly vulnerable.

Staff give excellent attention to all aspects of care, guidance and support, and so the pupils make the most of the opportunities provided for them. Numerous case studies show how the school has gone well beyond the 'extra mile' to break down significant barriers and enable individual pupils to engage in learning, including cases where safety and mental or physical health were at risk. First-class work with individual families has made a strong contribution to improvements in attendance levels, which were low as recently as two years ago. Very strong relationships with a wide range of external agencies make an excellent contribution to pupils' welfare. Individual education plans for pupils with special educational needs and/or disabilities are well constructed and give good guidance to staff, pupils and their parents and carers. They address academic and personal areas, including those specific to the nature of the pupils' special needs, and are reviewed and evaluated frequently and effectively. Transition arrangements are strong, and every effort is made to support and settle new arrivals.

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	1

How effective are leadership and management?

The headteacher provides resolute and resourceful leadership, which has had an enormous impact on improving the lives of individual pupils. She leads a team of staff who

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are very committed to her vision and the welfare of the pupils. Staff questionnaires show an excellent level of confidence and pride in what the school is doing. Staff share high aspirations for pupils whose circumstances make them vulnerable or who might be subject to discrimination. Though assessment of writing standards is a little generous, the school robustly compares not just progress of groups, but also aspects such as participation rates in after-school activities. Gaps between different groups are closing. The school is rightly moving towards more delegation, with a new management team, but information systems are not fully developed to support this. For example, even though communication through meetings is good, and quality of teaching is a regular focus, there is no management mechanism to ensure every identified point for improvement in teaching is followed through in future observations. Recent improvement planning has been focused on writing composition, and the literacy improvement plan is a good model of success criteria closely matched to targets and strategies so successful actions can be evaluated. Though current plans do not yet target spelling and handwriting, there is evidence in lesson observations that attention has been moving to that area.

Governance is satisfactory. Though the governing body has secure systems to check on the strengths and weaknesses of the school, gives good support and is directly involved in setting strategy, there are vacancies for parent governors. The governing body is well aware that the bulk of its understanding of parents' and carers' views comes through the good engagement of the school itself. Governors are putting plans into practice to raise their profile with parents and carers. Like school staff, they are comprehensively committed to the very best safeguarding procedures and practice. Risk assessments and systems are rigorous; adults demonstrate a very high level of awareness of any warning signs from pupils and their parents and carers of any need for protection, and display a high capacity to provide it. Pupils are very well aware of how the school protects them and how they must take responsibility, too. The school itself is a highly cohesive haven, with its multicultural intake reflecting the community around. The school has recently created links with a coastal school and has appropriate plans to develop pupils' understanding of the international community.

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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	2
The effectiveness of safeguarding procedures	1
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

Parents' and carers' views show high levels of satisfaction. Typical comments included: 'I cannot say enough good things about the staff.' Some spoke or wrote movingly about traumas the school had helped their children overcome. Almost all felt they were listened to, and that the school took account of their views. Almost all felt that their children were kept very safe. There was no particular pattern to the very small number of individual negative comments, but these were explored with the school and the response taken into account when formulating judgements.

Responses from parents and carers to Ofsted's questionnaire

The inspection team received 73 completed questionnaires by the end of the on-site inspection. In total, there are 197 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	40	40	55	4	5	0	0
The school keeps my child safe	33	45	38	52	1	1	0	0
My school informs me about my child's progress	27	37	42	58	3	4	0	0
My child is making enough progress at this school	25	34	42	58	4	5	1	1
The teaching is good at this school	30	41	36	49	2	3	0	0
The school helps me to support my child's learning	29	40	40	55	2	3	0	0
The school helps my child to have a healthy lifestyle	24	33	43	59	3	4	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)	25	34	43	59	1	1	0	0
The school meets my child's particular needs	26	36	43	59	2	3	0	0
The school deals effectively with unacceptable behaviour	23	32	41	56	6	8	1	1
The school takes account of my suggestions and concerns	16	22	50	68	1	1	1	1
The school is led and managed effectively	28	38	39	53	4	5	0	0
Overall, I am happy with my child's experience at this school	32	44	34	47	5	7	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 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



13 January 2011

Dear Pupils

Inspection of South View Junior School, Basingstoke RG21 5LL

Thank you for welcoming us when we visited your school earlier this week. It was really useful to have your views, either through questionnaires or when we talked to you. We were pleased to hear how much you enjoy school and to see how well behaved you are. You told us you feel very safe and we agree you are extremely well cared for. Your school's awards show how healthy and active you are. We were impressed with how much you help, for example through the school council or as eco-rangers or road safety officers. Many of you have really improved your attendance ♦ well done!

We have judged your school to be satisfactory, which means that it does some things well but some others need to be improved. Pupils in the Language Unit are making good progress, and all of you are doing well in your personal skills and reading. You are learning to choose good words in writing and understand how to put a piece of writing together. However, your spelling and handwriting are not yet at the same level.

The headteacher is leading the school well, and everyone wants to make it better. We have asked the school to do the following things to improve:

- make teaching even better by telling you exactly what you should be learning about in each lesson, with different targets and things to do for different ability groups, and at the end helping you to remember what you have done and seeing if you succeeded
- keep a close check on your spelling and handwriting in everything you do ♦ all of you can help by making sure that if you get a spelling wrong you write it again and learn it
- make some changes to the way the leaders plan for improvement, and the way they record and follow up what teachers need to do to improve in lessons.

Thank you again for your help.

Yours sincerely

Deborah Zachary

Lead inspector

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