

# Calmore Junior School

Calmore Drive, Calmore, Totton, SO40 2ZZ

**Inspection dates** 25–26 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

**This is a school that requires further improvement.**

### It is not yet a good school because

- Whilst, improving, pupils' attainment is still not sufficiently good and their progress requires further improvement.
- The quality of teaching has improved but there are inconsistencies between teachers that slow the progress of pupils.
- Not all leaders have sufficient experience or opportunity to participate fully in monitoring and evaluating the outcomes in their area of responsibility. Governors are not sufficiently well informed to be able to challenge the school consistently about pupil outcomes

### The school has the following strengths

- Behaviour and safety are good. Pupils are polite and courteous. The approach to behaviour management is consistent.
- As a consequence of good leadership, pupils who are disabled or have special educational needs achieve at least in line with their peers and often better.
- The quality of teaching and learning is improving.
- Pupils known to be eligible for free school meals and those few pupils from minority ethnic groups made better progress and attained higher standards than their peers in 2011 and 2012 tests at the end of Year 6.
- Accurate self-evaluation results in appropriate planning for future development. Leaders at the senior level have a very secure vision about how to improve the school. This is appropriately based around improving pupils' progress and the quality of teaching.

## Information about this inspection

- Inspectors observed the school’s work, including analysing school data relating to pupils’ progress and attainment levels. The school development plan, curriculum and lesson plans, governing body documentation, school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised.
- Inspectors looked at pupils’ work and observed 12 lessons. They heard pupils from Years 3 and 4 read.
- Discussions were held with pupils, governors, leaders, other school staff and a representative of the local authority.
- The school’s self-evaluation documentation was scrutinised.
- The team ascertained the views of 16 parents and carers through consulting the Parent View website as well as examining the most recent parental questionnaire. Staff questionnaires were also considered.

## Inspection team

Michael Pye, Lead inspector

Additional inspector

Fatiha Maitland

Additional inspector

## Full report

### Information about this school

- The current headteacher joined the school in September 2012.
- The school's population is similar in size to the average junior school.
- The number of pupils known to be eligible for free school meals, supported under pupil premium funding, is broadly average.
- The proportion of pupils at school action is well above average. For pupils at school action plus and those pupils with a statement of special educational needs, the proportions are broadly average. The main needs of these pupils relate to behavioural, emotional and social difficulties.
- Pupils come from a predominantly White British background. The next largest minority ethnic group consists of pupils from an Asian-Indian background.
- The school runs a breakfast club situated on the school site.
- A privately run after-school club operates from the school. It was not inspected as part of this inspection.
- The government's current floor standards, which set the minimum expectations for pupils' attainment and progress, are met and exceeded by the school.

### What does the school need to do to improve further?

- Improve pupils' attainment and progress through eradicating the inconsistencies in the quality of teaching by ensuring that all:
  - have high expectations of the quality and quantity of pupils' written work
  - make the most of opportunities to reinforce the pupils' understanding of linking sounds and letters (phonics)
  - deliver introductions to lessons that are short and sharply focused
  - make clear in their marking, especially in mathematics, the next steps in the pupils' learning.
- Maximise the impact of leaders and managers by ensuring that:
  - all leaders monitor the quality of learning and pupils' progress in their area of responsibility
  - governors receive appropriate professional development to ensure that they are able to consistently challenge the school about pupil outcomes
  - action plans show clearly how that subject supports the priorities identified in the whole-school development plan, and that measurable criteria are used against which success can be judged.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Unvalidated results for the 2012 Year 6 national tests show that improvement has taken place. Attainment in English and mathematics is now average.
- Given average entry levels, the progress for pupils over time requires improvement. These test results constitute good improvement from a position in 2011 when progress was judged to be significantly below that expected for pupils at the end of Year 6.
- Pupils known to be eligible for free school meals and those few pupils from minority ethnic groups made better progress and attain higher standards than their peers.
- In 2011 the number of pupils reaching the higher levels in reading, writing and mathematics was below average. However, there has been a recovery in 2012 and this is no longer an issue.
- In the past year the progress of disabled pupils and those with special educational needs has markedly improved. This has resulted from effective leadership and close tracking of progress. Also, the measurement of the impact of interventions carried out by trained learning support assistants have resulted in these pupils making at least the same progress as their peers, with a majority making better progress.
- Lower attaining pupils in Years 3 and 4 are able to read simple texts, but have limited skills when faced with de-coding more difficult words. Their understanding of how to segment is secure but they do not find it easy to sound accurately and then blend the sounds together to form the word. This hinders the progress they make in reading.
- Pupils get regular opportunities to read in school. Not all teachers and learning assistants maximise opportunities to reinforce the phonics knowledge of pupils during these sessions and in lessons.
- Pupils' work seen during the inspection confirms the more positive picture of 2012, although achievement overall continues to require further improvement.

### The quality of teaching

### requires improvement

- There exist inconsistencies in teachers' expectations. Not all have similarly high expectations of how much writing pupils are expected to complete or remind them to produce their best written work.
- In marking, not all teachers make clear the next steps in learning or identify the levels of pupils' work. Marking is better and more analytical in English than in mathematics. Teachers and other adults record pupils' reading in diaries. However, opportunities are missed by teachers to write more diagnostic comments which guide pupils' improvement.
- A Year 6 English lesson saw pupils locating and selecting information from a text and then being challenged to use inference. The emphasis was on group work and the lesson had pace with minimal interruption from the teacher. This is not always so in all lessons. Overlong introductions sometimes slow the pace of the lesson and progress dips.
- Lesson monitoring shows evidence of improvements to the quality of teaching.
- Teachers provide good opportunities for pupils to develop their speaking, listening and social skills through the consistent use of talk partners. Year 3 pupils respond well when given the chance to discuss and evaluate their diary work with their partners.
- Learning support assistants are pro-active and skilled in working with pupils requiring additional support.
- In the good and better lessons observed, teachers made clear to pupils the learning objectives. For example, Year 6 pupils settled well to work in a mathematics lesson knowing the work was based around identifying prime numbers and what the success criteria were.
- Learning is effective when teachers conduct good, ongoing assessment of pupils' learning. A Year 5 mathematics lesson had high attainers working on word problems, while the teacher and learning support assistant used individual whiteboards to ascertain pupils' understanding of tenths and hundredths in decimals. 'Oh! This is hard,' said two pupils, illustrating the degree of

challenge in the work – with appropriate support they did succeed!

### **The behaviour and safety of pupils are good**

- Pupils behave well in lessons and around the school. They are courteous, polite and show good levels of respect. They enjoy responsibility: 'greeters' to lessons ensure visitors are welcomed and know what pupils are doing.
- They display positive attitudes towards learning and respond very appropriately to questions and requests in lessons and elsewhere, such as assemblies.
- Pupils support the view that behaviour is good. They feel safe, secure and are aware of internet dangers.
- They securely understand about what constitutes bullying. They report that such behaviour is rare and are very confident that any incidents are well addressed by the school. Parent and carer questionnaires confirm this picture, with the vast majority believing behaviour to be good.
- One reason behind the positive ethos and good quality relationships is the consistency with which behaviour policies and procedures are implemented. Behaviour code posters are prominently displayed, and pupils talk about the red and white slip approach to behaviour management.
- On occasions, a few pupils go 'off task' in lessons especially when there is too prolonged teacher talk.
- Weekly themes, such as 'friendship', are emphasised around the school. These provide very good opportunities for pupils to reflect on such issues and how they impact on their behaviour.
- Attendance has improved and is above average.

### **The leadership and management requires improvement**

- The new headteacher has moved quickly to collect evidence about school performance. This has resulted in a sharply focused evaluation document which, in turn, has led to very accurate development points being identified. The very appropriate vision for improvement is based around improving teaching and pupils' progress and has been effectively shared with all stakeholders.
- Pupil progress meetings are now scheduled half termly in order to identify those pupils falling behind more quickly and take appropriate action. This contributes well to ensuring equality of opportunity. Adults are also aware of a heightened level of accountability.
- Better access to, and a growing understanding of, progress data, together with monitoring opportunities such as work scrutiny, contribute to leaders having secure knowledge of achievement in English and mathematics. In other subject areas, monitoring and evaluation and the depth of knowledge about the quality of learning are not as well developed and require improvement.
- The curriculum for literacy and numeracy is being reviewed. In mathematics this has contributed to a more rigorous approach to mental mathematics sessions.
- The introduction of an international curriculum has addressed an issue from the last inspection well. Pupils now learn about global and multicultural aspects, and help sponsor the education of a Senegalese girl. These activities undoubtedly contribute well to pupils' moral and cultural development.
- Pupils known to be eligible for free school meals and those few pupils from minority ethnic groups make better progress and attain higher standards than their peers because of effective support.
- A rigorous performance management cycle is in place. Teachers' targets are well linked to pupils' progress and the school development priorities. Their professional development needs are also well met and the positive impact on reading levels has been one consequence. However, while performance management is steadily improving the quality of teaching overall, it has yet to eradicate inconsistencies.
- In lessons other than literacy and numeracy, opportunities are provided for pupils to reinforce their basic skills and knowledge. The curriculum is well enhanced through sport, special events

such as the Olympics and residential trips. The number of extra-curricular clubs is very good and attendance is high.

- There are good opportunities provided for pupils' social and spiritual development. In assemblies pupils reflect on the subject and in art and music lessons pupils have good opportunities to use their creativity.
- The pupil premium budget has an appropriate emphasis on individual support and the maintenance of such activities as the breakfast club to benefit these pupils' learning.
- The local authority has provided a good level of support. This is now reducing.
- Improvements to attendance, pupil outcomes and the quality of teaching indicate a secure capacity to sustain improvement. It is not yet good because of the inconsistencies in teaching and the need for further development of some managers' skills and knowledge. For example, action plans give insufficient attention to measurable success criteria and how the leader's area of responsibility reinforces whole-school priorities.
- Through family learning projects parents and carers are well involved with their child's education. They are kept well informed through the website, while a high class magazine, developed by gifted and talented pupils, goes home, as does a weekly newsletter.
- Partnerships, such as with the school library service and the local behaviour support centre, benefit pupils well. A theatre group visit and the local cluster of schools have brought benefits, through teacher training courses, for example, on improving teaching.
- **The governance of the school:**
  - Governors, working alongside the school, help ensure that safeguarding and child protection needs are met. There is a strong approach to ensuring health and safety with regular audits taking place.
  - The degree to which governors sufficiently challenge the school requires improvement. In particular, not all have sufficient knowledge of data which would allow them to raise questions about pupil outcomes.
  - Governors take a full part in performance management, setting and monitoring targets for the headteacher. Not all targets, especially those relating to pupil outcomes, have, in the past, been sufficiently challenging.
  - Regular visits, albeit by a core of governors, along with regular reports and conversations with pupils, parents, carers and staff help ensure that governors have a secure knowledge of the school. New arrangements linking governors to subject areas are now in place.

## What inspection judgements mean

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

## School details

<b>Unique reference number</b>	116483
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	401600

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

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mel Allingham
<b>Headteacher</b>	Lisa Marshall
<b>Date of previous school inspection</b>	12–13 November 2009
<b>Telephone number</b>	023 80865354
<b>Fax number</b>	023 80872946
<b>Email address</b>	adminoffice@calmore-jun.hants.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

