



Horndean Church of England Controlled Junior School

Inspection Report

Unique Reference Number 116292
LEA Hampshire LEA
Inspection number 279784
Inspection dates 22 February 2006 to 23 February 2006
Reporting inspector Michael Pye AI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Five Heads Road
School category	Voluntary controlled		Horndean
Age range of pupils	7 to 11		Waterlooville PO8 9NW
Gender of pupils	Mixed	Telephone number	02392592236
Number on roll	474	Fax number	02392599453
Appropriate authority	The governing body	Chair of governors	Mrs Sara Schillemore
Date of previous inspection	19 June 2000	Headteacher	Mrs Catherine Utting

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This Church of England school is larger than average and is located in an area of predominantly private housing. It draws a minority of pupils from a nearby social housing area. The number of minority ethnic pupils and pupils with English as an additional language is well below average. There are average numbers of pupils with learning difficulties and disabilities, and statements of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's judgement that it is a good school with some outstanding aspects. The school has made substantial improvements over the last two years under the excellent leadership of the new head teacher. In many ways she has transformed the school. This has resulted in improved staff training, more focused management across the school and improvements in the standards of pupils. Meanwhile the school has built on existing strengths in its pastoral work. There have also been significant improvements in the achievements of pupils. Two years ago the head teacher recognised that there was much under-achievement and she has addressed this robustly. Actions were taken to more rigorously track pupils' progress and then set appropriately challenging work for pupils. Other initiatives have focused on how to improve the quality of learning in lessons and these have led to improved teaching, which is now good. As a result pupils are making good progress but this is not yet fully reflected in the national tests for 11 year olds. The improvements came too late for pupils who took these tests in 2005 and they did not do as well as they should have done, in mathematics for example. This is also the case for some pupils in the present Year 6, because they have not been able to completely recover ground lost in previous years. Hence, given their good starting point on entry to the school, achievement in the national tests is satisfactory. In 2005 standards were above average in English and science, and average in mathematics. The personal development of pupils, together with the care and support of pupils are outstanding. Inspectors agree with the parent who, after visiting the school wrote andquot;We felt it a warm and safe environmentandquot;. There are some very effective links with external agencies that contribute to the care and support for pupils. The school has identified the need to encourage pupils to take responsibility for their own learning and targets are set for pupils. Not all pupils have sufficient understanding about how to use this information to help them improve their work. In view of the rapid progress in the last two years and the continuing improvement, the school is very well placed to improve further. It gives good value for money.

What the school should do to improve further

Further develop assessment strategies in order that pupils achieve their potential, particularly in mathematics, through having a greater understanding of how to improve their work

Achievement and standards

Grade: 3

When pupils enter the school in Year 3, their overall levels of competence in English and mathematics are above average. Given this starting point, there has been underachievement in recent years, with standards declining between 2001 and 2003. Weaknesses in writing and mathematics persisted and higher attaining pupils especially did not do as well as expected. Since then the school's performance in the national

tests for Year 6 has improved considerably and standards in science and English are above average although still only average in mathematics. In the work seen during the inspection, the majority of pupils, including those with learning difficulties and disabilities are now achieving well. This is a direct consequence of the very effective steps taken by the leadership to raise the level of progress and improve standards. Very good use is now being made of tracking data to monitor individual progress. Test results are carefully analysed to identify any underachievement. Teachers use this information to more accurately set work that enables pupils to progress. Evidence supports the finding that high attainers are now achieving well. The eldest pupils have some headway to make up as a consequence of less effective teaching in previous years; in work seen they are currently making good progress.

Personal development and well-being

Grade: 1

The personal development and well-being of pupils are outstanding. The strong Christian ethos, and the school's vision of 'Thinking, Learning and Caring', foster pupils' spirituality and moral development very well, and result in a high degree of self-awareness. The excellent behaviour and attitudes of pupils is a strength of the school[r1]. The wide range of opportunities for active participation encourages enjoyment and develops pupils' self-confidence very well. Their social development is well supported through "talk partners" in lessons, group work and the active school council. Regular exercise is provided through physical education, and a good range of sporting opportunities is available on an extra-curricular basis. Pupils make healthy choices as when they run around the running track in the playground. They learn about healthy diets. For example, lesson themes, such as the Ancient Greeks offer the opportunity for pupils to create Greek salads. Pupils are encouraged to drink water to aid their concentration in lessons. Pupils and parents report that there is little bullying. If difficulties arise the trusting relationships within the school mean that pupils readily confide in school staff. Pupils feel safe and are happy at school. As one parent wrote "It can't be every school child who on waking says oh good, school today". Pupils make positive contributions to the community as when incoming Year 3 pupils are supported by Year 6 pupils. They are well prepared for later life and raise their awareness of economic well-being through their active participation in ordering and selling stationery.

Quality of provision

Teaching and learning

Grade: 2

The current leadership has overseen the introduction of a rigorous programme of the monitoring of teaching which has now resulted in good teaching overall. There is an emphasis on promoting learning through the consistent development of thinking skills. This is having an impact on levels of achievement in all subjects. Teachers consistently challenge the pupils to put on their "thinking hats" during lessons and

this is particularly effective for problem solving in science. Older pupils have not been able to fully benefit from this approach but do progress well in lessons as a result of the support they receive from teachers. High quality relationships in lessons results in pupils wanting to get involved and give opinions. Outstanding teaching was observed where pupils are very well challenged as a result of the effective use of on-going assessment. This enabled work to be adjusted to meet the needs of the pupils. Thinking skills were further developed by probing questioning that involves pupils and encourages them to fully explain their answers. The school has successfully developed the role of the learning support assistants and they are effective in lessons. Teachers' marking is supportive, but insufficiently shows pupils how they might improve. In a mathematics lesson pupils were not sufficiently involved in an evaluation of their learning at the end of the lesson.

Curriculum and other activities

Grade: 2

A recent curriculum review has established a very good curriculum, with a wide range of interesting activities. It now meets the needs of all pupils, including those with learning difficulties and disabilities, and those identified as gifted and talented. It is enriched by the very good use of visitors and visits, to Portsmouth, for example. A wide range of clubs and other enrichment activities add further interest and enjoyment to pupils' learning. Residential visits in Years 4, 5 and 6 contribute well to pupils' learning and social development. Personal, social and health education is well planned and effectively makes pupils aware of staying safe, and the value of relationships. The school has recognised the need to further develop citizenship. Outstanding opportunities are provided for pupils to use and develop their music and drama skills through performances such as 'The Pirates of Penzance', which received national acclaim. The school is planning to further develop links between subjects so as to make learning more relevant to pupils. Information and communication technology is well delivered through weekly lessons.

Care, guidance and support

Grade: 2

Inspectors, parents and pupils wholeheartedly agree that this is a very happy and extremely caring school. Pupils know that adults have their well-being at heart. There is some outstanding care and support practice. For example, the use of an emotional register at the start of each day which helps identify how pupils are feeling and whether support is required. Staff provide very positive role models. Pupils' confidence and self-esteem are nurtured throughout the school. One parent comments, 'My son has been transformed from a shy, unconfident child into a full of life, confident child. He loves school.' Pupils with learning difficulties and disabilities receive good support. The school involves parents and an impressive range of external agencies to help ensure that pupils are carefully supported, and are fully included in the life of the school. Health and safety routines and risk assessments have been improved since the last inspection, and are now fully in place and conscientiously observed. Child protection

procedures are clear and widely understood. The school has introduced literacy and numeracy targets to help guide pupils' progress. Not all pupils are sufficiently aware of their targets, or how they can use self-assessment to improve their work.

Leadership and management

Grade: 2

Inspectors agree with the school's evaluation that leadership and management are good. There are also examples of excellent practice. The excellent leadership of the head teacher has given a clear and determined direction to the school, built around a commitment to make classrooms a "powerful learning environment for thinking". In lessons pupils are thinking hard and, for example, are more able to solve problems, and they progress well. In mathematics the introduction of "numerate thinking" is similarly having a positive effect on achievement of pupils. The more rigorous tracking of pupils' progress is having a measurable impact. The information is used to identify any underachieving pupils, appropriate work is then set that enables the pupils to progress and achieve well. The quality of school self-evaluation is very high with detailed evidence being collected to underpin any re-evaluation and further development. The present leadership team identified, for example, the need to redesign the format of lessons so as to reinforce the emphasis on thinking skills. Staff were consulted, training carried out and a period of observations by the leadership and others took place. Results were fed back to staff and the results of this evaluation and planning can be seen in the present good teaching in the school. The head teacher's aim to empower other leaders in the school is clearly demonstrated by the wide range of people who are involved in school evaluation, including external consultants to help develop English. The improving progress and standards, which are a consequence of the actions of the current leadership means that there is a substantial capacity to further improve. Parents' views are taken into account. Resources are used efficiently, with the purchase of interactive whiteboards having a particular impact on provision. All pupils are treated equally. However, improvement since the last inspection has been more effective in promoting the achievement of younger pupils. The school has developed some impressive community links to support learners, such as the ones developed as part of the "thought and talk" programme. The governors support the school well and new members are learning how to raise challenging questions of the school.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You will remember our recent visit when we listened carefully to what you had to say about your school. Thank you for helping us. We agree with you and your parents that you attend a very good school. Mrs. Utting and her staff have good plans for your school.

We really liked: * How you learn well, in science for example; * That you are now learning more quickly, unlike in the past; * How you use your “thinking hats”; * The way adults care for you; * Your excellent behaviour; * How much you enjoy school and make good use of opportunities such as playing sport and singing; * and, like many people, are very impressed by your school production - it looked fun, and of a very high standard; * How you are encouraged to live healthily.

We have asked the school to do even more to help you understand more clearly how to improve your work, particularly in mathematics. Best wishes for the future.