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NOTICE OF MEETING

Meeting	Education Advisory Panel
Date and Time	Wednesday, 1st March, 2017 at 10.00 am
Place	Chute Room, Ell Court, The Castle, Winchester
Enquiries to	members.services@hants.gov.uk

John Coughlan CBE
Chief Executive
The Castle, Winchester SO23 8UJ

FILMING AND BROADCAST NOTIFICATION

This meeting may be recorded and broadcast live on the County Council's website. The meeting may also be recorded and broadcast by the press and members of the public – please see the Filming Protocol available on the County Council's website.

AGENDA

1. APOLOGIES FOR ABSENCE

To receive any apologies for absence received.

2. DECLARATIONS OF INTEREST

All Members who believe they have a Disclosable Pecuniary Interest in any matter to be considered at the meeting must declare that interest and, having regard to the circumstances described in Part 3 Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore all Members with a Non-Pecuniary interest in a matter being considered at the meeting should consider whether such interest should be declared, and having regard to Part 5, Paragraph 2 of the Code, consider whether it is appropriate to leave the meeting while the matter is discussed, save for exercising any right to speak in accordance with the Code.

3. MINUTES OF PREVIOUS MEETING (Pages 1 - 4)

To confirm the minutes of the previous meeting

4. DEPUTATIONS

To receive any deputations notified under Standing Order 12.

5. CHAIRMAN'S ANNOUNCEMENTS

To receive any announcements the Chairman may wish to make.

6. CHARACTER EDUCATION

To receive a presentation from the Director of Children's Services regarding Character Education within Hampshire Schools.

7. PROGRESS OF SCHOOLS IN HAMPSHIRE CAUSING CONCERN - LESS EXEMPT VERBAL UPDATE (Pages 5 - 42)

To consider a report from the Director of Children's Services regarding the progress of schools in Hampshire in special measures, having serious weaknesses, or below Government floor standards.

The content of this report will be discussed under Item 10 on the agenda.

8. EXCLUSION OF PRESS AND PUBLIC

RECOMMENDATION:

That in relation to the following items, the press and public be excluded from the meeting as it is likely, in view of the nature of the business to be transacted or the nature of the proceedings, that if members of the public were present during the items there would be disclosure to them of exempt information within Paragraphs 1, 2 and 3 of Part 1 of Schedule 12A to the Local Government Act 1972, and further that, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information for the reasons set out in the report.

9. EXEMPT MINUTE (Pages 43 - 44)

To confirm the exempt Minute of the meeting held on 7 December 2016.

10. PROGRESS OF SCHOOLS IN HAMPSHIRE CAUSING CONCERN - EXEMPT

To receive an exempt verbal update to Item 7 on the agenda.

ABOUT THIS AGENDA:

On request, this agenda can be provided in alternative versions (such as large print, Braille or audio) and in alternative languages.

ABOUT THIS MEETING:

The press and public are welcome to attend the public sessions of the meeting. If you have any particular requirements, for example if you require wheelchair access, please contact members.services@hants.gov.uk for assistance.

County Councillors attending as appointed members of this Committee or by virtue of Standing Order 18.5; or with the concurrence of the Chairman in connection with their duties as members of the Council or as a local County Councillor qualify for travelling expenses.

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Agenda Item 3

AT A MEETING of the EDUCATION ADVISORY PANEL held at The Castle, Winchester
on 7 DECEMBER 2016

PRESENT:

Chairman:

p Councillor Peter Edgar

Vice-Chairman:

p Councillor Rita Burgess

p Zilliah Brooks
p Roz Chadd
p Charles Choudhary
a Jacqui England

p Philip Fawkes
p Warwick Lovegrove
p Jackie Porter

Co-opted Members:

p Liz Muir
p Ian Potter

p Georgina Mulhall

151. **BROADCASTING ANNOUNCEMENT**

The Chairman announced that the press and members of the public were permitted to film and broadcast the meeting. Those remaining at the meeting were consenting to being filmed and recorded and to the possible use of those images and recording for broadcasting purposes. This did not apply to the confidential part of the meeting.

152. **APOLOGIES**

Cllr England gave her apologies.

153. **DECLARATIONS OF INTEREST**

Members were mindful that where they believed they had a Disclosable Pecuniary Interest in any matter considered at the meeting they must declare that interest at the time of the relevant debate and, having regard to the circumstances described in Part 3, Paragraph 1.5 of the County Council's Members' Code of Conduct, leave the meeting while the matter was discussed, save for exercising any right to speak in accordance with Paragraph 1.6 of the Code. Furthermore Members were mindful that where they believed they had a Non-Pecuniary interest in a matter being considered at the meeting they considered whether such interest should be declared, and having regard to Part 5, Paragraph 2 of the Code, considered whether it was appropriate to leave the meeting whilst the matter was discussed, save for exercising any right to speak in accordance with the Code.

Cllr Edgar declared an interest as a Life Member of the National Association of Headteachers.

154. MINUTES

The Minutes of the meeting held on 5 October 2016 were confirmed as a correct record and signed by the Chairman.

155. CHAIRMAN'S COMMUNICATIONS

The Chairman told the Panel that in the last year he has visited 94 different school's within Hampshire and he has seen marvellous work taking place during this time. The Chairman noted that even when a school is in difficulties, children are given the most incredible support.

The Chairman added that he had started to attend some end of term celebrations which had highlighted the above. However, although schools in Hampshire have improved, with 89% now good or outstanding, in partnership we will always strive to do better and the aim should be 100%.

The Chairman introduced Jennifer Watts from Legal Services, who he had invited to give a brief overview of the Code of Conduct for members.

156. DEPUTATIONS

No deputations were received at this meeting.

157. ENSURING MORE SCHOOLS BECOME GOOD OR OUTSTANDING – THE ROLE OF THE LOCAL AUTHORITY

The Panel received a presentation from the Director of Children's Services, on the role of the Local Authority in ensuring more schools become good or outstanding (Item 6 in the Minute Book).

The Panel heard that while Schools are self-governing organisations, responsible for securing good standards and performance, the local authority does have statutory powers around school improvement. This is the ability to serve a warning notice to the school governors if performance is consistently low and if the school fails to comply with this then additional governors, or an interim executive board, can be appointed.

The Panel were informed of how Hampshire's school improvement team facilitate the leadership and learning partner review (LLPR) process. This is an annual risk assessment of all schools on the basis of their performance with immediate action in cases of significant underperformance. In any one year there will be approximately 10 to 15 high priority schools and 60 to 70 medium priority.

158. PROGRESS OF SCHOOLS IN HAMPSHIRE CAUSING CONCERN

The Panel received and noted a report of the Director of Children's Services (Item 7 in the Minute Book) identifying the schools in Hampshire that are currently judged inadequate by Ofsted or below Government floor standards.

159. EXCLUSION OF PRESS AND PUBLIC

RESOLVED:

That in relation to the following items, the press and public be excluded from the meeting as it is likely, in view of the nature of the business to be transacted or the nature of proceedings, that if members of the public were present during those items, there would be disclosure to them of exempt information within Paragraphs 1, 2 and 3 of Part 1 of Schedule 12A of the Local Government Act 1972, and further that, in all the circumstances of the case, the public interest in maintaining the exemption outweighs the public interest in disclosing the information for the reasons set out in the exempt minutes and appendix.

160. EXEMPT MINUTES

The exempt minutes of the meeting held on 5 October June 2016 (Item 9 in the Minute Book) were confirmed as a correct record. On this basis, the Exempt Minutes were signed by the Chairman.

161. PROGRESS OF SCHOOLS IN HAMPSHIRE CAUSING CONCERN (EXEMPT APPENDIX)

The Panel considered an exempt verbal update to Item 7 on the Agenda from the Director of Children's Services (Item 10 in the Minute Book) on schools in Hampshire that are currently judged inadequate by Ofsted or below Government's floor standards.

Members of the Panel discussed in detail issues relating to those schools shown in this report.

[SUMMARY OF AN EXEMPT MINUTE]

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HAMPSHIRE COUNTY COUNCIL

Report

Panel:	Education Advisory Panel
Date:	1 March 2017
Title:	Progress of schools in Hampshire causing concern
Reference:	8158
Report From:	Director of Children's Services

Contact name: David Hardcastle, County Education Manager (School Improvement)

Tel: 01252 814755

Email: david.hardcastle@hants.gov.uk

1. Summary

1.1. The purpose of this paper is to inform the Panel regarding the progress made by schools in the county in special measures, having serious weaknesses or below Government floor standards.

2. Contextual information

2.1. A list of the schools is attached as Appendix 1.

2.2. Ofsted's Section 5 reports and Section 8 monitoring reports are attached as Appendix 2 for the convenience of members.

2.3. A definition of the 2016 below floor standards as outlined in Appendix 3.

2.4. An exempt verbal update on the schools listed in Appendix 1 will be provided at the meeting.

3. Recommendation

3.1. That the Education Advisory Panel notes the report.

CORPORATE OR LEGAL INFORMATION:**Links to the Corporate Strategy**

Hampshire safer and more secure for all:	Yes
Corporate Improvement plan link number (if appropriate):	
Maximising well-being:	Yes
Corporate Improvement plan link number (if appropriate):	
Enhancing our quality of place:	Yes
Corporate Improvement plan link number (if appropriate):	

Section 100 D - Local Government Act 1972 - background documents

The following documents discuss facts or matters on which this report, or an important part of it, is based and have been relied upon to a material extent in the preparation of this report. (NB: the list excludes published works and any documents which disclose exempt or confidential information as defined in the Act.)

DocumentLocation

None

IMPACT ASSESSMENTS:

1. Equality Duty

1.1. The County Council has a duty under Section 149 of the Equality Act 2010 ('the Act') to have due regard in the exercise of its functions to the need to:

Eliminate discrimination, harassment and victimisation and any other conduct prohibited under the Act;

Advance equality of opportunity between persons who share a relevant protected characteristic (age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, gender and sexual orientation) and those who do not share it;

Foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Due regard in this context involves having due regard in particular to:

The need to remove or minimise disadvantages suffered by persons sharing a relevant characteristic connected to that characteristic;

Take steps to meet the needs of persons sharing a relevant protected characteristic different from the needs of persons who do not share it;

Encourage persons sharing a relevant protected characteristic to participate in public life or in any other activity which participation by such persons is disproportionately low.

1.2. Equalities Impact Assessment:

The report is solely a list of schools and therefore has no impact on groups with protected characteristics.

2. Impact on Crime and Disorder:

2.1. No impact on crime and disorder as a result of this report has been identified.

3. Climate Change:

How does what is being proposed impact on our carbon footprint / energy consumption?

How does what is being proposed consider the need to adapt to climate change, and be resilient to its longer term impacts?

No impact on climate change as a result of this report has been identified

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Schools in Hampshire currently placed in Special Measures or in serious weakness

Basingstoke and Deane

Cranbourne Business & Enterprise College – Special Measures – February 2016

East Hants

None

Fareham

None

Gosport

Brune Park - Special Measures – April 2016

Hart

None

Havant

None

Eastleigh

None

New Forest

None

Test Valley

None

Winchester

Sun Hill Junior School- Special Measures – October 2016

Rushmoor

None

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Schools in Hampshire removed from Special Measures, Notice to Improve or Serious Weaknesses since the time of last report to the Education Advisory Panel in December 2016.

Basingstoke and Deane

None

East Hants

None

Fareham

None

Gosport

None

Hart

None

Havant

None

Eastleigh

None

New Forest

None

Test Valley

None

Winchester

None

Rushmoor

None

Ofsted Reports and monitoring letters

Basingstoke and Deane

Cranbourne Business & Enterprise College – Section 5 - Special Measures

<http://reports.ofsted.gov.uk/provider/files/2546185/urn/116432.pdf>

Gosport

Brune Park – Section 5 – Special Measures

<https://reports.ofsted.gov.uk/provider/files/2574922/urn/116472.pdf>

Winchester

Sun Hill Junior – Section 5 – Special Measures

<https://reports.ofsted.gov.uk/provider/files/2611569/urn/115930.pdf>

Cranbourne Business and Enterprise College

Wessex Close, Basingstoke, Hampshire RG21 3NP

Inspection dates 2–3 December 2015

Overall effectiveness **Inadequate**

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is inadequate. Leaders and governors have not ensured that procedures to keep pupils safe are robust.
- Records and information about safeguarding are not logged and recorded systematically.
- Leaders have not established a staff team fully committed to equal opportunities for all where high expectations are the norm and where discrimination of any kind is not tolerated.
- Some pupils use unacceptable language to others, for example homophobic language. This type of behaviour sometimes goes unchecked.
- Leaders have an over-generous view of how effectively they have led school improvements because they do not evaluate the impact of actions according to whether they boost pupils' progress.
- There is too much variability in pupils' progress. The most-able pupils, disabled pupils and those with special educational needs do not make rapid enough progress. Leaders have not secured rapid enough improvements in achievement.
- The quality of teaching is too variable. In some lessons pupils make little progress.
- Teachers' assessment of pupils' work is unclear, inconsistent and not accurate.

The school has the following strengths

- Pupils are well mannered and polite to adults.
- Feedback given by some teachers to pupils about their work is helping them make better progress.
- The school's business and enterprise focus makes a useful contribution to pupils' preparedness for the next steps of their education.
- Governors have recently benefited from training and external support to improve their work.
- Pastoral teams provide effective support and care for pupils and their parents.
- The school's extended curriculum is well thought out and provides pupils with valuable opportunities for personal development.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Urgently ensure that the school keeps all pupils safe and secure by:
 - diligently and systematically recording all relevant information about pupils needing extra help and about work with external agencies to support them
 - securing strong leadership for safeguarding and work on pupils' welfare
 - recording that all staff are familiar with and have read the Department for Education's statutory guidance 'Keeping Children Safe in Education'
 - communicating well with all groups of parents
 - developing a culture which challenges intolerance and tackles a lack of acceptance of others among some pupils.

- Raise academic achievement and progress by:
 - improving the clarity and accuracy of information about pupils' achievement
 - ensuring that more-able pupils are suitably challenged and that disadvantaged pupils catch up rapidly
 - ensuring that teachers use information about pupils' progress to plan effective learning for all pupils, and especially for disabled pupils and those with special educational needs.

- Rapidly improve leadership and management such that:
 - leaders evaluate their work accurately based on the impact that they make on all groups of pupils
 - the pace and urgency of leaders' work brings about rapid improvements in safeguarding procedures
 - middle leaders are given clear guidance about how to make improvements and evaluate the impact of their work
 - all staff set high expectations for how the school will promote equality of opportunity and diversity so that staff and pupils are clear about what is and is not acceptable
 - all members of the school community work together to tackle prejudice and eliminate discrimination against those protected under the Equalities Act of 2010.

External reviews of governance and of the school's use of pupil premium should be undertaken in order to assess how these aspects of leadership and management may be improved.

The school should not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leadership of safeguarding is inadequate and the school's approach is piecemeal, with insufficiently clear systems or lines of accountability for leaders in this area of the school's work.
- Leaders and governors have not ensured that there are effective risk assessments and plans to keep vulnerable pupils safe and secure. Procedures to keep pupils safe are not understood well enough by all staff. Leadership responsibility for pupils whose circumstances make them vulnerable is not clear enough. Staff involved in keeping these pupils safe typically take the right actions, but these are not carefully planned or properly recorded.
- A culture of what is and is not acceptable behaviour from pupils has not been promoted by leaders. A small number of pupils express discriminatory views and these are not consistently challenged by staff.
- Leaders assess the impact of their work over-generously. They tend to react to circumstances rather than plan astutely for improvement, based on systematic analysis of how well the school is doing and what needs tackling next.
- Middle leaders exercise a high degree of autonomy. This is a mixed blessing. Where leaders are strong they have taken appropriate actions to secure improvements. However, this approach has also led to inconsistencies because senior leaders have not effectively monitored the impact of middle leaders' work.
- The school has taken steps to improve teaching through guidance and training. Teachers are encouraged by leaders to try new approaches and are supported to improve their practice. However, leaders do not fully evaluate the impact of this work based on the difference made to improving the outcomes for pupils, including different groups of pupils. As a result, they are not clear what is and is not working.
- Leaders have used extra government funding for a scheme to improve the reading of a group of disadvantaged pupils. Nevertheless, leaders have not checked the progress of these pupils in sufficient detail and so are not in a position to know if their use of this funding has been effective.
- Pupils benefit from an extended curriculum, which makes a strong contribution to their wider education. This work is designed to respond to the needs of each year group, which is a strength. However, leaders' monitoring is not accurate enough to ensure that pupils have complete curriculum coverage over time.
- Leaders have not established a clear process for gathering information on pupils' progress. Staff and pupils are not clear about what targets pupils have and what they need to do to improve. Assessment procedures for the revised National Curriculum are not yet in place and this means that some staff are unclear how to plan pupils' learning.
- The information about the progress of disabled pupils and those with special educational needs is inaccurate and, as a result, leaders cannot precisely track the achievement of these pupils.
- Senior leaders have rightly identified that improving literacy is a key priority. However, they were not able to give a clear evaluation of whether the actions they have taken led to improvements.
- Leaders' monitoring of pupil premium, the extra funding provided by the government to support pupils, lacks rigour and, as a result, the performance of eligible pupils is not improving quickly enough.
- A spirit of enterprise influences the wider curriculum. This gives pupils an insight into opportunities for education and employment beyond school. This is evident in the school's work on careers and guidance as well as links with local businesses.
- **The governance of the school:**
 - As a result of working as part of a federation, governors are now better trained and are developing a clearer idea of how to hold leaders to account. For example, governors have now added additional monitoring. However, this work is yet to bear fruit in terms of improving outcomes for pupils because previously work was not sufficiently well targeted.
 - Leaders have not developed a culture of safety for all pupils, and governors have not challenged them robustly enough on this issue.
 - The governors are well intentioned and want the best for pupils, but have not received clear and accurate information about pupil progress with which to sufficiently challenge leaders.
 - The governors have not challenged the school's evaluation of teaching strongly enough.
 - Governors know how the pupil premium is spent but they have not ensured that leaders evaluate sharply enough the difference that this is making.
 - The governors have been closely involved with work to improve attendance.

- The arrangements for safeguarding are not effective. Governors have made checks but have not sufficiently challenged leaders over the rigour of the school's risk assessment, record keeping and information gathering.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching is variable. Where teaching is stronger, lessons are planned to meet the needs of pupils well. However, in too many lessons, this is not the case because teachers do not have a clear understanding of what pupils need to do to improve.
- Pupils typically make better progress in mathematics, art, textiles and physical education. This is because teaching is keenly focused on pupils' progress. Teachers here have a clear understanding of how to help pupils learn.
- In English, staff have implemented an ambitious new programme to deepen pupils' thinking. As yet there is limited evidence as to the impact this has made.
- There is a lack of challenge for the most able, who too often spend too much time completing work in lessons which is too easy for them. Overall, teachers do not expect enough of pupils.
- The quality of teachers' feedback to pupils is inconsistent. Where guidance is of good quality and pupils act on it, they do well, and in some classes pupils can identify what to do to improve. However, even within the same department, this is not uniform and pupils do not benefit from high-quality guidance.
- Not all teachers use questioning sufficiently well to deepen pupils' knowledge and understanding. This means that pupils too often give verbal answers which lack enough depth or detail and so fall behind.
- Better lessons feature teachers quickly adapting their lessons to move pupils on when they detect a slackening of pace or that pupils are ready for the next activity.
- Teachers effectively tackle disruptions to learning in lessons when they occur.

Personal development, behaviour and welfare is inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- There are inadequate records regarding racist and homophobic bullying. This means that the school cannot adequately track and challenge perpetrators, nor support victims. Some pupils told inspectors that they were unhappy that some behaviours which they found unacceptable, such as the use of homophobic language, were not challenged by staff. In some cases, other pupils join in with targeting a pupil.
- Pupils who spoke with inspectors were not clear about the meaning of the term prejudice. They were not clear that pupils who had been bullied or suffered name-calling had always received swift support.
- Leaders do not analyse patterns of absences sharply enough because they lack detailed information about individual pupils, or specific groups. This means that they cannot target their work to improve attendance.
- The pastoral teams provide caring and supportive pastoral guidance for pupils. They also provide a first port of call for parents. This is a strength and this team is rightly described as 'invaluable'. However, communication with some groups of parents has not been pursued by leaders and is not as good as it should be.
- Pupils engage in a wide range of learning during enrichment activities. This includes looking at issues such as cyber safety, mental health awareness and hate crime, as well as cultural development opportunities such as World Book Day and European Day of Languages.

Behaviour

- The behaviour of pupils requires improvement, especially during break and lunchtimes, and during transitions between lessons.
- There are some incidents of pupils using inappropriate language to each other, including swearing, indicating a lack of respect. Nevertheless, pupils are polite to visitors, hold open doors and greet adults appropriately.
- Pupils do not always move swiftly to lessons and need to be encouraged by staff. This was particularly

the case for older pupils.

- The overall number of fixed-term exclusions has decreased this year, although these remain high for disadvantaged pupils. The attendance rate for these pupils has remained stubbornly low because leaders have not taken effective actions to improve it.
- During lessons, pupils' conduct is mostly appropriate, although this is not always the case when temporary teachers are taking lessons.
- On occasions, pupils are slow to engage with their learning and rely on their teachers' encouragement to begin work.
- Presentation in pupils' books does not always reflect a pride in their work. Some work is scruffy and untidy.

Outcomes for pupils

require improvement

- Pupils enter the school with attainment that is broadly average. In 2015, the proportion of Year 11 pupils gaining at least five A* to C grade GCSEs, including English and mathematics, was slightly below the national average. This indicates that leaders should do more to raise standards.
- Pupils do not make consistently good progress across year groups or within subjects. The most able do not achieve as well as they should. In recent years, the progress that pupils make in English by the end of Year 11 has been too variable.
- The gap between the attainment of disadvantaged pupils and others in the school is too wide. Pupils supported by the pupil premium funding are not making enough progress to close the gaps between them and their classmates.
- The variability in pupils' progress results from low expectations from some leaders and teachers about what pupils can achieve.
- Leaders have not, until recently, scrutinised the information about pupils' progress in all departments closely enough and have not had a complete picture of pupils' progress.
- Senior leaders rightly identified improving pupils' literacy as a key priority. However, because the impact of the actions taken to improve it are not evaluated based on their impact on pupils' achievement, leaders have no clear idea if what they are doing is working.
- Where the need for extra support has been accurately identified, pupils are making better progress. Pupils who are given one-to-one support to improve their reading or writing skills value this intervention. They could explain how it has boosted their confidence.
- The school's own information indicates that the progress of disabled pupils and those with special educational needs requires improvement, and is inconsistent between subjects and year groups. For example, progress in Years 8 and 9 is slow in English, but stronger in mathematics. Overall, this group of pupils are not meeting the school's own target for progress, although the school's inaccurate assessment information makes it hard for the school to know how well these pupils are doing.

School details

Unique reference number	116432
Local authority	Hampshire
Inspection number	10003030

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary Comprehensive
School category	Maintained
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	703
Appropriate authority	The governing body
Chair	Paul Clasper
Headteacher	Betty Elkins
Telephone number	01256 868600
Website	www.cranbourne.hants.sch.uk/
Email address	gen.enquiries@cranbourne.hants.sch.uk
Date of previous inspection	1–2 February 2012

Information about this school

- Cranbourne is a smaller than average secondary school for pupils aged 11–16.
- Since the last inspection, the headteacher has become the Executive Headteacher of a federation with Fort Hill School. Her time is divided between the two schools.
- The governing body was reformed in March 2015 as a joint federated governing body of the two schools.
- The number of pupils eligible for support from the pupil premium (additional funding provided by the government) is just below the national average.
- The majority of pupils are White British. The percentage of pupils from minority ethnic groups is about average. The proportion that speaks English as an additional language is below average.
- A small number of pupils attend alternative provision at Basingstoke College of Technology, Ashwood Education Centre and Wessex Dance Academy.
- The school met the government's floor targets in 2015, which set the minimum expectation for pupils' achievement.

Information about this inspection

- Inspectors visited 18 lessons and observed learning with senior leaders. Other observations of learning were made, for example in a mathematics support group.
- Meetings were held with groups of pupils both formally and informally. Meetings were also held with members of the governing body, leaders, including middle and senior leaders, and English department staff.
- Inspectors looked at a range of documentation, including the school's self-evaluation and development plans, its safeguarding procedures and minutes of the governing body.
- Inspectors considered responses from parents on Parent View and staff surveys.

Inspection team

Helena Read, lead inspector	Her Majesty's Inspector
Diana Choulerton	Her Majesty's Inspector
Harry Kutty	Ofsted Inspector
Mark Roessler	Ofsted Inspector
James Rouse	Ofsted Inspector

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Brune Park Community School

Military Road, Gosport PO12 3BU

Inspection dates	26–27 April 2016
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- School leaders and members of the governing body have been too slow in addressing the areas for improvement identified in the previous inspection report.
- Leaders, managers and governors have not yet demonstrated the capacity to secure the necessary improvements over time.
- Plans for school improvement are not sufficiently focused on developing teaching and improving outcomes for pupils. Actions to address the stated priorities are not specific and success criteria are confused.
- Pupils’ achievement has not improved and progress for many is not good enough. Groups, including boys, most-able pupils and those who have special educational needs or disability are not making sufficient progress in relation to their peers and national expectations. Gaps in their performance are not narrowing quickly enough.
- Some middle leaders lack skills and expertise in checking and improving the quality of teaching and the outcomes for pupils in their subjects.
- Teachers do not make use of available data to take account of the different abilities of pupils and what they already know and can do.
- Historic weaknesses in teaching mean that some pupils have gaps in their knowledge, skills and understanding. These gaps are hampering pupils’ progress.
- Teachers do not consistently give helpful guidance on what pupils need to do to improve. Teaching does not routinely engage or enthuse pupils.
- Improvements made by leaders since September 2015 have had too little time to impact on teaching and outcomes. Some staff are not clear about school policies and procedures.

The school has the following strengths

- Senior leaders, working closely with the local authority and other providers, have already brought about some improvements in pupils’ achievement, particularly in reading.
- Staff work hard to develop pupils’ literacy skills and provide effective careers education, information, advice and guidance.
- Attendance has improved significantly and is now in line with the national average. Incidences of low-level disruption and exclusions have reduced.
- Leaders and staff ensure that pupils are supported and safe.

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Improve the effectiveness of leaders and managers to develop teaching and improve outcomes, by ensuring that:
 - school improvement plans are better focused and there is greater consistency in the application of school policies and procedures
 - middle leaders have the skills and the capacity to support, monitor and evaluate improvements in their subject areas
 - there is an urgent focus on developing approaches that enable boys, most-able pupils and those who have special educational needs or disability, to catch up rapidly.

- Rapidly improve the quality of teaching and outcomes for pupils by ensuring that teachers:
 - use available data to provide activities which take account of the spread of ability in classes
 - have higher expectations of what pupils, especially most-able pupils, can do and can achieve
 - provide pupils with learning activities that engage and interest them to make better progress
 - help pupils understand what to do to improve their work
 - share the effective practice that already exists across the school.

The school may appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leadership and management are inadequate because leaders' efforts have not resulted in sustained improvements in achievement. Leaders and governors have reflected on, and analysed, the poor examination results over time and the lack of improvement in 2015. Their analysis indicates that inaccurate assessment processes and a high turnover of staff partly explain the poor results. Improvement plans are not, however, sufficiently specific about how to improve teaching and learning and what the intended outcome will be.
- Weaknesses in the quality of assessment have been addressed through the moderation of examination papers in conjunction with the local authority and other schools. This has given leaders confidence that standards in Year 11 have been more accurately assessed. However, their forecasts for GCSE results are unrealistic given pupils' previous performance and the variable teaching and learning observed during the inspection.
- Leaders have introduced many changes to improve attendance, behaviour, teaching and assessment in a short period of time. Changes have been appropriate, but their implementation has been inconsistent as some staff are not clear about school policies and procedures which has limited their impact.
- Middle leaders lack expertise in carrying out their monitoring and evaluation responsibilities. Senior leaders are supporting middle leaders, but inconsistencies remain across subjects and in the support offered to different groups of pupils.
- The leadership of teaching is improving. Arrangements to check and improve the quality of teaching are clearer than in the recent past but have not been securely in place for long enough to eradicate weaknesses. Teachers confirm that the extensive professional development programme is helping them to improve their teaching. Performance management has ensured that staff are now much clearer about expectations of them.
- Staff morale is high and the large majority of those who responded to the online staff survey said they are proud to work in the school. A similar proportion of staff felt that the school has improved since the last inspection, but expressed concern over the number of new initiatives which have been introduced.
- The curriculum meets statutory requirements with academic subjects supported by vocational elements designed to supplement a range of needs and aspirations. However, the curriculum does not cater sufficiently for boys or ensure that the most able are suitably challenged.
- Extra-curricular activities and assembly themes, such as respect and tolerance for the values and views of others, make an adequate contribution to pupils' personal development and well-being. Tutor time is used well to support pupils' understanding of British values.
- Pupils' spiritual, moral, social and cultural development is promoted through a range of activities but there is no strategic overview of this provision. As a result, there are missed opportunities to improve pupils' development.
- School leaders monitor the impact of pupil premium spending which is beginning to narrow the gap between disadvantaged pupils and their peers. Governors ask searching question of middle and senior leaders to ensure that this money is used effectively. Additionally, Year 7 catch-up funding is improving the basic skills of those with low English and mathematics attainment on entry.
- Leaders are working hard to restore the confidence of parents who have mixed views about the school. However, feedback from parents is less positive now than at the time of the previous inspection.
- There is a strong working relationship between the school and the local authority, which has provided ongoing support and development for leaders, teachers and governors.
- **The governance of the school**
 - The governing body has a realistic view of the school's strengths and weaknesses. They now challenge and support the headteacher and the school, especially regarding statutory requirements.
 - As a result of recent training, governors have a clearer understanding of current attainment and progress information, and have meetings with senior leaders to check how this is being used to drive improvements. They closely monitor the work of the school and use their own expertise to triangulate information provided by leaders with their own visits to the school.
 - The governing body has a good awareness of pupil premium expenditure and has been instrumental in reviewing the management of teachers' performance.

- The school's policies and procedures for safeguarding pupils are effective. Actions to identify and follow up any concerns are robust and appropriate. Safer recruitment practices are fully embedded and information is recorded in line with current requirements. A very large majority of parents say their child feels safe at school and pupils say that they know whom to speak to if they have any concerns.

Quality of teaching, learning and assessment is inadequate

- The quality of teaching is inadequate because there is too much variation across the school. As a result, pupils do not make enough progress to make up for the legacy of interrupted teaching in the past.
- Frequent changes of teachers and difficulties in recruitment have meant that many pupils have had little consistency in teaching over time. This has limited their achievement in a range of subjects. More recent improvements in staffing have yet to impact on pupils' longer-term progress.
- Teachers' subject knowledge is generally secure but their understanding of examination requirements is less so. Assessment systems are relatively new. Teachers do not consistently use this information to provide for the spread of ability, improve the performance of boys, challenge the most-able pupils and offer suitable support for those who have special educational needs or disability.
- The quality of teachers' questioning is variable and assessment of pupils' work in books does not always follow the school policy. Pupils are not sure exactly what they need to do to improve and this impedes their progress as their revision plans lack focus.
- Teaching assistants support the learning of individual pupils and small groups effectively. They confidently move from pupil to pupil offering encouragement and help. For example, in a Year 11 mathematics lesson, the teaching assistant provided good support to aid the understanding of basic mathematical concepts.
- Teaching across the school is beginning to improve as a result of recent training and external support. Where teaching is most effective, teachers demonstrate a passion for their subject which engages and enthuses pupils. Their lessons proceed at a good pace and learning time is maximised.
- In other lessons observed, especially those with relatively new or supply teachers, pupils were less engaged and low-level disruption was the norm. School policies on behaviour management were not consistently followed and progress was compromised.

Personal development, behaviour and welfare requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils value the care and support given to them by the school and appreciate the recent efforts being made to help them catch up with their work.
- Pupils say that they feel safe at school. They are taught about how to keep safe and they have an age-appropriate understanding of safety matters, including how to stay safe when working online. Pupils understand different forms of bullying and are confident that instances of bullying are dealt with quickly and effectively. Prejudice-based bullying, including homophobic bullying, is rare. Pupils are increasingly aware of the risks associated with radicalisation and extremism.
- Most pupils find the careers information, advice and guidance provided at the school to be helpful and informative. The school has developed good links with post-16 providers and pupils receive appropriate careers advice and support. Pupils who receive part-time education away from the school site receive similar support.

Behaviour

- The behaviour of pupils requires improvement.
- In most lessons, pupils enjoy good relationships with their teachers and with each other. Interactions are respectful and supportive. However, in a small number of lessons, this is not the case and disruptions limit pupils' progress.
- During break times and when moving between lessons, pupils' behaviour is mostly mature and calm. Pupils are generally positive about the engagement (behaviour) policy and acknowledge that this is helping to reduce low-level disruption in lessons.

- The school has worked hard and successfully to improve overall attendance so that absence and persistent absence are now in line with national averages. There is little difference in attendance between groups of pupils. Observations suggest that pupils arrive punctually to school and to lessons.
- The proportion of exclusions is reducing and there have been no permanent exclusions this year. The behaviour of pupils who are receiving part-time education away from the school site is similar to that of their peers in school.

Outcomes for pupils

are inadequate

- Examination results in 2015 were very poor for the great majority of subjects studied in the school. Few pupils were successful in gaining higher grades. Attainment has shown little improvement since the previous inspection and the proportion of pupils gaining five good GCSE grades, with English and mathematics, has not kept up with improvements nationally.
- Pupils start in Year 7 with attainment that is well below average. Many arrive with literacy skills that are poorly developed for their age. The school has done some good work in promoting pupils' interest in reading so that pupils generally read fluently, accurately and enthusiastically. Their reading age is now in line with the expectations for their age. The development and promotion of pupils' numeracy in other subjects are still in their infancy.
- In the 2015 GCSE examinations, disadvantaged pupils performed below their peers and significantly below other pupils nationally. The proportion of disadvantaged pupils making and exceeding expected progress in English and mathematics was also below their peers and significantly below other pupils nationally. The school's information shows the gap is starting to narrow.
- Pupils make inadequate progress. The progress measures in the 2015 GCSE examinations place the school in the bottom 10% of all schools nationally. Current pupils in all year groups are making better progress between assessment points than last year, but are still below the levels they would expect to be at given their initial starting points.
- Lesson observations, work in pupils' books and assessment information indicate that the results in 2016 will show an improvement on the 2015 outcomes. Key stage 3 data shows that the majority of pupils are now beginning to make sound progress but this is less evident in Year 8. The performance of different groups of pupils is not yet being rigorously analysed so that they can be helped to catch up.
- The progress of pupils who have special educational needs remains slow and there is a substantial gap between the performance of girls and boys which is not being rapidly addressed.
- The progress of the most able pupils is inadequate and work seen confirmed a lack of awareness of and challenge for these pupils.
- Pupils who are receiving part-time education away from the school site make similar progress to other pupils given their starting points.
- The effectiveness of careers advice and support is seen in the increasing numbers of pupils moving on to further education, employment or training at the end of Year 11.

School details

Unique reference number	116472
Local authority	Hampshire
Inspection number	10012294

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

Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	1,405
Appropriate authority	The governing body
Chair	Clare Ruddick
Headteacher	Richard Kelly
Telephone number	02392 616000
Website	www.brunepark.co.uk
Email address	info@brunepark.co.uk
Date of previous inspection	4–5 June 2014

Information about this school

- Brune Park Community School is a mixed-gender school with a roll which is significantly above national averages. The school is supported by the local authority and other external providers including a secondment from the Charter Academy.
- The very great majority of pupils are from White British backgrounds. The proportion of pupils from minority ethnic groups and the proportion of those who speak English as an additional language are below average.
- The proportion of pupils supported by pupil premium funding is above the national average. This funding is for pupils known to be eligible for free school meals and looked after children. A number of pupils were eligible for the Year 7 catch-up funding for those who did not attain Level 4 in either English or mathematics at the end of primary school.
- The proportion of pupils who have special educational needs or disability is average and the proportion of pupils with a statement or an education, health and care plan is below the national average. Eight pupils follow personalised part-time courses at local providers including Fareham College and the Motiv8 School in Gosport.
- In 2015, the school did not meet the government's floor standards, which set the minimum expectations for pupils' attainment and progress from key stage 2 to key stage 4.

Information about this inspection

- Inspectors undertook observations of pupils' learning in 48 lessons or parts of lessons, including 11 joint observations with senior members of staff. They reviewed the work in pupils' books covering English, mathematics and science, to check attainment, progress and assessment.
- Meetings were held with the headteacher, senior leaders and middle leaders. The lead inspector spoke with members of the governing body and a representative from the local authority. Inspectors held meetings with pupils from both key stages and spoke informally to pupils in lessons and at break times.
- Inspectors looked at the school's website and a range of school documentation, including safeguarding records, self-evaluation and development plans. They also looked at the school's attendance, behaviour and exclusions information.
- Inspectors reviewed 63 questionnaires completed by members of staff and 30 completed by pupils. They also considered the views of 42 parents who responded to Ofsted's online questionnaire, Parent View, as well as further written comments provided by them.

Inspection team

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David Smith	Ofsted Inspector
Neil Strowger	Ofsted Inspector
Anne Turner	Ofsted Inspector

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Sun Hill Junior School

Sun Lane, Alresford, Hampshire SO24 9NB

Inspection dates

4–5 October 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- There is insufficient capacity within the leadership team to secure school improvement.
- Pupils make insufficient progress in reading, writing and mathematics. In 2016, unvalidated information shows that too few pupils achieved the expected standard or a high score in mathematics by the end of key stage 2.
- The most able pupils, disadvantaged groups, and pupils who have special educational needs and/or disabilities achieve less well than their peers nationally.
- There are too many weaknesses in teaching. Teachers do not take enough account of the different ways in which pupils learn.
- Teachers do not take sufficient responsibility for the learning and progress of disadvantaged groups, the most able and pupils who have special educational needs and/or disabilities.
- Pupils' knowledge of the different people who live in multicultural Britain is underdeveloped.
- Disadvantaged pupils and those who have special educational needs and/or disabilities do not attend school regularly enough.
- Pupils do not take enough responsibility for their own learning and behaviour.
- Procedures for managing the performance of teachers and eradicating weaknesses in teaching have not been rigorous enough.
- School self-evaluation has been overly generous in the past, and the assessment of pupils' work has not always been accurate.
- Governors do not hold leaders sufficiently to account for the progress made by different groups of pupils. They have not ensured that additional funding through the pupil premium has been used effectively or that the school's website is up to date. Governors do not check rigorously enough the school's administrative systems for recording the required information about new staff.

The school has the following strengths

- In just a few weeks, the interim headteacher has brought about positive changes in the school. A good example is the improvement to the quality of teaching and learning in Year 3.
- Teaching and support staff told the lead inspector that they feel well led and managed since the arrival of the interim headteacher.
- Under the effective leadership of the interim headteacher, communication between the school and parents has significantly improved.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint newly qualified teachers.

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment in order to raise achievement in reading, writing and mathematics by:
 - developing a curriculum that promotes a good level of progression in pupils' understanding, knowledge and skills, particularly in reading, writing and mathematics
 - ensuring that the work set for disadvantaged pupils and those who have special educational needs and/or disabilities takes account of their starting points
 - helping pupils to develop the technical language they need in order to talk about their work and what they are learning in mathematics
 - ensuring that pupils know what they need to do to improve their work, including how to improve the way they present it
 - strengthening teachers' subject knowledge
 - raising teachers' expectations of what their pupils, particularly the most able, can achieve
 - developing teachers' understanding of the different ways in which pupils learn
 - ensuring that teachers assess pupils' work accurately and take account of assessment information to plan lessons that cater appropriately for the different needs and interests of pupils
 - ensuring that pupils read regularly.
- Improve the personal development, behaviour and welfare of pupils by:
 - helping pupils to develop a good understanding of how to keep themselves healthy
 - improving pupils' spiritual, moral, social and cultural development, including pupils' understanding of fundamental British values
 - educating pupils about the wide range of different people who live in multicultural Britain
 - ensuring that pupils learn to take responsibility for their learning and how they behave
 - ensuring that additional support provided to pupils for their emotional needs is effective
 - working more closely with parents, so that pupils who have special educational

needs and/or disabilities and those that are disadvantaged attend school regularly.

- Improve the effectiveness of leaders, managers and governors by:
 - developing capacity within the leadership and management team so that leaders and managers all contribute effectively to accelerating and sustaining school improvement
 - ensuring that the management of teachers' performance is rigorous and eradicates weaknesses in teaching
 - monitoring more closely the behavioural issues that arise in the school and how effectively they are dealt with by staff
 - ensuring that school self-evaluation is thorough and accurate
 - developing the role of governors so that they hold leaders and managers fully to account for the learning and progress of different groups of pupils across the school
 - ensuring that governors check how effectively additional funding through the pupil premium is used, and the impact this is having on raising the achievement of disadvantaged groups
 - ensuring that administrative systems for recording the details of new staff employed by the school are checked regularly and that the school's website is kept up to date.

An external review of governance should be undertaken to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should also be undertaken to assess the effectiveness with which this additional funding is used.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The poor quality of leadership, management and governance at the school has led to a decline in the school's overall effectiveness since 2014.
- Until very recently, school self-evaluation has been inaccurate and overly generous. This was compounded in the past by ineffective systems for checking on the learning and progress of pupils.
- The management of staff performance as well as their professional development has been weak. It has not helped teachers to develop and improve their practice.
- The capacity of the school to secure further improvement is overly dependent on the external support provided by the interim headteacher, his staff at Berrywood Primary and subject specialists who work for the local authority.
- Leaders have not done enough to tackle weaknesses in teaching, learning and assessment. This has limited the learning and progress of pupils, especially those who are disadvantaged and who have special educational needs and/or disabilities.
- The curriculum, although creative, does not promote a good level of progression of pupils' knowledge, understanding and skills, particularly in reading, writing and mathematics.
- Pupils' knowledge and understanding of the range of people, including the different faiths and cultures within multicultural Britain, is underdeveloped.
- The high turnover of staff, including at leadership level, has not been managed well. New and less experienced staff have appreciated the support they have received from their colleagues. However, some of the staff said that until the arrival of the interim headteacher, there has been a lack of leadership and direction for staff.
- The role of leaders and managers at all levels in the school is underdeveloped. Many are relatively new in post. They do not contribute well enough to raising standards in their areas of responsibility.
- The single central record was not compliant at the start of this inspection. Although the required information was added by the end of the inspection, the initial shortcoming highlighted a lack of rigour over time by leaders and governors in checking that the school records contain all the information they should about the suitability of staff to work with children.
- Leaders, managers and governors do not monitor closely enough the effectiveness with which the pupil premium is used to meet the needs of disadvantaged pupils. Nevertheless, there is some evidence of impact last year, especially in raising standards in reading and writing for pupils in Year 6. During the inspection, some effective additional support, funded by the pupil premium, was observed for pupils in Year 6, in mathematics.
- The quality and impact of intervention strategies are very variable across the school and are sometimes weak. This includes the additional provision for pupils' 'emotional literacy' provided by teaching assistants, which is not always effective in helping pupils to manage their behaviour and attitudes to learning.

- Leaders and managers have made effective use of additional funding for primary sport to increase pupils' participation in sporting activities and increase their levels of fitness. The school has made effective use of specialists from a local secondary school to enhance the provision of physical education (PE) at the school. This expertise is contributing well to developing teachers' ability to deliver PE lessons.
- The interim headteacher has quickly identified the significant weaknesses in the school. He is taking swift action to improve the quality of teaching and learning. Although it is early days, some green shoots are already evident, for example in the progress made in improving the quality of teaching and learning in Year 3.
- As of September 2016, the school is developing a more rigorous system to check on the progress made by pupils. This is helping staff to identify more accurately pupils at risk of underachieving. Although this assessment system focuses on different groups of pupils, it does not focus sharply enough on those pupils who are disadvantaged and in the most able group.
- Links between the interim headteacher's school and Sun Hill Juniors are developing well. Consequently, the newly appointed special educational needs coordinator has already received helpful support in identifying how provision for pupils who have special educational needs and/or disabilities at this school should improve.
- The effective support provided by the English specialist from the local authority last year led to improved outcomes for pupils in reading and writing by the end of Year 6. However, the evidence seen on inspection showed that this progress is not being sustained well enough this year.
- Staff who met with the lead inspector highlighted that they feel empowered since the arrival of the interim headteacher. They highlighted the noticeable improvement in the quality of leadership and management in the last four weeks.
- The interim headteacher is building effective links between the school and parents. There are now weekly newsletters which parents appreciate and which provide timely information and communicate the school's priorities for improvement clearly.
- The school provides effective specialist teaching for music and a range of extra-curricular activities. These include football, netball and rugby as well as clubs for drama and mathematics. However, the impact on pupils is not closely monitored.
- The majority of parents who responded to the online questionnaire do not believe the school is well led or managed. A large minority would not recommend the school to another parent.
- Of the staff that responded to the staff questionnaire, more than half believe the school has got worse since it was last inspected.

Governance of the school

- Governors have not held school leaders sufficiently to account for the learning and progress of pupils.
- Governors have not been provided with accurate enough information about standards and the progress made by different groups of pupils. Although they have had concerns in the past, they are not fully aware of the extent to which pupils underachieve.

- Governors have not ensured that the school’s website is up to date. The curriculum content for every year group is not provided; there is insufficient information about how the school intends to spend the pupil premium allocated for this year; and there are no details about how the previous allocation was spent and the difference it made to the attainment of disadvantaged pupils. The same shortcomings apply to the additional funding for the PE and sport premium for primary schools: there is no information about the difference this allocation has made to the participation of pupils in sport and PE in 2015–2016. The website does not include a statement about the school’s ethos and values. The school has not published its test results for 2016 and does not provide a link to the Department for Education’s (DfE) performance tables.
- Governors have also not monitored the administration of the school’s single central record well enough to ensure that it contains the information it should.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils at the school are safe; however, the school’s systems for ensuring that this remains the case are not as rigorous as they could be. For example, leaders and managers do not monitor closely enough the behavioural issues that arise and how effectively they are dealt with by staff.
- Staff undertake the required child protection and safeguarding training. They know what to do if they are concerned about a pupil, and are aware of the signs that may indicate a safeguarding concern. Staff have welcomed the ‘Prevent’ training they have received. This is because it has raised their awareness of the potential dangers of pupils being exposed to radicalisation and extremism.

Quality of teaching, learning and assessment

Inadequate

- There are too many weaknesses in teaching, learning and assessment across the school. This prevents pupils from catching up quickly with their learning given the level of underachievement in recent times.
- The subject knowledge of some teachers, particularly in the teaching of reading, writing and mathematics, is weak. This is compounded by a curriculum that does not promote enough progression in pupils’ knowledge, understanding and skills.
- Teaching is planned poorly. This is because too few teachers make enough use of assessment information to ensure they plan lessons that are suitably well matched to the different needs of their pupils. Consequently, the needs of disadvantaged groups, the most able and pupils with special educational needs and/or disabilities are not well met.
- Teachers’ assessment of how well pupils are achieving is at times overly generous. This leads to some teachers judging, for example, that pupils are working at age-related expectations, when in fact the work is below that expected. This was evident in the scrutiny of pupils’ workbooks, including some examples in mathematics books from pupils in Year 6 last year.
- The quality of feedback that teachers provide to pupils about their work is very variable across the school. While there are pockets of effective practice, for example in some of

the work seen in Years 3 and 6, all too often feedback does not help to move pupils on with their learning.

- The quality of teaching and learning for pupils who have special educational needs and/or disabilities is very variable. All too frequently this group of pupils is not included sufficiently well in whole-class learning activities.
- Where the teaching of mathematics or writing is weak, this is because new learning is not communicated clearly enough. This leads to pupils becoming confused and not achieving success.
- There is not enough teaching of reading. Consequently, pupils, especially the most able, are not challenged or stretched enough to develop a high level of reading skills.
- Teachers' expectations, particularly of the most able pupils, are too low. This leads to a slow pace of learning, which at times stalls altogether.
- In their response to the online questionnaire, less than half of the parents that responded say their child is well taught at the school.
- At the time of the inspection, some effective intervention work was observed supporting pupils in Year 6 in mathematics. The specialist teaching enabled pupils to develop a secure understanding of place value. Teaching ensured that pupils made good use of practical resources to enable them to compare the different values of numbers.
- Some effective teaching was observed in a Year 6 English lesson, with pupils developing the use of descriptive language.
- Where teaching is more effective, particularly in English in Year 3, pupils demonstrate the strong positive attitudes to learning which they have brought with them from the infant school.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Pupils' spiritual, moral, social and cultural knowledge is underdeveloped. Pupils do not know about the wide range of different people who live in multicultural Britain. Their knowledge of other cultures and faiths is very limited.
- A few pupils do not have a good understanding of right and wrong, especially in how to behave and how they should treat others.
- Although pupils are aware that we live in a democratic society, their understanding of fundamental British values is limited.
- Pupils are confident; however, a few pupils display misplaced confidence that sometimes leads to them exhibiting disruptive behaviour.
- The use of additional adults to support the emotional needs of pupils is at times ineffective. Leaders have noticed how this support sometimes escalates into pupils displaying poor behaviour.
- Pupils know how to keep themselves safe, particularly when using the internet. However, some pupils told the inspectors that there wasn't always any point in telling

staff if they were concerned about the behaviour of others. This is because, in their view, some staff do not deal effectively with undesirable behaviour, including bullying.

- Pupils enjoy the range of activities available to them at playtimes. They benefit from the specialist teaching in PE and the sports clubs, which contribute well to their physical development.
- Pupils participated enthusiastically in the singing assembly observed during the inspection. Although they contributed to a prayer at the end of assembly, they did not reflect on the purpose of the prayer.
- Attendance is above average; however, a disproportionate amount of disadvantaged pupils and those who have special educational needs and/or disabilities do not attend school regularly enough.
- The links with Berrywood Primary School are starting to help staff at Sun Hill Juniors to manage those pupils at risk of exclusion more effectively. This is because the needs of these pupils are being met more appropriately following guidance about how to manage pupils with challenging behaviour.
- In their response to the online questionnaire, the majority of parents say their child is happy and safe at school.

Behaviour

- The behaviour of pupils is inadequate.
- When teaching fails to meet the needs and interests of pupils, some pupils become disobedient and disruptive. This has an adverse effect on the rest of the class and has a negative impact on the learning and progress of pupils.
- A significant minority of pupils demonstrate a lack of respect for each other and some staff, and a lack of self-discipline. A few ignore the teachers' requests to behave and at times this escalates into poor behaviour.
- Some pupils exhibit very challenging behaviour. This is not always well managed by staff and at times has an impact on the behaviour of other pupils. Staff confirm that they have not always received enough support from school leaders to help them manage undesirable behaviour. However, they told the lead inspector that this situation has improved since the arrival of the interim headteacher.
- In contrast, there are many pupils at the school who are kind, polite and well behaved. They also try to encourage the pupils who are acting inappropriately to behave.
- In their response to the online questionnaire, a significant minority of parents state that they do not believe the school makes sure pupils are well behaved and they share concerns about bullying.
- Pupils who spoke to the inspectors said that they do not believe pupils are well behaved or that staff manage disruptive behaviour effectively.
- The interim headteacher has recently introduced new behaviour management strategies. Where staff adopt the strategies consistently, pupils respond well to the clear boundaries and higher expectations. However, these have yet to be applied consistently well by all staff.

Outcomes for pupils

Inadequate

- Given their above-average starting points, pupils currently make inadequate progress in reading, writing and mathematics. Furthermore, in too many classes, disadvantaged groups of pupils, as well as the most able and pupils who have special educational needs and/or disabilities, progress even less well than their peers.
- In 2016, unvalidated information shows that a lower proportion of pupils than in most schools reached the expected standard in mathematics by the end of Year 6. Furthermore, very few achieved a high score. The legacy of underachievement for the last couple of years, compounded by weaknesses in teaching, means that if progress in mathematics does not accelerate quickly this year, pupils are set to underachieve significantly once again.
- Pupils do not take sufficient pride in their work. The presentation of some work seen during the inspection showed a regression from the beginning of this academic year.
- Pupils who have special educational needs and/or disabilities are not provided with work that is suitably well matched to their needs. For example, they are not provided with enough relevant learning experiences to enable them to understand mathematical concepts such as number patterns, multiplication and division.
- The most able pupils, including those that are disadvantaged, are not provided with enough challenge to enable them to achieve highly in reading, writing and mathematics. On several occasions during the inspection, some of the most able pupils told the inspectors how easy they found the work, especially that which they had already done before.
- The work set for disadvantaged pupils and those who have special educational needs and/or disabilities does not take sufficient account of pupils' different starting points. Consequently, what pupils need to know in order to improve, particularly in their writing and mathematics, is not provided in a logical sequence. This slows the progress made by pupils as they do not possess the necessary building blocks to reach the next level of learning.
- Pupils struggle to discuss their work in mathematics using the appropriate terminology. This limits their progress in understanding key concepts such as multiplication, division and fractions.
- Pupils do not know what they need to do to improve their work. Sometimes, when pupils do not understand a concept, teachers are too slow to offer help in order for pupils to remedy the situation and make progress.
- Some of the work seen in pupils' books in Year 6 reflects pupils taking a greater sense of pride in the presentation of their work. However, there was little evidence of pupils responding to their teachers' helpful feedback. This slowed the progress they made in their subsequent work.
- Although some pupils appear to be fluent readers, they are not developing the higher-level reading skills of which they are capable. For example, pupils struggle to identify how language, structure and presentation contribute to the meaning within the text.
- Some good examples of learning and progress were seen in Year 6. Pupils used inference and deduction when reading a text to help them to plan their own writing.

However, such skills are not developed sufficiently well lower down the school.

- Unvalidated information shows that by the end of Year 6 in 2016, the proportion of pupils that reached the expected standard and achieved a high score in reading, grammar, punctuation and spelling, was broadly in line with the national average. A higher proportion than in most schools reached the expected standard in writing. However, given the evidence seen on inspection, pupils are currently not on track to achieve as well by the end of this academic year.

School details

Unique reference number	115930
Local authority	Hampshire
Inspection number	10000563

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	230
Appropriate authority	The governing body
Chair	Margaret Crowe
Headteacher	Neil Mackenzie
Interim headteacher	Chris Reilly
Telephone number	01962 732 801
Website	www.sunhilljuniorschool.co.uk/
Email address	adminoffice@sunhill-jun.hants.sch.uk
Date of previous inspection	February 2012

Information about this school

- The substantive headteacher was not present at the school at the time of this inspection.
- An interim headteacher has been working at the school since the beginning of August 2016. He works in the school for three days a week.
- Staff from the interim headteacher's school, Berrywood Primary, provide support to staff at Sun Hill Juniors.
- The new chair of the governing body was elected at the beginning of this term.
- The school is currently without a substantive leader for English and mathematics, although the deputy headteacher is covering mathematics in an acting capacity.

- There has been a high turnover of staff at the school since the last inspection.
- The school does not meet requirements on the publication of information on its website: the curriculum content for every year group is not provided; there is insufficient information about how the school intends to spend the pupil premium allocated for this year; and there are no details about how the previous allocation was spent and the difference it made to the attainment of disadvantaged pupils. The same shortcomings apply to the additional funding for the PE and sport premium for primary schools: there is no information about the difference this allocation has made to the participation of pupils in sport and PE in 2015–2016. The website does not include a statement about the school's ethos and values. The school does not provide a link to the DfE performance tables.
- The school meets the current government floor standards.

Information about this inspection

- Inspectors observed pupils working in 17 lessons or part lessons. Five of these observations were done alongside the interim headteacher. The inspectors observed the behaviour of pupils at different times round the school. They looked at work in pupils' books and listened to some pupils reading.
- Inspectors met with two groups of pupils and also spoke to pupils at playtimes and lunchtime to seek their views about the school. The lead inspector spoke to parents informally at the beginning of the school day.
- Meetings were held with school leaders, staff and members of the governing body including the new chair of the governing body. The lead inspector met with the district manager for schools in the area, from Hampshire local authority.
- The school's website was carefully scrutinised, as were many of the school's documents and policies. Policies and documents covered information about the progress of pupils, their behaviour, attendance, and the school's updated policy about child protection and safeguarding. Minutes of meetings held by the governing body, the interim headteacher's report to governors and a school improvement plan were also reviewed.
- The lead inspector scrutinised the school's systems for checking the suitability of staff to work with children.
- Inspectors took account of the 67 responses to Ofsted's online questionnaire (Parent View) and a letter received by a parent as well as 11 questionnaires completed by staff. There were no responses to the pupil questionnaire.

Inspection team

Gehane Gordelier, lead inspector	Her Majesty's Inspector
Becky Greenhalgh	Ofsted Inspector
Gerida Montague-Munson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Schools in Hampshire below the Government's floor standards based upon 2016 outcomes.

The Government has set floor standards for both primary and secondary schools and has asked Local Authorities to take a robust stance towards those schools below floor to secure rapid improvement.

A primary school is deemed to be below the floor standard if less than 65% of pupils attain the new Age Related Expectation (ARE) standard in reading, writing and mathematics combined **and** where progress is less than -5 in reading **or** less than -7 in writing **or** less than -5 in mathematics.

A secondary school is deemed to be below the floor standard their progress 8 value is below -0.51, unless the confidence interval suggests that the school's underlying performance may not be below average. This information for individual schools has yet to be published

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By virtue of paragraph(s) 3, 4 of Part 1 of Schedule 12A of the Local Government Act 1972.

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