

Blackfield Primary School

Hampton Lane , Blackfield, Southampton, SO45 1XA

Inspection dates 10–11 October 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children make a positive start in Reception and progress is good, especially in personal, social and emotional development.
- Pupils make good progress and achieve well because they are taught well. By the end of Year 6 2013 pupils reach average standards in English and above average in mathematics.
- Progress is good across the school for all groups of pupils because leaders and teachers check progress regularly to prevent any pupils from falling behind.
- Teaching is good; teachers have high expectations of their pupils and expect them to do their best.
- Behaviour is good, both in lessons and around the school. Pupils say they feel safe and have positive attitudes towards their learning.
- School leaders have successfully raised the quality of teaching to make sure all pupils make good progress.
- Governors know the school well and provide challenge to make sure the school continues to improve.

It is not yet an outstanding school because:

- Pupils' attainment in reading does not yet consistently match attainment in writing and mathematics.
- The proportion of outstanding teaching is not yet high enough because not all pupils have sufficient opportunities to learn independently.

Information about this inspection

- Inspectors observed 26 lessons or part-lessons taught by 21 teachers. Several of these were joint observations with members of the school’s leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by learning support assistants.
- Inspectors also watched two school assemblies.
- Inspectors heard children read from Years 2 and 6 and also held meetings with three groups of pupils including the school council.
- Inspectors spoke to four school governors, a representative of the local authority and school staff including senior and other leaders.
- Inspectors looked at the school’s work, and at a range of documents, including school improvement plans, achievement data on pupils’ current progress and records relating to behaviour, attendance and safeguarding children.
- Questionnaires were analysed from 50 members of staff.
- Inspectors took account of the responses of 49 parents and carers to the online Parent View questionnaire during the inspection, and considered letters and telephone calls from parents and carers. Inspectors used the start of the day to talk to parents and carers.

Inspection team

Sarah Jones , Lead inspector	Additional Inspector
Anne Stopforth	Additional Inspector
Lee Selby	Additional Inspector

Full report

Information about this school

- Blackfield Primary School is a larger-than-average size primary school.
- The school is federated with Fawley Infant School, with a single governing body and executive headteacher leading both schools.
- The headteacher, senior and other leaders work with a number of other schools to help raise achievement and share the success of the model at Blackfield Primary School.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average and the proportion of those supported at school action plus or with a statement of special educational needs is below average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in local authority care, is just below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has a number of recent awards including: Trailblazer – promoting outdoor learning and environmental education; Cultural Diversity Quality Standard; and ICT Mark Accreditation.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching to raise standards, especially in reading, by:
 - giving pupils more chance to be actively and independently involved in their own learning
 - creating opportunities for pupils to engage in reading in all areas of the curriculum.

Inspection judgements

The achievement of pupils is good

- Pupils across the school make good progress. Their progress is most rapid in those lessons where the teachers regularly check how well the pupils are achieving and adapt the activities with support or challenge depending on the needs of each individual child.
- Pupils make good progress from their varying starting points; children join the school with skills below the expected levels for their age, especially in language and communication. As a result of a positive classroom environment and good teaching in Reception children are well prepared to start Key Stage 1.
- In 2012 attainment in English and mathematics at the end of Key Stage 2 was below that expected of their age group. Leaders took actions to raise standards and pupils currently in Year 6 have made good progress year-on-year and are on track to reach well above average standards in reading, writing and mathematics.
- Highly effective systems for checking all pupils' progress are used well across the school by both leaders and class teachers.
- The inclusive approach of the school makes sure that disabled pupils and those who have special educational needs make progress and their attainment is average, when compared to pupils nationally.
- The school uses its pupil premium funding to provide intensive support individually and in small groups. A sensitive approach to learning helps pupils gain confidence in their own ability and promotes their learning well. Teachers create a stimulating learning environment and pupils use resources well. The success of this support means that there is no attainment gap between eligible pupils and the others in the school in English or mathematics.
- Where progress is best, pupils have the opportunities to try out new thinking and evaluate their ideas and those of their classmates. An example of this was seen in a reading workshop literacy lesson based on the year topic of *Charlie and the Chocolate Factory*, when pupils were analysing the play script and considering the effectiveness of the language used.
- Attainment in reading does not yet match that of mathematics as there have been insufficient opportunities to develop this further, both within subjects and across the curriculum. The school is aware of this and is creating opportunities to develop reading in all year groups.
- As a result of the school's new approach to reading, pupils show a genuine interest in selecting their books. Pupils are encouraged to read both fact and fiction books. In a Year 6 reading workshop, pupils had a range of choices to deepen their understanding of their topic on the Second World War, including researching facts from books to complete tasks or engaging in reading the story *Hitler's Canary* by Sandi Toksvig.

The quality of teaching is good

- In lesson observations, pupils' work in books and the school's own records there is evidence that good teaching over time enables pupils to make good progress and achieve well. In most of the lessons, teaching is consistently good, with evidence of some outstanding practice.
- Teachers plan together, using information they have on what pupils can already do. This makes sure that the tasks are usually suitably demanding for pupils and engaging. In a mathematics lesson on circle theorems, pupils worked with enthusiasm, rising to the challenge presented and achieving well.
- In the lessons where questioning is effective and challenging, pupils deepen their understanding and make good progress.
- Teachers and learning support assistants provide good support for disabled pupils and those who have special educational needs. Pupils benefit from working in flexible groups to meet their needs and in smaller classes to give them more teacher support. They receive support set at the

right level for them within lessons and in one-to-one or small-group activities.

- Activities in lessons are varied and focused around the school's 'Integrated Curriculum' which pupils say they really enjoy as links are made in all subjects areas. This is strengthening pupils' skills in mathematics and literacy across the curriculum.
- Marking across the school is good, especially in mathematics. Pupils say they value this as it helps them know how to improve their work and achieve their targets.
- Teaching in Reception is good, lessons are well planned for all children including the more able, and teachers have high expectations that all will achieve well.
- Teaching is not outstanding as there are insufficient opportunities for pupils to work independently and so become more involved in their own learning.

The behaviour and safety of pupils are good

- Pupils have a positive attitude to their learning and are keen to do well. They work well and respect each other.
- Pupils are polite and well behaved around the school. They are quick to open doors for adults and each other, without having to be asked or reminded.
- Pupils work well in class, especially when the teaching is good. However, some pupils lose interest in their work when they are not actively involved or able to get on independently.
- The behaviour of children in Reception is outstanding. Children have been quick to settle into the start of their formal schooling.
- Pupils are aware of the different types of bullying, including cyber bullying. They report it is rare and dealt with quickly if it happens.
- Pupils know how to keep themselves safe, including internet safety. There have been a couple of racist incidents which the school has dealt with effectively and in line with statutory guidance.
- The school has a nurture group for pupils who benefit from additional support. This is well run, with opportunities for pupils to rejoin main class groups within a safe and supported system.
- Although the vast majority of parents and carers believe that their children are safe and that they behave well in school, a few expressed concerns about behaviour and how incidents of bullying are managed. However this was not observed during the inspection.
- The school has been active in raising attendance and the appointment of a family support worker has helped. Attendance has improved over the last three years and is now close to the national average.

The leadership and management are good

- Blackfield Primary School's federation with Fawley Infant School has provided the headteacher with the challenge to manage both schools including joint planning and working cohesively together to benefit all. This partnership is proving successful with clarity and vision provided from the headteacher.
- Leaders are committed to improving the consistency and quality of teaching. Regular checks have been effective in making sure teaching is moving towards becoming outstanding. However the school is aware there are still some aspects of the teaching that need to be addressed in order to increase the proportion of outstanding teaching.
- Subject leaders and teachers rigorously track pupils' progress to find out how well pupils are achieving and review programmes of support to suit the needs of individual pupils.
- Leaders have an accurate view of the school's work, which means that school strategic plans tackle the right areas for further improvement and success. These are then in turn checked through measurable targets that relate to how well pupils achieve both academically and personally. These plans have been produced with support from the governing body.
- The federation provides many opportunities for collaborative working that staff appreciate. This

has been extremely effective in developing shared practice such as staff training.

- The curriculum is vibrant, well planned to meet the needs and interests of the pupils and provides them with rich and varied experiences. The school grounds provide opportunities for outdoor learning including the use of a mathematics garden. This is a new addition to the school and has been funded and created by a local company. Primary school sport funding will be used to expand the role of a sports coach to promote physical education across the school.
- Pupils' spiritual, moral and social understanding is evident in lessons, including a sensitive discussion in one lesson on the Holocaust in Year 6. There is also evidence in displays around the school and at break times when pupils show their understanding of the difference between right and wrong.
- As part of its 'light touch' support, the local authority has provided assistance in reading to help raise achievement.
- The management of staff performance has been used well to raise standards, providing rigorous targets for teachers and learning support assistants and these targets link to plans for improvement and individual responsibilities. Governors are kept informed about this process.
- **The governance of the school:**
 - The governing body is clear on the school's strengths and areas for development. The governing body has a clear understanding of the targets for the school and how these should be met. Governors play an active role working closely with the senior leadership team checking including lesson observations, work scrutiny and listening to children read. This opportunity provides governors with the information they need to fully understand about the quality of teaching and the progress of pupils within the school. Statutory requirements, such as those for safeguarding, are fully in place and effective. Governors are clear on the management of teachers' performance and the implementation of the national Teachers' Standards in relation to tackling any underperformance. They know what the school is doing to reward good teachers.

What inspection judgements mean

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

School details

Unique reference number	116485
Local authority	Hampshire
Inspection number	426599

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	530
Appropriate authority	The governing body
Chair	Philip Conway
Executive Headteacher	Claire Lowe
Date of previous school inspection	2 October 2008
Telephone number	02380 893132
Fax number	02380 897945
Email address	adminoffice@blackfield.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

