

INSPECTION REPORT

PADNELL JUNIOR SCHOOL

Waterlooville

LEA area: Hampshire

Unique reference number: 115964

Headteacher: Nigel Barrell

Reporting inspector: Grahame Sherfield
4758

Dates of inspection: 26th – 28th June 2000

Inspection number: 188454

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Philip Bush
Date of previous inspection:	17 th – 24 th May 1996

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Padnell Junior School is large with 194 boys and 234 girls. There are 13 classes, three in each of Years 3, 4 and 6 and four in Year 5. Pupils' attainment on entry is above average. About five per cent are known to be eligible for free school meals which is below the national average. Most come from the area around the school where there is mainly private housing, though about a third live further away. About 20 per cent of pupils have special educational needs, which is broadly in line with the national average. Seven pupils are from ethnic minorities, six of whom have English as an additional language.

HOW GOOD THE SCHOOL IS

This is a good school where pupils flourish, feel secure and work very hard. It has many very good features. Pupils' attainment is above average in English and mathematics and well above average in science. Teaching is good and the school benefits from very good leadership and management. The school's income and expenditure are high; it provides satisfactory value for money.

What the school does well

- Attainment in science is well above average
- The quality of teaching is good; about one third is very good
- Relationships in the school are very good and pupils have very positive attitudes to school, behave very well and respond very well to opportunities to show responsibility
- The curriculum is broad, balanced and provides a very good range of opportunities for learning
- The school benefits from very good leadership and management
- Parents have very positive views of the provision the school makes for their children

What could be improved

- Pupils do less well in writing than in other aspects of English
- The use of information and communication technology to support learning within the other subjects of the curriculum is limited

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Improvement since the last inspection in May 1996 has been good and key issues identified in the last report have been successfully tackled. There has been very good progress in some areas. Attainment has improved and teaching is significantly better than before. Leadership and management, already good, are now very good. The progress of pupils is very well monitored to establish areas where individuals need to concentrate their efforts to raise their standard of work. The school is very well placed to continue to improve.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	B	A	B	C
mathematics	B	A	A	C
science	B	A	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

By the age of 11, pupils have reached standards consistently above or well above average in the last three years in the core subjects of English, mathematics and science. Improvements in the school's results broadly reflect national trends. Attainment is particularly strong in science where pupils do very well in comparison with similar schools; their ability to investigate scientific problems and issues is very well developed. In English and mathematics, standards are broadly in line with the average for similar schools. Pupils' capacity to work with numbers is well established. They speak, listen and read well but do less well in writing. The school uses detailed information on pupils' attainment to set targets in the core subjects and those for 1999 were exceeded, comfortably so in mathematics. Targets for 2000 show increases on those for 1999 and early indications from this year's tests suggest they will be met. Pupils generally achieve well in response to the engaging and varied opportunities for learning provided by the staff.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very positive attitudes and they are fully involved in the range of opportunities for learning that the school provides.
Behaviour, in and out of classrooms	Pupils behave very well in the classrooms, in the playground and in other areas around the school.
Personal development and relationships	Relationships between pupils, and between pupils and teachers and other adults, are very good. Pupils respond very well and with confidence when given the opportunity to take responsibility for their work in pairs and small groups.
Attendance	Attendance is above average and pupils are keen to come to school.

These aspects are strengths of the school. Pupils throw themselves into their work and the wider life of the school with real vigour and enthusiasm.

TEACHING AND LEARNING

Teaching of pupils:	aged 7-11 years
Lessons seen overall	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

Teaching is generally good throughout the school. In 84 per cent of lessons seen, teaching was good or better. It was good in 48 per cent, very good in 32 per cent and outstanding in 4 per cent. In the other lessons, teaching was satisfactory. The skills of literacy and numeracy are taught well. Teachers plan lessons very well and provide skilfully designed activities where a brisk pace is maintained and where pupils' interest is engaged. As a result, pupils try hard and concentrate very effectively. The school meets the needs of its pupils well, including those with special educational needs and those with high attainment.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with a wide range of different opportunities for learning, both within the classrooms and through a good range of extra curricular activities. Statutory requirements are met.
Provision for pupils with special educational needs	Provision is very good. Pupils are well supported in their work by the teachers and learning support assistants.
Provision for pupils with English as an additional language	Pupils with English as an additional language have a good grasp of the language and have no particular problems in their lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision for pupils' personal development, particularly in opportunities to think and work independently or in small groups. Provision for spiritual development is sound and arrangements for social development and for learning about their own and others' cultures are very good. The school makes good provision for moral development. Pupils distinguish clearly between right and wrong and are well aware of the nature of acceptable and unacceptable behaviour.
How well the school cares for its pupils	Pupils' academic performance and welfare are very well monitored and supported. This makes a very positive contribution towards standards achieved.

The school's "theme days" and "intercultural weeks" reflect a thriving commitment to a wide-ranging curriculum that seeks to develop well-rounded pupils who build an understanding of the world in which they are growing up. There are very good arrangements for promoting and rewarding good behaviour and for checking pupils' progress so that clear guidance can be given on areas for improvement.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led and managed by the headteacher, deputy, governors and all teachers with particular responsibilities. This makes a very positive contribution to pupils' achievements.
How well the governors fulfil their responsibilities	Governors have a clear understanding of their responsibilities and are very effective in fulfilling them. They know well the school's strengths and areas for development.
The school's evaluation of its performance	The school monitors its performance very closely in order to identify and build on its strengths and determine areas for improvement.
The strategic use of resources	Good use is made of all staff, of time, of educational resources and of the buildings.

The school has clear aims which are reflected well in the very positive climate for learning which has been created. Improvements are planned and monitored very carefully. Standards of work are regularly and systematically evaluated which leads to appropriate action where necessary. The school applies the principles of best value well. It regularly compares its performance with schools nationally as well as with similar schools and considers carefully whether actions taken are the most effective.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The good progress their children make • The good behaviour at the school • The good teaching • The high expectations of their children's work and behaviour • The good leadership and management • The way the school is helping their children become mature and responsible 	<ul style="list-style-type: none"> • A small number of parents is unhappy with the amount of work children are given to do at home

The inspectors fully endorse the parents' positive views but do not confirm their concern. The school has a clear policy on homework, involving a range of different types of activity where the time expected increases as children get older. This is broadly in line with government guidelines.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in science is well above average

1. The pupils achieve very high standards in science in their National Curriculum tests at the end of Key Stage 2. These high standards are broadly reflected in the work pupils undertake in class.

2. Pupils in Year 6 have very high levels of skill and understanding in experimental and investigative science. They make predictions based on scientific understanding and carry out a series of appropriate observations of what takes place. They repeat these in different circumstances and begin to explain differences in what they have noticed, drawing some relevant conclusions which incorporate their scientific understanding. For example, pupils think creatively and scientifically in planning improvements to bridges to enable them to take heavier loads. Younger pupils have similarly high attainment. Year 3 know the characteristics of the five classification groups, including the importance of features such as warm blood, fur, feathers and scales. In Year 4 pupils know about how minibeasts can be sorted into families. They have well developed investigative skills where they successfully think, draw conclusions and work independently of the teacher in the field.

3. Teachers have very high expectations of pupils' ability to think carefully and to work with a considerable degree of independence. This is a striking feature and a key strength of the teaching and learning in science. For example, in Year 3, pupils consider carefully why animals have specific features while in Year 4 they are expected to give reasons for what they say and do when investigating minibeasts. Teachers' very high expectations are amply rewarded. Pupils respond very well to the work in science and have a good understanding of the activities they carry out. They are highly motivated, revelling in opportunities to work individually and in small groups. Pupils are very keen to take responsibility for what they do, collaborating well when appropriate. They listen well to the ideas of others.

4. Teachers plan lessons very well with carefully constructed sequences of interesting activities which are carried out at a brisk pace. They make the purposes of lessons very clear to pupils and strive with great success to engage their interest and attention with stimulating approaches, such as when an audio tape of a rainforest was used in Year 3. Lessons often involve highly practical activities which are well prepared and considered, such as improving and testing bridges in Year 6.

The quality of teaching is good; about one third is very good

5. Teachers have good subject knowledge and understanding. They work very well together in using this to plan very good sequences of activities which really engage and involve pupils. For example, a simple but highly effective clapping activity promoted good progress in mental maths in Year 6 by maintaining pace and enjoyment. Relationships in the classrooms are very good and pupils' ideas are clearly valued. Those who are less forthcoming are treated with sensitivity, as for example in a Year 5 lesson on poetry when the teacher read out very good writing from a shy boy on the pupils' behalf. This was much appreciated by the pupil and allowed others to hear work of a very good standard. Teachers have very high expectations of pupils' work and behaviour and pupils respond very well. They rise to the challenge, for example, of difficult words such as "controverted" when studying a passage from *Oliver Twist* in Year 6. Teachers frequently press pupils to

think for themselves and this is a notable feature of teaching in the school.

6. Lessons proceed at a brisk pace and the use of time available is very good. Teachers manage pupils very well in often large classes. Information from assessment is used well to adapt planning to meet pupils' needs. For example, in Year 5 teachers had identified in tests that pupils' understanding of dialogue needed consolidating and planning was changed to add further work on this. Teachers have very good questioning skills and use these to probe and develop pupils' understanding, with effective prompting to assist those who need it. They are well practised in knowing when to intervene in the work of an individual or a group in order to help with a difficulty or provide a new challenge. In Year 6 work on ratio and proportion in mathematics, the teacher used her knowledge of the tasks planned and of the pupils to provide help to those needing it at just the right moment. Plenary sessions at the end of lessons are used well across the curriculum to consolidate new knowledge and understanding and to help pupils see the progress that they have made. Learning support assistants make a very positive contribution to pupils' learning. They are well briefed and carry out what is asked of them very well.

7. Features highlighted above are characteristic of much of the teaching in the school. In the best lessons, where teaching is very good or better, almost all the aspects above are very effective features of the same session.

Relationships in the school are very good and pupils have very positive attitudes to school, behave very well and respond very well to opportunities to show responsibility

8. Relationships between pupils in the school are very good. They work and play together very well. Pupils listen carefully to the views and ideas of others and use this skill to good effect when working together in small groups in the classroom, as, for example, in a very good circle time lesson on dealing with anger in Year 3. They have a high regard for teachers and other adults in the school. Behaviour both in lessons and around the school is very good and pupils respond very well to the system of rewarding positive contributions towards the life of the school. There have been no permanent and two fixed-term exclusions in the last year.

9. When asked, pupils say they like school; attendance is above the national average. Pupils have very positive attitudes in the classroom and towards the wider opportunities offered by the school, such as the music ensemble which meets every Tuesday afternoon. Pupils respond particularly well to the teachers' emphasis on giving them opportunities to take responsibility for their work. They help each other when appropriate and are confident. They co-operate well and rise to the challenge of solving problems and thinking for themselves.

The curriculum is broad, balanced and provides a very good range of opportunities for learning

10. There are very good strategies in place for teaching the skills of literacy and numeracy. The school also has a strong commitment to the value of the rest of the primary curriculum and to the role of activities such as circle time and French in Year 6 in helping pupils understand, and flourish in, the world around them.

11. In lessons, teachers plan and provide a very good range of opportunities for learning which make varying demands of pupils. Skilfully led whole-class teaching involves pupils listening carefully to the teacher and to other pupils, thinking in response to questions asked and making a considered response. There are also many opportunities to work in small groups and to solve problems together. There is a strong commitment to high standards of work in foundation subjects, such as art, geography and history. "Theme days" involve giving over a whole day to a particular aspect of such subjects and often involve an outside visiting expert or scope to undertake practical activities which are difficult to arrange within the confines of the normal day. "Intercultural weeks" provide opportunities to study non-western cultures in some depth, such as the recent week on China.

12. The school provides a good range of extra curricular activities. There is particular emphasis on music where pupils performed Indonesian Gamelan music in the Castle in Winchester with other pupils from Hampshire and where woodwind and clarinet ensembles have been highly successful in the Portsmouth Music Festival. There are good opportunities in sport, where the school is a *Soccer School of Excellence* and has the Football Association *Charter Standard*, and other areas such as pottery and folk dancing. There are opportunities for residential visits in the UK as well as a visit to France. The production of *Joseph* at Christmas 1999 involved the entire school and parents value highly the scope this provided for the wider development of their children.

The school benefits from very good leadership and management

13. The headteacher, deputy, governors and all teachers with particular responsibilities provide very good leadership and management for the school.

14. There are particular strengths in monitoring and evaluating standards achieved. Detailed analysis is carried out of assessment information from national tests and the Qualifications and Curriculum Authority optional tests that the school uses extensively, as well as information the teachers gather from week to week. Targets for improvement are set for individuals, classes and the whole school. Progress towards these is closely monitored and indications of progress which is less than expected are followed up. There is a sharp and effective focus on using information from analysis to set out aspects of subjects on which teachers in a particular year group need to concentrate to promote good progress.

15. Monitoring of the quality of teaching, by the headteacher, deputy and relevant subject managers, is good. All staff have regular, planned discussions with the headteacher. These approaches enable good teaching to be appropriately recognised and good practice shared. They also result in the identification of areas to support the further development of the staff. Good use is made of the Local Education Authority attached inspector to give a regular, well-informed outside perspective on the school's performance.

16. As a result of the extensive and thorough monitoring outlined above, the school has very clear priorities for its future development. It has already identified that earlier development plans contained many priorities which made them difficult to use as tools to improve the school. Accordingly, it is making a well-considered change to an approach which sets out a small number of key priorities which are more sharply focused on improving standards.

17. The headteacher has built effective teams which are a key characteristic of the school. The School Improvement Team focuses sharply on leading the school forward and there is a very strong commitment from all staff and governors to continuing improvement. Teachers work well in year teams planning the curriculum with suitable monitoring and support from subject managers.

18. Governors understand and fulfil their role well. They have a strong commitment to the school's broad curriculum and ask appropriate questions to help the school in carefully reviewing actions taken and considering whether appropriate success has been achieved. Governors have an effective range of strategies to gain understanding of developments in the school, including visiting classrooms with subject managers. The well-established committee system helps groups of governors to focus on particular aspects of the school. There is a good understanding of the value of comparing the school's performance with that of others and of the importance of judging the impact of spending decisions by concentrating on what resulted.

Parents have very positive views of the provision the school makes for their children

19. The school has very effective links with parents who hold the school in high esteem. There are three planned opportunities for parents to meet class teachers after school and a formal parents' consultation evening each term. Newsletters are frequent and parents are invited to meetings to contribute ideas to the school's future development.

20. Parents at the meeting held by the registered inspector strongly supported the school and were particularly pleased that pupils' targets were discussed at consultation meetings. About a third of the Ofsted questionnaires were returned and these also demonstrate strong support for the school and the standards it achieves.

WHAT COULD BE IMPROVED

Pupils do less well in writing than in other aspects of English

21. The school's monitoring procedures have already identified that standards attained by pupils in writing are not as good as in other aspects of English. The writing of the Year 6 boys who took national tests in 1999 was recognised as a weakness when they were in Year 4. Appropriate action was taken to try to improve standards. This included training for teachers on different types of text and on guided writing approaches as well as the use of frameworks to help pupils organise their ideas before starting to write. Good standards of writing were promoted through displays of work around the school. Although results in English overall were still above the national average in 1999, the school was disappointed by the boys' test results in writing which were significantly worse than those of the girls.

22. The school believes there has been considerable improvement and lesson observations and scrutiny of samples of work confirm this view. Although standards in speaking and listening and in reading remain higher than in writing, this is the case nationally. Standards in writing now are above average with little significant difference between the attainment of boys and girls. There is a good range of different types of writing in the work of all pupils sampled. The school has wisely maintained its efforts in improving writing. Year 6 pupils now have detailed individual targets in writing and there has been a focus on non-fiction texts where boys achieve greater success. Men have been well represented among authors invited into school to work with pupils.

The use of information and communication technology to support learning within the other subjects of the curriculum is limited

23. At present, pupils use computers mostly to develop skills in gathering, saving and retrieving information and in controlling and monitoring external events. There are some good examples of information and communication technology being used to support learning in subjects, such as advertisements for jobs in St Lucia and comparing rainfall data in geography, but this is not a well developed feature of the school's curriculum at the moment. Staff confidence in using information and communication technology is increasing, though some lack assurance with equipment and software. The school has already recognised these issues.

24. The current computers are mostly located in a dedicated room that is used by classes on a regular basis. There are also machines located in classrooms. Some are rather old and beginning to give trouble. Progress has already been made in locating computers, with a link to the Internet, in the Learning Resources Centre where a part-time technician provides helpful support. Pupils are beginning to use CD-ROMs and the Internet and the school has its own web site.

25. The school has a new suite of personal computers which is due to be installed now. These will be networked and connected to the Internet. Machines currently in the computer room will be re-located and placed in classrooms. A programme of staff training is planned for the autumn. The school intends that these new developments will support better and more consistent use of information and communication technology.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26. In order to raise further the standards attained in the school, the governors, headteacher and staff should:

- (1) continue to monitor progress in writing closely and to use a range of strategies to ensure sustained improvement
- (2) ensure that information and communication technology is used more effectively and consistently to support pupils' learning in the other subjects of the curriculum.

These issues have already been identified in the school's planning for improvement.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	25
Number of discussions with staff, governors, other adults and pupils	14

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
4	32	48	16	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	428
Number of full-time pupils eligible for free school meals	17

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	7
Number of pupils on the school's special educational needs register	92

English as an additional language	No of pupils
Number of pupils with English as an additional language	5

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	20
Pupils who left the school other than at the usual time of leaving	10

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.4

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	57	47	104

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	39	48	56
	Girls	40	40	44
	Total	79	88	100
Percentage of pupils at NC level 4 or above	School	76 (76)	85 (81)	96 (86)
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	37	50	55
	Girls	41	41	45
	Total	78	91	100
Percentage of pupils at NC level 4 or above	School	75 (84)	88 (80)	96 (78)
	National	68 (65)	69 (65)	75 (71)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	1
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	4
White	421
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	1	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	16.3
Number of pupils per qualified teacher	26.3
Average class size	32.9

Education support staff: Y3 – Y6

Total number of education support staff	12
Total aggregate hours worked per week	227

Financial information

Financial year	1999/2000
	£
Total income	776 612
Total expenditure	786 384
Expenditure per pupil	1 846
Balance brought forward from previous year	31 204
Balance carried forward to next year	21 432

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	428
Number of questionnaires returned	143

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	48	4	1	0
My child is making good progress in school.	44	51	4	0	1
Behaviour in the school is good.	38	58	3	0	1
My child gets the right amount of work to do at home.	34	49	15	3	0
The teaching is good.	45	52	1	0	2
I am kept well informed about how my child is getting on.	37	50	12	1	0
I would feel comfortable about approaching the school with questions or a problem.	58	34	5	2	1
The school expects my child to work hard and achieve his or her best.	65	32	1	0	1
The school works closely with parents.	35	52	10	1	1
The school is well led and managed.	53	45	0	1	1
The school is helping my child become mature and responsible.	43	52	5	0	0
The school provides an interesting range of activities outside lessons.	31	51	10	1	7