



Fair Oak Junior School

Inspection Report

Unique Reference Number 115997
LEA Hampshire LEA
Inspection number 279721
Inspection dates 1 March 2006 to 2 March 2006
Reporting inspector Linda Kelsey HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Schools the authority to inspect any school in England. The inspection is to be treated as a section 5 inspection under the same Act.

Type of school	Junior	School address	Botley Road
School category	Community		Fair Oak
Age range of pupils	7 to 11		Eastleigh SO50 7AN
Gender of pupils	Mixed	Telephone number	02380693195
Number on roll	606	Fax number	02380601731
Appropriate authority	The governing body	Chair of governors	Mr Colin Russell
Date of previous inspection	13 November 2000	Headteacher	Mrs J Williamson

Age group	Inspection dates	Inspection number
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector. In the course of the day visit, inspectors met with staff and pupils and observed the school at work. The school's preparatory papers, including the self-evaluation document, provided critical evidence in shaping inspectors' judgements. Discussion with the Chair of Governors and the receipt of parents' questionnaires further assisted the writing of this report.

Description of the school

Fair Oak Junior is a large school with 606 pupils on roll. Most pupils are from white British backgrounds and the number of pupils from minority ethnic groups is exceptionally low. The proportion of pupils with learning difficulties and disabilities is below average. When pupils start the school their attainment on entry is above average. The school shares a large campus with a nursery, infant and secondary school and most pupils proceed through these schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is a highly effective school where standards are high and achievement is outstanding. It has evaluated itself accurately and self critically and has diagnosed which areas need improving. These are set out clearly in the school development plan. In all aspects of the school's work there is excellent practice. The outstanding leadership by the headteacher, the high quality and dedication of all members of staff, the exciting and rich curriculum and the resulting high standards across so many subjects are reasons why this school is effective. Its relentless efforts, through self review, to continually examine how it can improve yet further are why it is so exceptional. Pupils too play an important part in making this school special. Their contribution to the schools' success through their input into school council and 'Smile Squad' ensures that their views are considered and that their peers are happy and enjoy school. Parents are right to be impressed. As one parent commented, 'we have an excellent and dedicated staff'. The school has succeeded in maintaining high standards over several years. It recognised that the writing standards fell slightly in 2005 and quickly put in improvement measures to return them to the levels of previous years. This is already proving to be successful and the school's targets show that it expects results in English to be high this year. Evidence from the inspection supports this view. There is very good capacity for continued improvement and the school provides outstanding value for money. Teaching is outstanding and lessons are very stimulating and enjoyable, matching the needs of the pupils. The excellent subject knowledge and the innovative use of specialist teachers and teaching assistants to cover planning, preparation and assessment time ensure that all lessons are of high quality. Teachers engage pupils, set high expectations and as a result pupils' attention and motivation are high. The relationship between members of staff and pupils is very good and enhances the learning. Lessons are imaginative and varied and pupils gain from specialist teaching which raises the profile of the wider curriculum to a high level. French is taught throughout the school and many pupils play a musical instrument and enjoy being part of a successful band and choir which has won prizes in national festivals. Pupils' personal development is outstanding; they are extremely courteous and helpful around the school. Spiritual, moral, social, and cultural development is excellent. Pupils receive a rich and colourful cultural experience through their music, art and outside links with the local community and a school in Kenya. Pupils respond well with excellent behaviour and total involvement in what they are learning. They are very proud of the school and play an important part in contributing to its success. The personal development and well being of all pupils is supported by a strong personal social and health programme. This develops pupils' understanding of the world in which they live. In one lesson pupils were working on a poster to advertise for a good friend and they were discussing attributes they would like to see in that person. Pupils are well prepared for future adult life and their views are taken seriously. They initiate ideas for raising money for charities and win prizes for the school which contribute to its high status within the community. The 'Smile Squad' was formed as a direct result of Year 6 pupils taking the initiative to help each other to help other pupils at break times so that no-one would feel lonely or unhappy.

Achievement and standards

Grade: 1

Achievement is outstanding and this is reflected in its well above average standards at the end of Key Stage 2; a consistent picture for the last five years. In 2005 standards in English were above average and in Mathematics and science they were well above. There is good performance by all groups of pupils including those with learning difficulties and disabilities and pupils with English as an additional language. Achievement is also high in other subjects. In science performance is well above average with a high percentage of pupils achieving the higher levels. Pupils perform regularly and successfully in music festivals and exhibit art work at a variety of events, including the local pyramid of schools. There are many examples of work around the school celebrating pupils' achievements in art, designing and making Roman and Victorian artefacts; all of an equally high standard.

Personal development and well-being

Grade: 1

Pupils show considerable enthusiasm for the school and attendance is very good. Statutory requirements for collective worship are now fully met. The pupils are prepared well for their future economic success through their involvement and contribution to the wider community and the local village carnival. They have put on musical performances for the local elderly people and a team of able pupils edit the school newspaper. Pupils know what makes a healthy diet and run a fruit shop at break times. They regularly exercise through games, physical exercise and many sports clubs run before and after school. Many pupils compete in competitive teams for sport activities.

Quality of provision

Teaching and learning

Grade: 1

Lessons succeed extremely well in motivating and engaging pupils, so that their involvement contributes very well to high quality learning and achievement. All levels of staff expertise are used to ensure people work to their strengths with specialists teaching music, French and PE. This ensures quality of lessons remain high at all times.

Curriculum and other activities

Grade: 1

This rich curriculum is significantly enhanced by good resourcing. Resources for information and communication technology (ICT) including two dedicated suites and interactive whiteboards in every classroom are used very well to enhance many subjects. The curriculum is further enriched by clubs before and after school, cultural and creative activities; visits and residential trips for older pupils.

Care, guidance and support

Grade: 1

Outstanding care, guidance and support are provided for all the pupils in this totally inclusive school. Pupils' academic progress is very carefully monitored. There are very close links with other neighbouring schools and settings within the pyramid group. This ensures all pupils have a smooth transition into their future schools. There is also a special programme to help vulnerable pupils. This ensures that they quickly settle in and that their families are fully involved in their care.

Leadership and management

Grade: 1

The headteacher is a highly focused strategic manager of people and resources. She enables members of staff to work at their best and assiduously directs all including teaching assistants and administration staff. This greatly impacts on the quality of what is provided and makes the school an exciting and challenging place to work for both staff and pupils. Management structures, systems and procedures are very well conceived and executed. The governing body supports the school very well. Trust is placed in staff to lead in the areas for which they are responsible. This significantly enhances commitment and teamwork. Monitoring and evaluation is regular and rigorous. Communications are highly effective due to the excellent organisation of senior management, curriculum and year group teams.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

You will recall that myself and Mr George Rayner visited your school a few weeks ago to inspect the quality of the education you receive. We met a number of you, joined you for lunch and talked to many pupils at break time. We also visited most of the classrooms in which you work and opened the questionnaires that were sent in by the majority of your parents. We would like to thank you for your very courteous behaviour and for making us so very welcome. We were very impressed by what you have at your school and how well you were able to tell us what makes your school so very special.

During our day in the school, we were impressed by: * the high achievements of many of you in so many subjects but especially so in English, mathematics and science* how much you care for each other and how hard you work at making sure everyone enjoys their time at school* how well your teachers and helpers plan your work so that your lessons are interesting and demanding* the very exciting range of curriculum opportunities, clubs, trips and visits you do while at the school* how very good your headteacher, governors and senior staff are so that your achievements are recognised and celebrated both at the school and outside.

You know you are part of a very good school because you told us so. You must be very proud of your achievements and we know you will continue to contribute to your school's further success. We wish you all the best for your future life and happiness.