

Inspection of a good school: Denmead Junior School

Bere Road, Denmead, Waterlooville, Hampshire PO7 6PH

Inspection dates:

2–3 October 2019

Outcome

Denmead Junior School continues to be a good school.

What is it like to attend this school?

Leaders are determined that all pupils will develop the skills they need to succeed in the future. Pupils learn to be curious. They relish a challenge and love to explain their thinking out loud. Pupils hold lively discussions where they 'add to', 'build on' or 'challenge' each other's opinions. They develop an infectious enthusiasm for learning. When tasks start, pupils get to work quickly. Classrooms are calm, meaning that pupils can read, write and think without interruption.

'Happiness ambassadors' help to keep everyone positive. They support other pupils to get over any difficulties and aim high. This helps boost pupils' confidence.

Pupils are well cared for and staff keep a close eye on them to make sure that they are safe. Pupils get on really well with each other. They are respectful and kind. Pupils in all year groups, including those who have just joined Year 3, told me that they have had no problems with bullying, they feel safe and they know that staff will look after them if they have a worry or concern.

What does the school do well and what does it need to do better?

Teachers have developed an ambitious and interesting curriculum. Series of lessons start by introducing the knowledge that pupils are expected to remember. Pupils revisit their learning often, meaning that they remember the most important facts and concepts. This helps them to quickly recall their knowledge when they need it. Teachers use every opportunity to help pupils to think clearly. They share their own thinking in class to demonstrate how to work things through. Many pupils told us this had helped them solve their own problems and that they were never 'spoon-fed' the answers. This helps pupils to enjoy the challenge of learning.

Leaders have reviewed teachers' workload and removed unnecessary tasks. This helps staff to focus on planning and delivering the curriculum. They have provided useful training for staff so that they understand how to teach 'the Denmead way'. This involves

very clear instruction, the development of vocabulary and plenty of small checks that help teachers to judge pupils' needs. Pupils are used to this and they grasp new learning quickly and get extra help should they need it.

Reading is given the highest priority. Staff carefully check pupils' reading on entry and provide extra help to any pupils who need it. Skilled support staff help pupils to recap their phonics (letters and the sounds they represent), should they need a boost. This helps pupils to keep up with others. All pupils read books which match their ability, helping them to develop their reading further. Many catch the reading bug and delight in talking about their book choices. However, some pupils do not read enough at home, which hinders them practising their skills.

Staff do not tolerate poor behaviour in class. They reward pupils' positive behaviour often and use this as an example to encourage others. Staff challenge any instances of calling out or interruption immediately, which means that these small niggles do not grow into bigger problems.

All pupils, including the most vulnerable, are encouraged to attend the wide range of clubs available, and many represent the school in local and regional events. Recent successes in gymnastics competitions are a particular highlight.

Pupils with special educational needs and/or disabilities (SEND) are well looked after. Staff know these pupils really well and they adapt lessons to make sure that pupils can access all aspects of the curriculum. This means that pupils with SEND can take part in the same activities as their classmates.

Pupils learn and think about their impact on others carefully. For example, pupils read 'Wonder' by RJ Palacio to consider how they help and welcome people with different abilities and appearances. The personal, social, health and economic (PSHE) education curriculum has been improved recently so that it develops pupils' knowledge in a clearer way.

Safeguarding

The arrangements for safeguarding are effective.

Pupils know how to keep safe and are confident that they have an adult in school should they need to share a worry. Staff are well trained to identify and report any concerns they may have and do so with urgency. Leaders take these concerns seriously and work with families and external agencies to get pupils the help they need. In some instances, record-keeping is not as diligent as it needs to be.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils' PSHE education is developed well through assemblies and the school values. This encourages pupils to take responsibility and make good decisions. However, leaders have only recently set out what they want pupils to learn in PSHE education and how this will build over time. Leaders should continue to check on the implementation of the PHSE education curriculum to ensure that it achieves their aims.
- Pupils who fall behind in reading receive useful support to catch up. They revise and recap their phonics, which helps them to read increasingly challenging texts. That said, some pupils do not read often enough at home. Leaders and staff need to ensure that pupils frequently practise their reading skills.
- Staff and leaders take appropriate action to keep pupils safe. There are some instances where leaders have not recorded their actions in response to concerns they have received. Leaders and governors must ensure that actions to safeguard pupils are always recorded.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 3–4 February 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	116043
Local authority	Hampshire
Inspection number	10111283
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	319
Appropriate authority	The governing body
Chair of governing body	Glenn Taylor
Headteacher	Elaine Viner
Website	www.denmead-jun.hants.sch.uk
Date of previous inspection	3–4 February 2016

Information about this school

- Since the previous inspection, leaders have taken the decision to teach all pupils in mixed-age classes.
- In recent years, the number of pupils on roll has increased.

Information about this inspection

- The inspector met with senior leaders and four governors, including the chair. The inspector also met with an officer from the local authority.
- The inspector initially considered the quality of education by looking in depth at reading, mathematics and computing. He talked to subject leaders, staff and pupils, visited lessons and looked at pupils' work. The inspector then considered a wider range of subjects on day two.
- The inspector reviewed the arrangements for safeguarding by scrutinising safeguarding records, interviewing staff and discussing safeguarding with pupils.
- The inspector considered the views of staff, pupils and parents shared through the Ofsted surveys.

Inspection team

Daniel Lambert, lead inspector

Her Majesty's Inspector

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