

Horndean Church of England Controlled Junior School

Inspection report

Unique Reference Number	116292
Local Authority	Hampshire
Inspection number	326357
Inspection dates	29–30 June 2009
Reporting inspector	Beryl Richmond

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	498
Appropriate authority	The governing body
Chair	Mr Richard Brown
Headteacher	Mrs Catherine Utting
Date of previous school inspection	22 February 2006
School address	Five Heads Road Horndean Waterlooville PO8 9NW
Telephone number	02392 592236
Fax number	02392 599453

Age group	7–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Horndean Church of England Controlled Junior is a large school, with four classes in each year group. The proportion of pupils known to be eligible for free school meals is below average. The vast majority of pupils speak English as their first language and are of White British heritage. The proportion of pupils with learning difficulties and disabilities is just below average. Their main needs relate to moderate and other learning difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Horndean Church of England Controlled Junior School provides its pupils with a satisfactory and improving standard of education. Some aspects of the school's work are good and outstanding. Achievement is satisfactory and pupils' personal development and well-being are excellent. The headteacher is passionate about the pupils' education and works well with the other members of the senior leadership team, who provide very good expertise and support. Staff work as a cohesive team. There is a very strong shared ethos, encapsulated by 'TLC', 'Thinking, Learning, Caring'. The school knows its strengths and weaknesses well and is working effectively to bring about improvements, particularly in mathematics. Pupils describe the school as 'a fantastic place to be'. Excellent links with a wide range of organisations in the local community and with the church support pupils' welfare and learning. Performing arts are a strength of the school, with biennial performances at a local theatre. Many pupils are learning to play musical instruments and all pupils sing tunefully with enjoyment and enthusiasm.

Because of exceptional pastoral care, a strong focus on personal development in the curriculum and very good relationships, pupils develop into self-confident, polite individuals who work and play together very well. They say, 'In this school everyone cares about each other.' They have a very wide range of opportunities to take on responsibility and to work cooperatively and collaboratively. Behaviour is excellent and the children clearly enjoy school. Parents are very supportive of the school, particularly in ensuring that their children attend regularly. Consequently, attendance is excellent.

Standards in English are above average because the school has successfully focused on raising standards in writing. Leaders are aware that mathematics standards need to be higher by the end of Year 6. Attainment is improving, particularly at Level 4, but the proportion of pupils attaining the higher Level 5 has remained at about one third, which is lower than the expected proportion, given pupils' starting points. Most pupils are now on track to make better progress. Pupils with moderate and other learning difficulties achieve well because they are provided with good support from well-trained learning support assistants.

Achievement is satisfactory because teaching and learning are satisfactory. Much good teaching is apparent but is not yet consistent across the school. The pace of learning is not rapid enough in a minority of lessons. The targeting of pupils who need to make up lost ground is boosting achievement. In particular, small-group work to help younger pupils with reading, writing and spelling is particularly effective. The school has also identified gaps in pupils' knowledge of place value and calculation strategies and is ensuring that these needs are met. Victorian days and visits to other localities for geography, for example, enrich the curriculum well. Systems for tracking pupils' progress are having a positive impact.

Leadership and management are satisfactory, although there are clear signs of their positive impact in many areas. Responsibility for school improvement is widely shared but middle managers' monitoring roles are not fully developed in checking on pupils' progress and taking effective action. The school's recent track record in improving achievement and progress, and improvements put into place since the last inspection, indicate a good capacity for improvement.

What the school should do to improve further

- Develop the monitoring roles of middle managers so that they have a greater impact on pupil progress.

- Improve the quality of teaching so that pupils are consistently challenged to do their best.
- Make more consistent use of assessment information so that a larger proportion of pupils attain the higher Level 5 in mathematics by the end of Year 6.

A small proportion of the schools whose overall effectiveness is judged satisfactory but have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Key Stage 1 data indicate that pupils start school with above-average standards in reading, writing and mathematics. In 2008, standards at the end of Year 6 were just above average. Some pupils join the school at other than the normal time, sometimes with specific needs, and this has a detrimental impact on standards achieved. Pupils' progress was satisfactory in English but not all pupils made the expected progress in mathematics and science. Current school data indicate that levels of attainment have risen in mathematics and science and have been maintained in English. A recent focus on improving pupils' spelling is bearing fruit. Progress is becoming more consistent throughout the school, with most pupils on track to make satisfactory or better progress. Pupils with learning, emotional and behavioural needs make good progress because of the well-targeted support they receive, reaching standards that are in line with national averages by the end of Year 6. Apart from the groups already mentioned, there is no difference in achievement between different groups of pupils.

Personal development and well-being

Grade: 1

Pupils are extremely knowledgeable about healthy lifestyles and enjoy an excellent range of extra-curricular sporting activities. Enthusiasm for school is evident in their very positive attitudes to learning. Pupils feel very safe at school and know who to approach if they are worried about anything. Pupils' spiritual, moral, social and cultural development is exceptional. Because of opportunities, like International Week and visitors from the Cameroon, pupils know a great deal about other cultures. However, their knowledge of the diversity of British society is more limited. They have a strong sense of right and wrong and really appreciate the badges they are awarded for a range of reasons and find them very motivating. Pupils contribute very well to the running of their school by readily taking on responsibility. They are very proud of their involvement in class projects to raise money for African children, through organising cake and book sales. Pupils are well prepared for the next stage in their education because, in addition to their competence in basic skills, they are exceptionally well developed personally.

Quality of provision

Teaching and learning

Grade: 3

Harmonious classrooms and very good relationships lead to pupils learning in positive productive classrooms. Pupils are very motivated and keen to learn. Teachers manage behaviour well. Although much teaching and learning observed during the inspection were good or better, the impact of teaching and learning over time is satisfactory because of inconsistencies in practice. In good lessons, teaching is lively and enthusiastic, so that pupils are fully engaged and make good progress. They enjoy active learning, for example investigating the use of circuits in

science. Good strategies, like asking pupils to discuss questions with a partner or to record answers on their own individual whiteboards, ensure that all pupils are involved in learning. However, on occasion, teachers' expectations, particularly of what more able pupils can achieve in mathematics, are not high enough. There are examples of good marking that explains to pupils how to improve, but this is not consistent in all subjects. Learning support assistants are deployed well and, consequently, pupils with moderate and other learning difficulties make good progress.

Curriculum and other activities

Grade: 2

The curriculum has been reviewed recently to make it more active and exciting and to link subjects together so that learning is meaningful for pupils and the development of skills progressive. For example, there are good opportunities to practise writing in history. Pupils say that they appreciate the ongoing changes in the mathematics curriculum and, consequently, their attitude to the subject has improved. For example, passports for mental mathematics help pupils learn a wide range of number facts by heart. Information and communication technology is developing well and continues to be a key area for improvement, particularly in the provision of opportunities for pupils to apply these skills in other curriculum subjects. Pupils appreciate the wide range of clubs on offer, which are well attended. Boys' and girls' interests are well catered for and pupils often suggest and organise their own clubs. Provision for pupils' personal, social and health education is excellent, as is seen in the positive pupil outcomes.

Care, guidance and support

Grade: 2

Child protection and safeguarding procedures are robust and meet statutory requirements. Provision for pupils who have moderate and other learning difficulties is good, including the use of specialist advice where necessary. A team of adults give good support to pupils who have difficulty managing their behaviour and emotions, and this is having a positive impact on their progress. Good systems are in place to track the progress of individuals and groups of pupils and to identify areas for improvement. Parents are generally kept fully informed of their children's progress. Pupils are developing well into independent learners who know what they need to learn specifically to improve in writing but they are not so clear about how to improve in mathematics.

Leadership and management

Grade: 3

The impact of leadership and management on pupils' personal development is excellent. The school is now setting more challenging targets for improvement in order to raise standards, particularly in mathematics, but also in science. Standards are beginning to improve but the full impact of this work is yet to be realised. School self-evaluation is accurate in terms of pupils' achievement and the analysis of strengths and areas for improvement, particularly in subjects like English, mathematics and science. Leaders and managers are setting clear direction for improvement from monitoring information, but initiatives are not monitored rigorously enough at middle management level to ensure rapid improvement. Teaching and learning are improving well because of effective monitoring, coaching, challenge and support. The school is a cohesive community, with strong links locally and internationally. There are variations in

the experience of the governing body because some governors are new. However, it provides satisfactory support and challenge to the school. The work of the governing body in terms of financial management is exemplary.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

Achievement and standards

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

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

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

13 July 2009

Dear Pupils

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

Thank you very much for helping us during the inspection, particularly by talking to us about your school. We were very impressed by your friendliness and politeness and your pride in your school and its 'TLC' ethos. Your school is improving and is currently graded as satisfactory overall. However, some aspects are good and outstanding. Here are some of the best things about it.

- Your personal development and well-being are outstanding. You have an excellent understanding of how to stay safe and healthy. You know who to talk to if you are worried about anything. You contribute exceptionally well to your school community in many ways.
- Your headteacher and senior leaders lead your school well. Staff and governors are working well together as a team to make your school better still.
- You behave very well and are very interested in your learning. This means that your classrooms are pleasant places to learn in and you have very good relationships with adults in school.
- Your school has some excellent links with other organisations, including your local church, a theatre and sports organisations, which provide interesting opportunities for you to learn. There is an excellent range of well-attended after-school clubs, some of which you organise yourselves.
- Your parents are interested in your learning. They ensure that you attend school regularly and many wrote comments about your school on the questionnaires.
- You enjoy an enriched curriculum, which gives you opportunities to learn in a practical way and to develop the skills you will need for a successful adult life. You enjoy a good range of visits to places of interest. There are good opportunities for boys and girls to enjoy a range of activities.

We have asked teachers who are responsible for checking on your progress to do this more frequently. This means that, if you need extra help or more challenge, your school can provide it for you. Much of the teaching in your school is good or better but we would like all lessons to be of this quality. We have asked teachers to ensure that there is always sufficient challenge for you in mathematics lessons so that more of you achieve the higher Level 5 in mathematics by the end of Year 6.

We enjoyed our visit to your school. I would like to send you my best wishes for your future success in whatever you choose to do.

Yours faithfully

Beryl Richmond

Lead Inspector