

Locks Heath Junior School

Warsash Road, Locks Heath, Southampton, Hampshire SO31 9NZ

Inspection dates

8–9 May 2019

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	Good

Summary of key findings for parents and pupils

This is a good school

- Since the last inspection, the headteacher and senior team have raised expectations and provided effective support for improving teaching. As a result, strong teaching is ensuring pupils' good progress.
- The newly revised curriculum sparks pupils' interest. Exciting topics broaden pupils' horizons and prepare them well for secondary school.
- Pupils' attainment in reading, writing and mathematics at the end of key stage 2 compares favourably with that of pupils in similar schools.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils enjoy a wealth of enriching activities and events.
- This is an inclusive, welcoming and friendly school. Pupils feel very well supported by teachers and staff. Nearly all parents are highly appreciative of the care and attention their children receive.
- Pupils attend well. For some pupils, including some disadvantaged pupils, attendance has improved.
- Safeguarding is effective. Leaders put pupils first and actively seek extra support from the local authority if needed.
- Governors provide strong oversight and are not afraid to challenge leaders. They have taken an effective role in improving the reputation of the school and its profile with parents.
- Most pupils behave well. They are lively, friendly and confident. Pupils feel very lucky to attend the school and are justly proud of their achievements.
- Some teaching does not challenge the most able pupils sufficiently. Not enough account is taken of what pupils already know, understand and can do.
- Sometimes pupils are not clear about the point of the tasks they are set. This is because teachers focus too much on the teaching strategies they will use, at the expense of what they want pupils to learn.
- A very small number of pupils do not fully adhere to the school's high expectations of their behaviour during break and lunchtimes. Some do not show enough consideration of others and are in the habit of using casual derogatory language.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment by:
 - using information about what pupils already know and understand, when planning learning, particularly for the most able pupils
 - ensuring that all pupils understand the point of tasks and what they are aiming for.
- Make sure that all pupils take more responsibility for their behaviour at lunch and breaktimes, including their use of hurtful and derogatory language.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, her senior team and governors accepted the findings from the last inspection and wasted no time in making secure improvements to the school. As a result, leaders and staff expect more from pupils, and good teaching is leading to strong progress.
- Following their review of the curriculum, leaders introduced new topics to challenge pupils to acquire new knowledge and think hard. Pupils and parents are enthused by the exciting historical and scientific subjects they are studying. A parent commented on the 'amazing new topics' and how their child 'loved learning about different wars in history'. Another said that the new curriculum 'hooked' their child's interest and inspired them in all areas.
- Leaders are fully committed to maintaining a welcoming and inclusive environment in the school. Staff rightly pride themselves on their passion for education and they know individual pupils very well in this large school. Pupils and parents appreciate staff's nurture and expertise, appreciating the school's warm atmosphere. Pupils told inspectors that they know that they are valued and feel 'lucky' to attend this school.
- Pupils' spiritual, moral, social and cultural development is a core strength of the school. Pupils talk with joy about the frequent opportunities they have to reflect on deep moral questions. Pupils debate complex ideas with impressive maturity and trust. Staff ensure that pupils' experiences are enriched by a diverse range of events and visits.
- School leaders have recently introduced a new personal, social and health education programme (PSHE), which has been well received by parents and pupils alike. Through this programme, pupils learn about the diverse world around them and practise tolerance, empathy and teamwork.
- Professional development, training and coaching are highly valued by staff. Teachers and support staff are committed to improving their practice and learning from the best research. Strong subject and year leaders oversee their areas with confidence and insight, maintaining high standards and helping to develop staff's skills and expertise.
- The school deservedly has a good reputation for promoting pupils' physical fitness and participation in sports. Pupils and staff make the most of the on-site swimming pool and local clubs. The sport premium is used appropriately to provide pupils with more extensive experiences of sports and physical education, in preparation for secondary school.
- Pupils with special educational needs and/or disabilities (SEND) are supported very well. Effective leadership in this area has secured parents' confidence and pupils' good academic and personal progress.
- Leaders make sure that pupil premium funding is used effectively to support disadvantaged pupils' progress and their personal development. Leaders carefully review the quality of the extra help that the pupil premium pays for. They make sure that the additional support makes a positive impact on pupils' progress and well-

being.

- Since the last inspection, the local authority has provided critical support and independent oversight. In this way, leaders' work to improve the school has been both endorsed and challenged.
- Most parents are very pleased with the quality of education offered in the school. They find staff approachable, kind and supportive. One parent commented, 'This is a wonderful school and I will be sad when my children leave.'

Governance of the school

- Governors know the school's strengths and what needs to improve. They took prompt action following the last inspection and refined their monitoring of the school. Governors' visits to the school are carefully planned in order for them to see the impact of improvements themselves. They are not afraid to challenge staff to raise standards and are champions of the pupils in the school, particularly those who are disadvantaged.
- Governors hold the headteacher and leaders firmly to account for their work. They have made sure that leaders' reports to governors provide them with an honest and thorough analysis. Members of the governing body benefit from a comprehensive programme of training, keeping them up to date with good practice and carrying out their statutory duties.
- In response to some parents' dissatisfaction with the school's communication, senior leaders and governors have increased the opportunities for parents to be more involved with the school and decisions about its future.

Safeguarding

- The arrangements for safeguarding are effective.
- Checks on adults working in the school meet requirements and are regularly overseen by governors.
- A well-trained team of senior and middle leaders take responsibility for safeguarding and child protection as fully-trained designated safeguarding leaders (DSLs). Their regular meetings ensure that no concerns about pupils are overlooked.
- Records of child protection concerns are filed securely and maintained well. The DSLs work closely with other agencies that protect children and are prepared to pursue concerns with the local authority when they feel that actions are not urgent enough.
- All teaching and non-teaching staff benefit from thorough and up-to-date training. They understand and act upon their responsibilities to report any concerns about pupils.
- Parents are confident that their children are safe in school. Pupils know who they can talk to if they are worried.

Quality of teaching, learning and assessment

Good

- Strong relationships between pupils and teachers enable good learning to take place. Pupils are willing learners who take a lively interest in all topics and tasks.
- Pupils have confidence in teachers' strong subject knowledge. Teachers make sure that they present ideas and materials that will inspire pupils and 'hook them into' learning. Exciting and well-presented resources sustain pupils' interest and spur them on to work hard.
- Pupils are rightly proud of their books, which are neatly presented and provide a thorough account of their learning over time. Most pupils take serious responsibility for editing and improving their work. Pupils are self-reliant and try to work out problems for themselves.
- A busy, productive and purposeful atmosphere is sustained throughout the school. Pupils work diligently and happily together, with most making good use of their time. They like talking about what they are working on and are skilled at explaining their thinking.
- Teachers and teaching assistants demonstrate a good understanding of pupils' particular needs, especially those with SEND. Staff rightly focus on developing pupils' ability to work without over-reliance on adults to help them, while ensuring that they do not lose confidence or fall behind.
- Occasionally, pupils are not challenged enough, particularly the most-able. In these cases, pupils lose concentration and lack purpose because they have finished work quickly and do not have enough to do.
- Sometimes teachers plan activities that do not fit well with the content of what they are teaching. Teachers are understandably keen to try out different approaches and strategies. However, this sometimes leads to 'style over substance'. The subject matter of the learning becomes lost and pupils miss the point of what they are aiming for.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils contribute well to activities and events and enjoy the opportunities to participate in decisions about the school. They respect and are loyal to the school's values.
- Pupils are welcoming and articulate. They are friendly, courteous and appreciate the care of the adults who work with them.
- Pupils know that teachers and teaching assistants care about them. They told inspectors about how much support they had, especially if they were worried about anything or struggling with their work.
- Parents, too, appreciate the care provided for their children. One parent commented that staff made sure that there was not 'undue stress being caused by too much focus on the SATs'.

- The school's work to combat bullying has been helpful. Pupils are confident that bullying incidents are tackled promptly and effectively by staff. Parents appreciate the opportunities to attend anti-bullying workshops and information sessions.
- Most pupils are kind, respectful and tolerant towards each other. However, a few pupils and parents mentioned that derogatory language was occasionally used by some pupils. School leaders and staff do not tolerate inappropriate or abusive language. However, they have rightly identified that more needs to be done to eradicate some pupils' inappropriate, casual and hurtful 'banter' when out of adults' hearing.

Behaviour

- The behaviour of pupils is good.
- Pupils behave well in lessons. They pay attention, concentrate on their work and need very few reminders when following instructions from staff.
- Pupils' enjoyment of school is reflected in their good attendance, which compares well with that of pupils in similar schools. Rates of persistent absence have decreased over time. The recently appointed family support worker has made a significantly positive impact on the attendance of those pupils whose circumstances make vulnerable. Disadvantaged pupils' attendance is now close to those of other pupils in the school and nationally.
- Pupils are punctual and responsive to routines at changeovers between lunch or break and lesson time. Time is not wasted.
- The school's use of exclusion is rare and declining. Leaders' approach to managing serious behaviour incidents is effective in maintaining positive relationships and attitudes to learning.
- Pupils' behaviour is not outstanding because occasionally their lively and energetic play at lunch and breaktimes becomes overly boisterous. School leaders have wisely provided a wealth of equipment and activities for pupils to enjoy in unstructured times. Lunchtime supervisors have had training in organising games and activities. However, not all pupils make the most of the opportunities provided.

Outcomes for pupils

Good

- Pupils join the school with attainment that is well above the national average. They go on to achieve well in reading, writing and mathematics, attaining results that compare well with pupils nationally.
- Pupils' books and the school's regular assessments show that, over time and in all year groups, pupils make good progress in their knowledge, skills and understanding.
- A sharp focus on grammar, punctuation and spelling is leading to more accurate and confident written work. In addition, pupils enjoy having defined purposes and audiences for their writing.
- Since the introduction of the new curriculum, pupils' progress in subjects other than English and mathematics has increased and is continuing to improve. Pupils apply the writing skills they have developed in English with greater consistency, particularly in

history and science.

- Pupils rise to the challenge of demanding and enriching texts. A well-stocked and attractive library also helps to support pupils' interest in reading for pleasure. Tailored support for less confident readers is having a positive impact on their achievement.
- Pupils apply themselves diligently to reasoning and problem-solving in mathematics, explaining their thinking conscientiously. Pupils are confident when talking about their 'working out' and the different methods they apply to their calculations.
- Staff's focus on disadvantaged pupils is helping to support their achievement, which is in line with that of other pupils in the school. Pupils with SEND make good progress, including those who have social, emotional and mental health difficulties.
- Pupils' high attainment, positive attitudes to learning and their good progress set them up well for joining secondary school.
- Some most-able pupils are not challenged enough from the outset because teachers do not take enough account of their previous learning. Although their attainment overall remains high, in some cases they are not achieving their full potential.

School details

Unique reference number	115926
Local authority	Hampshire
Inspection number	10058146

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

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	480
Appropriate authority	The governing body
Chair	Helen Churchill
Headteacher	Natasha Farrell
Telephone number	01489 572226
Website	www.locksheathjunior.com
Email address	n.farrell@locksheath-jun.hants.sch.uk
Date of previous inspection	17 May 2018

Information about this school

- This school is a larger than average junior school.
- The proportion of pupils with SEND is below average, as is the proportion of disadvantaged pupils.
- Pupils enter the school with much higher than average prior attainment. An increasing number of pupils who have particular social, emotional and mental health needs are joining the school.
- The majority of pupils are White British.
- The current headteacher has been in post since September 2016.

Information about this inspection

- Inspectors met with senior leaders, middle leaders and groups of staff.
- They observed pupils' learning in all classes and year groups, across different subjects.
- Inspectors spoke to some parents dropping off their children and took account of the 106 responses to Parent View, including 102 responses to the free text facility.
- The views of staff were taken into consideration, including 43 contributions to the staff survey.
- A meeting was held with members of the governing body. The lead inspector also met with the school's improvement partner from Hampshire local authority.
- A range of documentation was reviewed, including information about pupils' attainment and progress, the curriculum and the work of governors. Inspectors scrutinised the school's safeguarding arrangements including checks made on adults appointed to work in the school.
- Inspectors reviewed a representative sample of pupils' work across the whole curriculum.

Inspection team

Janet Pearce, lead inspector	Her Majesty's Inspector
Krista Dawkins	Ofsted Inspector
Judith O'Hare	Ofsted Inspector

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