

Inspection of Wallisdean Junior School

Wallisdean Avenue, Fareham, Hampshire PO14 1HU

Inspection dates: 5 and 7 October 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Wallisdean Junior School is a great place to learn. Pupils love the learning and told the inspection team, 'Our teachers work hard for us.' Since the previous inspection, leaders have indeed expected much more from pupils and they have not been disappointed. In class, pupils work hard and listen to their teachers. Pupils find their curriculum topics interesting because they are able to find out and know more about the world, for example about the rainforest and the animals that live there.

Pupils enjoy coming to school and this is shown in their high levels of attendance. They enjoy the wider experiences, such as visits to the Bournemouth Symphony Orchestra.

Leaders have worked hard to improve pupils' behaviour. Pupils now behave well. They are kind and courteous to each other. Pupils are keen to explain how the six 'power' words: respectful, responsible, resourceful, resilient, independent and confident help them manage their feelings and behaviour. They wear the badges they earn for demonstrating these qualities with pride.

Relationships between adults and pupils are strong. Pupils know what bullying is but say if it happens teachers deal with it quickly. They feel safe in school and know that adults are there to help them.

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

Leaders across the school are ambitious for all pupils. They have developed a curriculum that enables pupils to learn and remember more over time. Plans build pupils' knowledge coherently and make sure that they have time to practise skills.

Teachers know pupils well. They keep a check on what they have learned and plan activities which build on previous learning and help to deepen pupils' understanding and interest. Mostly, teachers have a good understanding of the subjects they teach and are skilful at encouraging pupils to talk about their learning and relate it back to what they already know. Leaders have put systems in place which enable all staff to assess the needs of pupils with special educational needs and/or disabilities. Staff have been well trained to support pupils who need extra help, so that they can learn alongside their classmates.

Reading is a high priority with leaders. They are focused on ensuring that all pupils learn to read fluently, expand their vocabulary and can understand what they read. For most pupils, this works. They read fluently and accurately. Pupils clearly love reading and are eager to talk about the books they have read and what they are learning. They love adults reading to them and enjoy the class storybooks.

Pupils who are not yet fluent readers are supported well in class reading sessions. Leaders are very much aware that some pupils have gaps in their phonics knowledge, particularly this year because the COVID-19 pandemic has hindered

their learning. They have introduced a structured programme to teach phonics to those pupils who continue to need it. Staff teach these daily sessions with precision to build pupils' reading skills. However, pupils are not always supported well to practise their skills through regular reading of books that are matched to the programme.

Pupils' personal development is a strength of the school. Leaders focus on equipping pupils to take care of their own physical and mental health. Pupils recognise the importance of resisting peer pressure and know that it is good that 'everyone is different in their own way'. They understand how important education is to help them get a good job and value the opportunities to take on roles of responsibility.

Leaders and governors have high expectations of pupils. They have focused on improving behaviour and making sure the curriculum is broad and engages pupils. Staff value the professional training and support they receive to do their job well. Governors know the school well through their visits and the reports they receive. However, subject leaders sometimes focus more on checking how well their plans are taught than on whether pupils are learning and remembering the most important information.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are vigilant in safeguarding pupils. Their support for pupils is immediate and record-keeping is thorough and comprehensive. Leaders work in partnership with other agencies. They ensure that training for all staff is up to date and is continuous throughout the year.

Leaders know what the local issues are which could affect pupils and make sure that pupils are aware of them. Pupils are keen to explain the 'clever, never, goes' programme, which helps them recognise when situations may not be safe. They know how to stay safe online and when they are not at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders have not ensured that pupils who are still at an early stage of learning to read always read from books that are closely matched to the school's phonics programme. This prevents pupils from practising reading the sounds they have learned. Leaders should ensure that plans to purchase more books and train all staff are enacted to support these pupils to catch up more quickly.
- Leaders have focused more on reviewing how well subjects are taught rather than checking what pupils have learned. This means that subject leaders do not always know if pupils are making the intended progress through the curriculum.

Subject leaders need to precisely check how well all pupils have learned the most important content so that they can make any necessary adjustments to maximise pupils' learning.

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 information from Ofsted Parent View 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 the school and 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	115889
Local authority	Hampshire
Inspection number	10200862
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	211
Appropriate authority	The governing body
Chair of governing body	Barry Harwood
Headteacher	Sandra Cammish
Website	www.wallisdeanfederation.co.uk/
Dates of previous inspection	14 and 15 November 2017, under section 5 of the Education Act 2005

Information about this school

- There is no longer a unit for pupils who are hearing-impaired based at the school.
- The school does not currently use any alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors met with the headteacher, assistant head teacher, subject leaders, teachers and support staff. The lead inspector met with governors and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: reading, mathematics, music and science. Deep dives included visiting lessons with leaders and talking to teachers and pupils about their learning. Inspectors also looked at a range of pupils' work. They listened to pupils read and talked to them about their reading.

- The inspection team also reviewed curriculum plans and spoke to pupils about geography. Inspectors looked at education, health and care plans and the lead inspector reviewed minutes of governing body meetings.
- The lead inspector evaluated the effectiveness of safeguarding by talking to the designated safeguarding lead, reviewing policies and scrutinising records and staff training. The inspection team spoke to pupils, staff and parents.
- Inspectors considered responses made by parents to Ofsted Parent View, including free-text comments. Additionally, inspectors took account of responses to Ofsted's online staff and pupil surveys.

Inspection team

Becky Greenhalgh, lead inspector	Ofsted Inspector
Paul Shaughnessy	Ofsted Inspector
Laurie Anderson	Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021