

Herne Junior School

Love Lane, Petersfield, Hampshire, GU31 4BP

Inspection dates 10–11 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress and reach an above-average standard in their work. They make particularly good progress in mathematics.
- The school is well led and managed. Staff work well as a team and enjoy the effective support of the governing body which knows about teaching quality through members' visits. All have the interests of the pupils at heart.
- The leadership of teaching is good and supports good achievement. The quality of teaching is assured through regular reviews of lessons and helping staff to become even better teachers. Senior staff fulfil their roles well.
- The school is strongly committed to teaching values, such as respect and honesty. Pupils' spiritual, moral, social and cultural development is good. Pupils have good opportunities to undertake responsibilities.
- Pupils' behaviour is good. They are mature and responsible. They have a good understanding of how to keep themselves and others safe.
- Staff feel supported and enjoy their work. Parents express very positive views about the school.
- The school has improved much since the last inspection. It has been keen to improve, sought and taken advice and profited from this. Consequently, pupils' achievement has improved.
- The school provides equal opportunities for all its pupils irrespective of background and there is no evidence of discrimination. The school fosters good relationships and harmony.

It is not yet an outstanding school because

- Pupils' progress in reading is not yet at the same level as in other aspects of their work. A few aspects of teaching can be improved further, particularly the teaching of reading.
- Pupils do not have enough immediate access to information and communication technology (ICT) in classrooms to support their ongoing work.

Information about this inspection

- Inspectors observed 24 lessons.
- Pupils were heard to read and samples of work were examined.
- Inspectors examined the 55 responses on Parent View, the government’s website for parents’ views of schools, and also the school’s most recent survey of parents. They also examined a recent survey of staff and governor opinions.
- A telephone discussion was held with a member of the local authority’s advisory staff.
- A discussion was held with pupils.
- Formal discussions were held with the headteacher, deputy headteacher and other staff, including the senior leadership team.
- The inspectors examined data on pupils’ progress and other school documentation, including that relating to safeguarding.
- A meeting was held with the Chair of the Governing Body.

Inspection team

Peter Sudworth, Lead inspector

Additional Inspector

Teresa Hill

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- This is an above average-sized junior school with 15 classes.
- Pupils are mainly drawn from the nearby infant school, although others come from other parts of Petersfield.
- The school currently supports a below-average proportion of its pupils at school action, and also at school action plus or through a statement of special educational needs.
- The proportion of the pupils from minority ethnic groups is below the national average. A small proportion of these pupils speak English as an additional language.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.
- The proportion of pupils supported by the pupil premium, which is extra government funding for pupils who are known to be eligible for free school meals, pupils in the care of the local authority and those from families with a parent in the armed forces, is lower than the national average.
- The school manages its own breakfast club.
- The school has both the International School Award and also the UNICEF 'Rights, Responsibility and Respect Award'. It also has 'Enhanced Healthy Schools' and 'Eco-Schools' awards.
- The school does not use alternative provision offsite.

What does the school need to do to improve further?

- Build on the substantial improvements that have already taken place in teaching and learning by:
 - following through the recent initiatives to improve reading through carefully reviewing these with staff, tracking the effect on pupils' reading progress across the school, and making changes if necessary to ensure full impact
 - improving the questioning skills of teaching assistants so that they are consistently good in making pupils think for themselves
 - ensuring that teachers are always fully active in lessons in overseeing the work of disabled pupils and those who have special educational needs, and checking the progress of developments under the new leadership of this aspect.
- Provide the resources and opportunities for pupils to have immediate access to information and communication technology (ICT) in class so that they can develop their skills in ICT as part of their daily work.

Inspection judgements

The achievement of pupils is good

- On entry to the school, pupils' attainment is above average. They make good progress and achieve well. Pupils make better progress than that expected nationally in both English and mathematics.
- Pupils' attainment is typically above the national average, but better in mathematics than English. It is well-above average in mathematics. Mathematics results have improved consistently since 2008. In 2012, almost two in every three pupils reached the higher Level 5 in the Year 6 national tests and a few pupils attained even higher.
- Very good progress in mathematics is the result of effective teaching and opportunities for pupils to solve problems, undertake investigations and apply their mathematical skills to real life. Furthermore, staff always apply the very helpful calculation policy in helping pupils to learn. Parents support their children at home because they, too, are familiar with the school's methods.
- Pupils entitled to pupil premium funding make much better progress than similar pupils nationally in both English and mathematics. The gap between the attainment shown in average point's scores between pupils eligible for free school meals and other pupils is narrowing rapidly. Disabled pupils and those who have special educational needs make similar rates of progress to other pupils.
- Progress and attainment in writing are good due to effective planning of different writing styles and teachers' high expectations of what pupils can achieve. Pupils are urged to think carefully about their choice of words when they write. For example, in one lesson, a pupil wrote, 'Creak! The door spoke its eerie song.'
- The development of reading has not received the same attention, until recently, as writing. Consequently, pupils have not made the same rate of progress. Nevertheless, initiatives recently put into place are bearing fruit and pupils are, currently, achieving well with this skill.
- Pupils from minority ethnic groups and those who use English as an additional language make similar rates of progress to other pupils. There is no discrimination between pupils in this school, whatever their heritages or previous schooling. Pupils, generally, have good speaking and listening skills, supported by helpful opportunities to discuss ideas in class. They show impressive levels of confidence when speaking.
- Pupils have a good awareness of global matters and shown through the International Award.

The quality of teaching is good

- Teachers' good planning of learning ensures that time is used well and work matches pupils' abilities. Pupils are managed well in lessons and a natural respect between pupils and teachers enables lessons to flow smoothly. They know what learning will be about and how to be successful in their activities.
- Good use is made of modern technology to present lessons and for pupils' activities in the ICT suite. However, a lack of technological equipment for pupils in classrooms reduces opportunities to develop their ICT skills further.
- In class, electronic screens keep pupils interested. Projected photographs and video clips motivate them to learn. For example, in a Year 6 lesson, images of dragons combined with drama helped pupils gain a real feeling for their own imaginary dragon before writing their stories.
- Teachers question pupils effectively and engage them well in discussion, developing their ideas and assessing their understanding. Occasionally, an imbalance between the discussion and the time available for activity means that pupils sometimes struggle to complete the task or do not have enough time to reflect upon their efforts.

- New initiatives to teach reading and comprehension, along with the improvement in book stocks for different ages and interests, are having a positive impact. Mathematics teaching is good. Good use of resources especially supports those who have more difficulty in learning.
- Good preparation for learning ensures that staff have a good knowledge of what they teach so they can answer pupils' questions. Teachers mark the pupils' work well. Marking recognises pupils' efforts and also helps them improve. Pupils are aware of their targets for improvement and their next steps in learning.
- Good support is provided for disabled pupils and those who have special educational needs. This is mostly provided by teaching assistants. They work hard with the pupils but there is some variability in the quality of their questioning from class to class in helping pupils think for themselves. Sometimes teachers leave too much of the responsibility in lessons to the teaching assistants and the teachers do not then provide enough oversight of these pupils. Nevertheless, these pupils achieve well.
- The best teaching is inspirational and some outstanding teaching was observed. Teachers are keen to improve their good teaching further. They are intent on doing the best that they can for every pupil.

The behaviour and safety of pupils are good

- Pupils behave well in lessons, around the school and at play. Exclusions are rare. Pupils are polite and courteous. They enjoy their lessons, 'particularly mathematics and art', and like their teachers. 'Lessons are fun,' they say. They want to learn and do their best. Pupils take pride in their work and present it neatly. Attitudes to work are often exemplary.
- Pupils feel very safe in school. They understand the different forms of bullying but indicate that very little bullying takes place. Pupils help to organise the playtimes and ensure the safety of all through their various playtime responsibilities. School council members seek the views of other pupils and feel that they have a voice in the school.
- Pupils know how to keep themselves safe in school and when away from it. They understand the potential danger in communication technology for cyber bullying and are aware of how to deal with it should it ever occur. They know that they must not access some sites on the internet. They have a good awareness of road and water safety. They appreciate the importance of wearing a cycling helmet.
- Pupils' interest in school is widened by taking part in out-of-class activities, which they thoroughly enjoy. They also appreciate the trips out of school related to their learning and the residential visits. These, combined with breakfast club activities, promote their social development well.
- Attendance is above average. Pupils are punctual. They show responsibility and honesty when they assess their own work and are reflective when they respond in their books to their teachers' marking comments. Sometimes, however, they do not follow up written requests. Pupils gain a good idea of different countries and cultures through international links.

The leadership and management are good

- The headteacher and deputy headteacher form an effective working partnership and establish a good atmosphere in which staff and pupils can do their best. They have brought together an effective team which is developing well and which works with a common approach.
- Senior and subject leaders complete and implement well focused improvement plans based on whole-school review of teaching and learning, analysis of pupils' work and pupils' views. Reviews of lessons have improved teaching quality.
- Pupils study a good range of subjects, including practical ones, such as design and technology. Year 4 pupils were seen designing their own electronic robot. Good attention is

paid to basic skills, although immediate access to ICT in classrooms is lacking. The staff are working determinedly to improve progress in reading. Pupils make good use of English and mathematics in different subjects. For example, they wrote about life in prison as a child in Victorian times. Pupils enjoy the wide range of after-school activities, which include sport and 'young engineers'.

- A 'harmony' theme has encouraged pupils to explore differences in school and the local community, across time and continents. This has promoted a strong emphasis on right and wrong. Learning of key moral values is built into all planning and is accredited through the United Nations award that it has received.
- Arrangements to evaluate the quality of teaching are well organised and include all staff. The targets set for teachers to improve their practice are precise and measurable and set a good level of challenge related to pupils' progress. Targets are linked to rates of pay and follow national guidance. Teachers' training needs are closely related to help develop their individual skills. The school also works well with other local schools in arranging this training.
- Pupil premium money is spent effectively, for example, for extra staff, to support the pupils for whom it is intended. Consequently, these pupils are achieving well.
- Parents and carers express very positive views of the school and guidance documents enable them to help their children directly. The school website is a helpful source of information with activities for pupils and parents.
- The local authority has provided advice in the teaching and learning of English and mathematics with positive results. New leadership of special educational needs is already moving provision forward for these pupils, but there has not yet been time for formal evaluation of impact.
- Safeguarding arrangements are secure because appropriate policies are in place, which provide helpful advice to staff. Regular training and effective systems help to keep pupils safe. These include following up unreported absence.
- **The governance of the school:**
 - The governing body is well led. Governors understand teaching quality through their visits to school. They follow up priorities from the school improvement plan and undertake discussions with subject leaders. The governing body has a range of expertise among its ranks enabling it to understand data on pupils' progress and attainment and to ensure that school finances keep in balance. Governors question and challenge the school's leaders and look particularly at the progress of individuals. The governing body understands the pupil premium, knows the detail and approves the extra spending for these pupils. It rightly states that this is having a good impact. Governors understand how the performance of staff is measured and require pay to be justified by performance. They undertake training where relevant to their responsibilities.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115940
Local authority	Hampshire
Inspection number	405613

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	403
Appropriate authority	The governing body
Chair	Maureen Page
Headteacher	Anthony Markham
Date of previous school inspection	10 February 2011
Telephone number	01730 263746
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