

Calmore Junior School

Calmore Drive, Calmore, Southampton, Hampshire SO40 2ZZ

Inspection dates

16–17 November 2016

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

Summary of key findings for parents and pupils

This is a good school

- School leaders and governors have brought about significant improvements to the school since the previous inspection.
- Pupils make good progress to reach standards that are significantly above the national average in writing and average in reading and mathematics by the end of Year 6.
- Teaching is consistently good across the school. Teachers provide activities that are of interest to pupils and inspire them to learn.
- The curriculum is very well planned to provide pupils with opportunities to use their literacy and numeracy skills when learning other subjects.
- A wide variety of extra activities, including a residential visit for pupils in Year 6, adds to pupils' enjoyment of school.
- The school environment is calm and cared for very well. There are attractive displays of pupils' work all around the building and this instils within pupils a pride in their school.
- Pupils behave well in class and when moving around the school. They are friendly, kind and helpful and they get on very well together.
- Pupils have a good understanding of British values. They show respect towards each other and through the curriculum. Pupils learn about the faiths, beliefs and cultures of those from different backgrounds. This promotes their spiritual, moral, social and cultural development effectively.
- The school fosters a culture of safety. Pupils trust staff and know that they can approach adults should they have a concern. Consequently, pupils feel safe in school.
- Leaders and governors have established a strong team of staff who work closely together. They are proud of their school and consequently, staff morale is high.
- On a few occasions, work planned for pupils is too hard or too easy in mathematics. Not all teachers insist on the highest standards of presentation of work in pupils' books.
- Some leaders, particularly those new to their roles, do not look closely enough at how well pupils are learning when they make checks on teachers' work. Consequently, some opportunities to help them develop further are missed.

Full report

What does the school need to do to improve further?

- Further improve the effectiveness of leadership and management by making sure that all leaders look at how well pupils are learning when they make checks on the quality of teachers' work.
- Raise pupils' achievement further by ensuring that:
 - work provided for pupils is at the right level in mathematics
 - pupils always present their work to the highest possible standard
 - the best possible use is made of all available teaching time.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and governors are ambitious and have set high expectations for staff and for pupils. Following the previous inspection, they took decisive action that led to significant improvements to teaching. Consequently, teaching is good and pupils achieve well across the school. Leaders have established a climate in which pupils feel valued as individuals and they enjoy learning.
- The school is an inclusive school in which pupils from all backgrounds are welcomed. Leaders track pupils' progress rigorously to ensure that they all make good progress from their relative starting points. They pay particularly close attention to disadvantaged pupils and allocate the additional funding to help them to overcome their specific barriers to learning. Consequently these pupils do equally well as other pupils nationally.
- School leaders know their school well. They gather a broad range of information that helps them to pinpoint areas for improvement and plan appropriate actions to eradicate any weaknesses. All staff are involved in improving the school and feel that they make a significant contribution. Subsequently, teamwork is strong and staff morale is high.
- Teachers value the training and development provided by school leaders that help them to become even better teachers. They are reflective and they act quickly on guidance and support from leaders and from each other. They are encouraged to visit each other's classrooms as well as visiting other schools to share and learn from best practice.
- The systems to manage teachers' performance are robust. Leaders visit classrooms formally as well as informally and hold teachers strictly to account for pupils' performance. Teachers understand that their progression on the salary scale is dependent on their performance in the classroom.
- Some leaders new to their roles do not focus closely enough on how effectively pupils learn. This means that teachers' skills are not developed as fully as they might be.
- A strength of the school is the vibrant curriculum that is stimulating and inspires pupils to learn. It is very well balanced, with an appropriate focus on reading, writing and mathematics while at the same time developing pupils' skills in other subjects, including science, art and physical education.
- The curriculum is underpinned by many enriching experiences that add to pupils' enjoyment of learning. Pupils each created a poppy and dedicated it to local individuals who lost their lives during the first world war. These are on display around the school and serve as a reminder of British values of tolerance, democracy and respect. Pupils' participation in 'Rock Challenge' enhanced their self-esteem and confidence by performing on a stage in public.

- Primary sport funding has been used to good effect. Part of the funding has been used to provide training for teachers, and consequently they are more proficient in teaching physical education. Funding has also been used to provide specialist coaches so that pupils can take part in activities, including karate, fencing and gymnastics. Pupils enjoy taking part in competitions with pupils from other local schools.
- Pupils are welcomed into a delightful learning environment that is stimulating and attractive. The school's values, including respect, honesty and ambition, permeate the culture of the school and promote pupils' spiritual, moral, social and cultural development effectively.
- Those parents who responded to the Ofsted survey, Parent View, and who spoke to inspectors agreed that leadership and management were good.

Governance of the school

- Governors play a key role in supporting the school's leadership, while also providing a high level of challenge to help the school to improve. They have recently reorganised the way in which they work and feel that they are now better organised and more effective. They know how well the school does in comparison with other schools and what actions leaders are taking to improve teaching further. They receive high-quality reports from leaders but check for themselves how well the school is doing when they visit the school.
- Governors are involved in shaping the strategic direction of the school and they maintain a clear overview of how well the school is on track to meet its short-term objectives. They know that pupils are emotionally and physically safe and seek pupils' views about their safety and well-being during their regular visits to classrooms. They have established a monitoring schedule that helps them keep a close check on all aspects of the school's provision. They are committed and enthusiastic, and in the words of one governor, 'I feel so privileged to be a governor at this school.'

Safeguarding

- The arrangements for safeguarding are effective. The school has established a climate in which the safety of pupils is paramount. In addition to conducting physical checks on the school buildings, staff maintain a clear overview of safety within their own classrooms. All staff understand their moral responsibility for keeping pupils safe. They have had recent training and know exactly what to do should they have a concern about a pupil's safety.
- The designated lead for child protection has established good working relationships with relevant outside agencies. This ensures that pupils have the right support in a timely way.

Quality of teaching, learning and assessment

Good

- Teachers have established good working relationships with pupils and this inspires pupils to work hard and to do their best. Consequently, pupils have very positive attitudes towards learning and they achieve well across the school.

- Teachers plan work that builds on and extends what pupils have already learned, and this helps them to understand what they are doing. Pupils in all classes enjoy discussing and sharing their work with each other and this contributes towards their good progress.
- Teachers use various resources and strategies to help pupils to learn. They often link different subjects such as history and English together to give pupils a clear purpose for their work. During the inspection, pupils used texts based on the Ancient Egyptians to stimulate their writing. This helped them to develop their understanding of life in those times as well as helping them to practise their reading and writing skills.
- Teachers have good subject knowledge, and so they ask pupils questions that deepen their understanding and provide a high level of challenge to them, particularly those who are the most able. They work closely with small groups while maintaining an overview of what other pupils are doing. This enables them to adapt and modify work for pupils as the need arises.
- Lessons are well planned and structured with different levels of support provided for pupils of different abilities, allowing them to progress well from their different starting points. This is because teachers use assessment information effectively when preparing their lessons, particularly in mathematics.
- Teaching assistants make an effective contribution to learning. They work in close cooperation with teachers to provide focused support to different groups of pupils. This may involve them working with the most able pupils to extend their understanding. At other times, they may be working on a one-to-one basis with a pupil who has special educational needs and/or disabilities.
- One of the strengths of teaching is the quality of feedback provided for pupils. This is seen in pupils' books, where teachers provide clear guidance to pupils to help them to improve their work. In class, teachers check pupils' understanding and provide immediate help to those who struggle to understand their work. This helps all pupils to make good progress.
- Not all teachers consistently make the best use of all available time and this results in some pupils not having enough work to do. This is something that school leaders have picked up on and they are taking action to ensure that all teachers make the best possible use of time for learning.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are very well looked after in this school. Staff know pupils well and pupils say that there is always someone to turn to should a problem arise. Consequently, pupils say that they feel safe in school.

- Pupils have very positive attitudes towards school. They have opportunities to work together and to share their ideas. They persevere with their work and show resilience when taking on new learning. They show independence and are keen to try out different ideas if they get stuck with their work. They have established good behaviours for learning.
- The school works well with a number of pupils and their families whose circumstances may make them more vulnerable. They seek support from external agencies to ensure that these pupils receive the support they need in a timely way.
- Pupils respond to the calm, orderly environment by showing care and consideration towards each other and adults. They are kind, friendly and helpful and they get on very well together. They readily help each other in class as well as in the playground. They understand the school's values and strive to meet the high expectations for their behaviour and work.
- The school's culture promotes pupils' safety in school and outside school. Pupils have a good understanding of the need to be safe when using modern technology. Through the curriculum they are taught about aspects of physical safety, including bullying and the risks associated with harmful substances. Consequently, pupils understand the different forms of bullying and that some non-medicinal drugs may be dangerous.
- The breakfast club provides pupils with a calm, settled and nutritious start to the school day.

Behaviour

- The behaviour of pupils is good. Pupils are happy and they enjoy school. This is reflected in their attendance, which is above the national average for primary schools. There have been few recent fixed-term exclusions.
- Staff implement systems to manage pupils' behaviour consistently so all pupils understand their expectations. Pupils behave well in class because they are interested and they want to work hard. They have very positive attitudes to all aspects of school.
- Pupils know about various forms of bullying, including that relating to modern technology. They say that bullying is rare, but that adults would intervene quickly should an incident arise. School records show that there are very few reported incidents of bullying or racist behaviour.
- Just occasionally, when the pace of learning slows or lessons end too early, pupils become distracted and begin to chat among themselves.
- Parents who responded to the survey and who spoke to inspectors believe that behaviour is good and that pupils are well looked after. One parent wrote: 'My child is happy going to school. She feels safe and confident. Teaching staff are pleasant and approachable and deal with any points raised in a caring and professional manner. I am extremely happy with the school and what they do for all children who attend. I cannot praise the staff highly enough for their dedication and care.'

Outcomes for pupils

Good

- Pupils are well prepared for the next stage of their education. They work hard and make good progress across the school in reading, writing and mathematics. There are no significant differences in the progress made by different groups of pupils.
- The most able pupils are provided with challenging work and this helps them to reach levels above those expected for their age. Across all year groups, the most able pupils enjoy applying their numeracy skills to solve complicated problems that deepen their understanding in mathematics.
- Disadvantaged pupils, including those who are most able, make progress at rates similar to or above those of other pupils nationally. Teachers know their pupils well and they ensure that these pupils are provided with the right support to help them to achieve well. Sometimes, teaching assistants or teachers work alongside them to develop their confidence. At other times, these pupils are provided with additional learning programmes that help them to keep up with their classmates.
- Pupils who have special educational needs and/or disabilities progress at similar rates to other pupils. Teachers liaise with the special educational needs coordinator to plan activities that help these pupils to overcome their difficulties. Pupils' learning tasks are carefully adapted and they are provided with appropriate resources that help them to concentrate and understand what they are learning.
- Pupils are confident and articulate speakers. They listen carefully to each other and to adults and show respect towards each other's point of view. In class they are given plenty of opportunities to share their ideas and learn from each other.
- Pupils enjoy writing and they have a good grasp of basic skills, which enables them to write fluently and confidently in English lessons as well as in other subjects. They have a wide vocabulary and know how to vary the way in which they write to capture the interest of the reader. Just occasionally, pupils do not always present their work to the highest possible standard and this spoils the overall quality of their work.
- Pupils have many opportunities to read in all subjects and this helps them to progress well. They love the library that is attractively furnished and has a wide range of books to stimulate even the most reluctant reader. The least able readers are provided with extra support and this is helping them to catch up rapidly. The most able pupils read fluently and confidently and with obvious enjoyment. Consequently, pupils currently in school make good progress in reading.
- Pupils' progress in mathematics is more varied, with those in the upper part of the school achieving well, while those in Year 3 and Year 4 get off to a slower start. This is because work planned for them is sometimes too easy and sometimes too hard.
- Pupils work hard in other subjects, and therefore achieve well. They particularly enjoy learning about some of the more unpleasant aspects of life in Ancient Egypt, such as mummification. They recalled some rather gruesome facts and practices with absolute relish. Pupils also achieve well in physical activities, such as dance and games, and develop a wide range of artistic skills to show off their work to good effect.

School details

Unique reference number	116483
Local authority	Hampshire
Inspection number	10012295

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

Type of school	Junior
School category	Foundation
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	210
Appropriate authority	The governing body
Chair	Chris Slater
Headteacher	Lisa Marshall
Telephone number	023 8086 5354
Website	www.calmorejunior.co.uk
Email address	adminoffice@calmore-jun.hants.sch.uk
Date of previous inspection	8 July 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This junior school is smaller than the average-sized primary school and pupils are taught in single-age classes.
- Most pupils are of White British heritage and very few speak English as an additional language.
- The percentage of pupils who are eligible for pupil premium funding is higher than that found in most schools.
- The number of pupils who have special educational needs and/or disabilities is broadly average.

- The school meets the government's current floor standards. These set the minimum expectations for pupils' learning and progress in reading, writing and mathematics by the end of Year 6.
- There is a breakfast club for pupils.

Information about this inspection

- Inspectors observed pupils working in 16 lessons or parts of lessons, most of which were jointly observed with school leaders. They looked at work in pupils' books and they listened to pupils reading in Year 3 and Year 6. Inspectors observed pupils in class and as pupils moved around the school. They also attended one assembly.
- Meetings were held with school leaders, teachers and groups of pupils. Inspectors also met with four governors, including the chair of the governing body, and they met with a representative from the local authority.
- Among the documents that inspectors scrutinised were the school's own evaluation of its performance, plans showing how the school is to further develop and local authority monitoring reports. Inspectors also looked at information regarding pupils' learning and progress and documents relating to pupils' behaviour. Inspectors checked documentation to see how well staff and pupils are kept safe.
- The views of parents were taken into account by analysing the 31 responses to the online survey, Parent View. They also spoke informally to parents during the inspection.

Inspection team

Joy Considine, lead inspector

Ofsted Inspector

Linda Jacobs

Ofsted Inspector

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Manchester
M1 2WD

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