

Sarisbury Church of England Junior School

Allotment Road, Sarisbury Green, Southampton, Hampshire SO31 7AP

Inspection dates

10 to 11 July 2019

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

Summary of key findings for parents and pupils

This is an outstanding school

- The headteacher leads very effectively and with true purpose. He and his team are fully committed to ensuring that all children achieve their potential. Pupils receive an outstanding education.
- Teaching is consistently very well planned to ensure that pupils learn and know more. Pupils clearly enjoy the learning activities provided for them. They are incredibly happy in school. Pupils make excellent progress in their studies.
- Pupils' outcomes are outstanding, particularly in English and mathematics. A large proportion of pupils achieve at the higher standards in both mathematics and reading.
- The provision for personal development and welfare is outstanding. Pupils feel very safe at school. Parents are highly vocal in their agreement.
- Pupils' behaviour is exemplary. All pupils are respectful and very polite to each other and to adults. Pupils learn to be responsible and independent quickly. They are confident and self-assured learners.
- Governors are highly effective. They work closely with school leaders. They support and challenge leaders very efficiently. Governors know the school's strengths and areas to develop accurately.
- Additional funding to support disadvantaged pupils is spent wisely. Disadvantaged pupils make very strong progress.
- Pupils with special educational needs and/or disabilities (SEND) are very well supported. The individualised plans in place to help pupils with additional learning needs are very effective. Pupils with SEND make very good progress from their starting points.
- Pupils have many opportunities to learn about a wide range of interesting topics across subjects. Pupils learn subject-specific facts and knowledge very well. Pupils do not always have the opportunities to apply this knowledge and deepen their understanding further by applying it across the curriculum.

Full report

What does the school need to do to improve further?

- Leaders should continue to expand the curriculum and build in further opportunities for pupils to apply their subject-specific understanding and knowledge.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The headteacher's determination for all pupils to succeed is contagious. He and all staff at the school work together very well and with the community. Together, staff have created a vibrant and stimulating environment for all pupils to develop and grow in. One parent's view reflected the views of many when commenting, 'It [the school] provides an excellent platform for all children to thrive and succeed in.'
- Leaders are focused on ensuring that all pupils achieve to the best of their ability. Pupils make outstanding progress during their time at the school.
- Middle leaders are very well trained. They feel fully involved in developing the school further. They are held to account well for their areas of responsibility. Year leaders have an accurate view of pupils' achievement across the year cohorts. They quickly identify any pupils in need of extra support. Consequently, pupils are very well cared for and supported to achieve their very best.
- Leaders have comprehensive and robust systems in place that give them an accurate overview of pupils' achievement, particularly in English and mathematics. Rapid action is taken to ensure that any gaps in pupils' learning are quickly addressed. Pupils make very strong rates of progress across English and mathematics.
- Leaders use the funding that they receive to help disadvantaged pupils wisely and to very good effect. Regular individualised conversations between teachers and pupils allow pupils' needs to be promptly identified and addressed. Disadvantaged pupils are very well supported.
- Leadership of the provision for pupils with SEND is very effective. Leaders know the specific needs of individual pupils very well. Personalised targets are set for pupils that match their needs. Leaders work closely with teachers and other adults supporting pupils with SEND. As a result, pupils with SEND make very good progress.
- Parents are extremely supportive of leaders and the work that they do to help their children. Parents typically commented, 'We cannot fault the school. This is an exceptional school.'
- Pupils have many opportunities to learn about life in modern Britain. They learn about a wide range of spiritual, moral, social and cultural topics. For example, Year 3 learn about, and practise, Diwali celebration dances. Pupils know the school's overarching values of 'respect and rights for all' very well. They exemplify these on a day-to-day basis as they learn and play together in school.
- Leaders use the sports premium funding in interesting and very effective ways. The school regularly wins national awards for its sporting provision. Pupils develop their physical fitness and sporting skills often.
- Leaders have developed a broad and interesting curriculum for pupils to study. Pupils have many opportunities to learn about interesting local and global topics. For example, they learn about the local River Hamble and how it compares to the River Ganges in India. However, the curriculum does not always provide pupils with enough opportunities to apply their knowledge and understanding to different situations so that

pupils can deepen their understanding even further.

Governance of the school

- Governors are highly effective. Governors use their skills and experience very well. They work adeptly with school leaders.
- Governors ask leaders challenging yet helpful questions. They receive very useful and detailed information from school leaders. This helps them ask the right questions to continue developing the school. Each governor is linked with a specific year group. Governors have a very secure and accurate understanding of the school's strengths and areas to improve further.
- Governors fulfil their legal duties diligently. They are very well trained in their safeguarding responsibilities. They visit the school to check that the procedures leaders use to keep children safe are well maintained.
- Governors have a comprehensive understanding of how the pupil premium funding and money available to support pupils with SEND is used at the school. They engage external advisers to check the information that leaders provide on this spending. They are very well placed to support the school as it continues to develop.

Safeguarding

- The arrangements for safeguarding are very effective.
- Leaders have created a culture where the safety and well-being of all pupils is central to the school's work. Staff are regularly trained and know their duties and responsibilities for keeping children safe in education. Staff know how and to whom they need to report any concerns that they have. The school's reporting and recording systems are very well organised and responses are timely and appropriate. Vulnerable pupils and their families are incredibly well cared for.
- Leaders work well with other agencies to ensure that children's safety and welfare needs are appropriately met. Leaders are persistent in following up any concerns they have about a child's safety and welfare. They ensure that pupils and their families receive effective support.
- Pupils are taught how to stay safe when using the internet and other mobile technology. They have an age-appropriate level of understanding of how to use technology.
- Parents are very confident that their children feel safe at school.

Quality of teaching, learning and assessment

Outstanding

- Teachers use their deep subject knowledge to plan very effective learning experiences for pupils. They model and structure learning to help pupils learn very well. For example, teachers expertly guide pupils through the improvements that they need to make to their written work. As a result, pupils make very strong progress in writing.
- Teaching uses questioning highly skilfully to probe pupils' understanding. Teachers often challenge pupils to think and explain the answers that they give. Pupils are not

afraid to change their minds and adapt their ideas to better fit the task and learning objective. Pupils are confident learners.

- Teachers use the school's policy on feedback expertly to help pupils improve their work. Pupils respond positively to the guidance that they receive, particularly in mathematics. For example, useful extra challenge built into the feedback that they receive allows pupils to extend their mathematical knowledge and understanding. Pupils make outstanding progress in mathematics.
- Teaching develops and allows pupils to explore their independence. Pupils are exceptionally self-reliant and rise to the challenge of working things out for themselves or with their peers. For example, Year 6 pupils engaged actively in developing their own ideas to design and build a fairground attraction. Pupils are resilient and very keen to learn.
- Teachers have accurate knowledge of the specific needs of pupils with SEND. They plan challenging learning tasks for pupils with SEND. Subsequently, these pupils make rapid and sustained progress towards challenging targets.
- Additional adults in the classroom work well with the pupils that they support. They ask challenging questions and adapt learning well to ensure that pupils understand before they move on. Pupils who receive additional support make excellent progress.
- Teachers use regular one-to-one meetings to guide and support disadvantaged pupils very effectively. They accurately identify targets to share and discuss with the pupils. Teaching adapts quickly to help pupils achieve these targets. Disadvantaged pupils make very rapid and substantial progress towards achieving their targets.
- Teachers ensure that pupils read often. Reading activities are built in thoughtfully to the daily teaching activities. Pupils read individually and in guided groups regularly. Pupils have a very good understanding of the texts that they read, both in and out of class.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils treat each with a high level of respect. They show an understanding and acceptance of people's differences. They treat each other equally and fairly.
- Pupils play together very well. School breaktimes provide many interesting activities that most pupils actively engage in. Adults' supervision is appropriate and there is seldom any need for intervention as pupils thoroughly enjoy the time that they have to play together.
- Pupils are very active and enjoy the many in-school and after-school clubs and activities. During the inspection, pupils told inspectors about the cricket, football, cross-country running and swimming clubs they enjoy in school.
- Pupil leaders take their responsibilities extremely seriously. The Year 6 'peace team' are a high-profile team of pupil leaders that help and support pupils with any concerns across school. They are well known and the go-to helpers for all pupils. Pupils across

the school highly value and respect the roles and responsibility that these pupils leaders have. Pupils have a strong trust in the 'peace team'. They feel that they can approach them, as well as other trusted adults, if they need any assistance.

- Pupils say that bullying is very rare. Pupils say that if there are any issues they are resolved quickly. The school's restorative approach to solving problems is clearly understood by pupils. The school is a calm, happy community.
- Pupils learn about staying safe when using the internet and other mobile technology. Year 4 pupils described how they learned to stay safe online through lessons and assemblies. Year 6 pupils talked confidently about the opportunities they had received to learn about e-safety.
- The student council is very active in the local community. Pupils have raised significant funds for different local charities and causes. Pupils take pride in their work to support each other and other people.

Behaviour

- The behaviour of pupils is outstanding. Pupils' behaviour around school is impeccable. Pupils are polite and respectful to each other, adults and visitors. Inspectors were graciously welcomed by many children during the inspection.
- Pupils follow the high expectations for behaviour and attitudes to learning incredibly well. They all know what is expected of them and talk positively about what it is to be a 'Sarisbury learner'. Pupils and parents contributed to the creation of this learner profile.
- Pupils look after their school extremely well. The student council actively promotes its active eco-stance and the ways in which to help to look after the school environment.
- Pupils attend school very regularly. No groups of pupils are disadvantaged by high levels of absence. Leaders' work to assist the few pupils and their families that need support to attend more often is very effective.
- Parents are hugely supportive of the school's high expectations for the standards of pupils' behaviour. All parents spoken to over the inspection, and the majority of those who completed the Ofsted online survey, said that behaviour is very well managed.

Outcomes for pupils

Outstanding

- Pupils attain highly in reading and mathematics at the end of key stage 2. More pupils than nationally achieved the higher standards in reading and mathematics in 2018. Current pupils' achievement in both of these areas at the higher standards continue to improve.
- Pupils' mathematics outcomes are outstanding. Pupils have many opportunities to practise their mathematical skills. Once secure in the mathematical topic, pupils are challenged further to solve more difficult problems. Pupils accurately complete these complex problems often.
- Pupils learn to write confidently in different styles. Pupils continually improve their use of vocabulary and spelling. Leaders' work to further develop these writing skills for

pupils is highly effective. Pupils' writing outcomes are very strong and are improving rapidly.

- Pupils read incredibly well. They enjoy reading. Those pupils needing extra support with reading are guided well. Pupils are resilient readers and rise confidently to the challenge of improving their reading.
- Pupils with SEND achieve excellent outcomes across subjects. The personalised support they receive helps them to achieve their individual targets consistently.
- Disadvantaged pupils are incredibly well supported. The regular one-to-one 'pupil conferences' between teachers and pupils help pupils move forward in their learning quickly. Disadvantaged pupils achieve as well as, or better than, other pupils with similar starting points.
- Pupils are very well prepared for the next stages in their education. Pupils in Year 6 have regular visits to local secondary schools. These visits start in Year 5. Parents appreciate these early planned visits and the other activities in place to support pupils in their move to the new schools. Pupils develop a good understanding of the next phase of their education.
- Pupils acquire a good knowledge and understanding of the different topics they study across a wide range of subjects. For example, Year 3 used drama effectively to remember facts and knowledge about volcanos. However, pupils do not always have enough opportunities to apply their knowledge across the breadth of subjects studied.

School details

Unique reference number	116313
Local authority	Hampshire
Inspection number	10054143

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	365
Appropriate authority	The governing body
Chair	Mr Rob Rees
Headteacher	Mr Andrew Stockton
Telephone number	01489 573 000
Website	www.sjsonline.org.uk
Email address	adminoffice@sarisbury-jun.hants.sch.uk
Date of previous inspection	8 February 2018

Information about this school

- This junior school is a similar size to the average primary school.
- The proportion of disadvantaged pupils is below average.
- The proportion of pupils with SEND is below average.
- There is a breakfast and after-school club attended by pupils, run by an external provider.
- The school is a Church of England voluntary controlled school. The last section 48 inspection was carried out in February 2018. The school was graded outstanding.

Information about this inspection

- Inspectors carried out learning walks and lesson observations, many jointly with senior leaders.
- Inspectors undertook a work scrutiny with senior leaders.
- Inspectors met with senior leaders and other staff.
- Inspectors considered 114 responses to the Ofsted online survey, Parent View. Inspectors also met with parents on the first morning of the inspection.
- Inspectors considered 31 responses from staff to the Ofsted online survey and 66 pupils' responses.
- Inspectors spoke with pupils during lessons and at breaktimes. An inspector also met with a group of pupils. The lead inspector heard a group of pupils read.
- The lead inspector held a telephone conversation with a representative of the local authority.
- The lead inspector met with a group of governors.
- An inspector reviewed the school's safeguarding procedures and policies.
- Inspectors considered the published information and school's documentation relating to pupils' achievements, as well as leaders' evaluations of the school's effectiveness.
- Inspectors considered additional-funding plans, governor minutes and external evaluation reports.

Inspection team

Dylan Davies, lead inspector	Her Majesty's Inspector
James Munt	Ofsted Inspector
Krista Dawkins	Ofsted Inspector

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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. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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