

Tribal
1-4 Portland Square
Bristol
BS2 8RR

T 0300 123 1231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 0117 3115319

Direct F 0117 3150430

Direct email: matthew.parker@tribalgroup.com



13 December 2012

Mrs Sandra Lawlor
Headteacher
Padnell Junior School
Padnell Road
Cowplain
Waterlooville
Hampshire
PO8 8EA

Dear Mrs Lawlor

Special measures: monitoring inspection of Padnell Junior School

Following my visit to your school on 11–12 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – **satisfactory**

Progress since previous monitoring inspection – **satisfactory**

Newly qualified teachers may not be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Director of Children's Services for Hampshire.

Yours sincerely

Christine Jones
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2012

- 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.

Special measures: monitoring of Padnell Junior School

Report from the second monitoring inspection on 11–12 December 2012

Evidence

The inspector observed the school's work, scrutinised documents and met with the headteacher and other staff, groups of pupils, the Chair of the Governing Body and other governors, and a representative from the local authority.

Context

There have been no significant staffing changes since the last inspection and the senior leadership team remains the same with the deputy headteacher post being fulfilled on an acting basis. There are three vacancies on the governing body, although the vacant parent governor role is about to be filled. The number of pupils on roll has decreased slightly.

Achievement of pupils at the school

Analysis of the July 2012 test results for Year 6 pupils showed that more pupils made the progress they should and standards improved. However, in spite of this improvement, the number of pupils who made the progress they should, or exceeded it, in English and mathematics, was still below national figures. Disabled pupils and those with special educational needs did not all make as much progress as other pupils. Half of these pupils started at the school during year 5 and this made it difficult for the school to track and improve their progress. Pupils eligible for free school meals and in receipt of additional pupil premium funding made at least as much, and in some cases more, progress compared to other pupils in the class.

Writing continues to be the most successful aspect of literacy, whereas progress in reading and mathematics still needs to improve. Teachers' assessment of pupils' achievement has improved significantly and teachers now have much clearer and more accurate information on pupil performance, especially in literacy and numeracy. This shows that current Year 6 pupils are making much better progress. Many more are expected to make at least the progress they should, or exceed it, by the end of this academic year. Similarly, information on pupil performance collected by the school and inspection evidence shows that progress is improving in other year groups. Pupils are more aware of the level of their work and know their targets, although some are confused about what they need to do to reach those targets.

Progress since the last monitoring inspection on the area for improvement:

- 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 – satisfactory

The quality of teaching

An agreed set of 'non-negotiables of learning and teaching and planning' has been introduced successfully into all classrooms. This has established the minimum expectations for teachers' work in all lessons, and these strategies are used consistently. As a result, the quality of teaching continues to improve. However, the pace of learning in some lessons is still too slow. While teachers usually make sure pupils are interested in their work, learning opportunities are sometimes not sufficiently lively, thought-provoking and stimulating. For example, in some lessons observed, pupils did not always show enthusiasm and engagement with tasks as they lacked appropriate challenge and pupils lost interest and became bored. Pupils themselves admitted that they sometimes found the work too easy.

All teachers are now using 'learning intentions' with their pupils to make the focus of the lesson clear. These are not always linked to the level of the work or to success criteria which allow pupils to assess their own learning. Teachers continue to use a variety of assessment strategies successfully to judge progress both in lessons and over time. They also give good written feedback that encourages pupils to respond and engage in a dialogue with their teacher. The assessment sheets used by teachers in pupils' books to judge standards in some extended literacy tasks are not always understood by younger or less-able pupils. Their literacy skills are not well developed enough to interpret the more complex statements on the sheets.

Progress since the last monitoring inspection on the areas for improvement:

- Raise the quality of teaching and learning so that all pupils make the levels of progress of which they are capable in all areas - satisfactory

Behaviour and safety of pupils

Pupils enjoy coming to school and feel confident and very safe. They want to come to school regularly and on time as they like their lessons and their teachers. Younger pupils were very happy with their new school and felt they were well looked after by all the adults around the school. They said they quickly got over feeling strange in a new building with new teachers as everyone was very helpful. They described the school as a 'kind' place to be. Everyone gets on well together and relationships throughout the school are good. Older pupils had a very mature attitude and understood the issues the school was facing. They acknowledged that their work was harder now but felt that, in some cases, it could still be more challenging. They have clear views about what they like in their lessons and what strategies help them to learn most effectively. Pupils are all keen to learn and behave well in lessons even where the tasks are not very engaging or demanding. They are determined to

improve their performance and their view of their own achievement is much clearer as they now have a good understanding of their targets.

The quality of leadership in and management of the school

The monitoring of teaching and learning is improving as more of the senior leadership team are now involved in the successful analysis of classroom practice. Leadership skills of middle and senior managers have been improved through successful external support and training, particularly in the area of coaching and supporting teachers in their classroom practice. School improvement planning is well focused on raising standards, although more emphasis is needed on raising the rate of pupils' progress. The senior team continues to have the support and commitment of the stable and experienced staff team. Members of the governing body now have a much better understanding of their role. They are clear about the direction the school needs to take. They are now well placed to provide challenge to the school leaders, especially concerning improving the quality of teaching and the rate of pupils' progress. They work effectively with the school and have a good understanding of using information of pupil performance to track achievement.

Progress since the last monitoring inspection on the areas for improvement:

- 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 – satisfactory

External support

The local authority continues to provide support for the school that is focused on the school's needs. Regular reviews of progress are carried out and allow the support to be adjusted to meet current needs. The local authority has been effective in brokering support for leadership and mathematics that is successful in promoting improvement. Support for leadership has been particularly successful in developing the roles and responsibilities of middle and senior managers. They now have a much clearer understanding of how to plan for their roles in leading on assessment, literacy and numeracy. Specialist consultants in literacy and numeracy have also provided effective individual support for teachers to improve their teaching skills.