



Ludlow Junior School

Inspection Report

Unique Reference Number 116098
LEA Southampton LEA
Inspection number 279751
Inspection dates 15 March 2006 to 16 March 2006
Reporting inspector Andrew Olive

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

Type of school	Junior	School address	Peveril Road
School category	Community		Itchen
Age range of pupils	7 to 11		Southampton SO19 2DW
Gender of pupils	Mixed	Telephone number	02380447885
Number on roll	556	Fax number	02380440914
Appropriate authority	The governing body	Chair of governors	Mr D McIlwrick
Date of previous inspection	11 September 2000	Headteacher	Mr D Picton-Jones

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This very large junior school serves an established area of mixed housing in a built up area of Southampton. Most pupils are of White British heritage and their social circumstances are broadly average. The percentage of pupils from minority ethnic groups is growing though is still below that seen nationally and few pupils speak English as an additional language. The proportion of pupils with learning difficulties or disabilities is average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school with some outstanding features that gives good value for money. The school's caring, supportive ethos challenges the pupils to produce their best with the result that they feel very secure and achieve well. The relationships throughout the school are excellent and the pupils' behaviour is outstanding. They are hard working, very committed to learning and thoroughly enjoy school. Parents share their children's high opinion of the school.

The pupils' positive attitudes enable them to make very good progress. Standards in mathematics and science are high, though the pupils do not do quite as well in English. The senior leaders have analysed the reasons for this and plans to make better use of a recently introduced system for tracking pupils' progress as well as developing the wider English curriculum are already in place.

Teaching and learning are good overall; there are examples of outstanding practice, and the school works hard to ensure all teaching and learning is of such high standard. The quality of the guidance given to pupils to improve their work varies. The best of the teachers' marking is very good, giving pupils clear direction on how to improve their work. Pupils have specific targets, though these sometimes lose their impact as they are too numerous or lack clarity. The curriculum is outstanding, enriched with an interesting variety of opportunities, especially in music and sport.

The headteacher provides good, strong leadership to an effective team. The arrangements to monitor teaching and learning are thorough and effective. They give an accurate view of strengths and weaknesses and enable the school to take action that raises standards. Partnerships with other schools and outside agencies are excellent and benefit the pupils. The school has improved achievement and teaching since the last inspection and is well placed to improve further.

What the school should do to improve further

- * Ensure that the teachers' marking and the pupils' targets are clear and meaningful and enable the pupils to focus on how best to improve their work.
- * Raise standards in English through continued development of the curriculum and more rigorous use of data to identify and target underachievement.

Achievement and standards

Grade: 2

The standards reached by pupils at the end of Year 6 are significantly above those expected for their ages and have been for a number of years. This represents good progress as the pupils' attainment is average when they join Year 3. The pupils' progress in science and mathematics is particularly impressive, though in mathematics not all the pupils achieved their targets in 2005. Standards in English are in line with the national average and the progress made by pupils in English, while satisfactory, is not

as good as that in mathematics and science. At the time of the last inspection, attainment in writing was an area to improve. The school has introduced many initiatives and standards have risen, but the pupils still do not perform as well as in other subjects. The school is rightly pursuing ways of broadening speaking and listening and reading opportunities as a precursor to improving writing skills. In addition, an improved tracking system in reading, writing and mathematics enables senior staff to identify underachievement at an earlier stage and is already proving a valuable tool for year groups to identify groups of pupils in need of further support or challenge.

The overall trend is one of improving standards. This is due to good and sometimes outstanding teaching and highly effective leadership. Progress in lessons observed was good for all groups of pupils including the most able and those who have English as an additional language. Pupils with learning difficulties and disabilities make good progress towards their targets.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being is outstanding. Pupils enjoy school, cooperate very well with each other, and are polite, friendly and caring. As a result, pupils make good progress in a very happy and safe environment. Attendance is satisfactory with rigorous systems in place to reduce absenteeism. Pupils' spiritual, moral, social and cultural development is outstanding. They show respect for others' feelings and opinions, help and support one another in the classrooms and on the playground. The reflective, thoughtful responses from the pupils in assemblies illustrate their emerging spiritual awareness. Pupils are learning about decision making purposefully; for example, through the school council, they have organised the introduction of a playground 'buddy' system and a 'friendship bench'. Pupils become increasingly aware of the importance of living harmoniously together in a multicultural society. Activities, such as a multicultural week and visits to the Southampton Gudwara, support this successfully. Pupils have a very good understanding of healthy lifestyles and they are able to participate in a variety of sports through the after-school clubs.

Quality of provision

Teaching and learning

Grade: 2

Inspection findings confirm the school's evaluation that although there are some inconsistencies, overall the quality of teaching and learning is good. The pupils' very good behaviour and eager responses to teachers' requests ensures time in lessons is used for learning. Pupils are confident; they eagerly ask questions, make suggestions and use their initiative well. Pupils' experiences and ideas are welcomed, valued and successfully used to help others learn: for example, in the constructive suggestions they make on how to improve each others' work. Teachers know pupils well, organise groups to maximise learning and keep good records of progress. Lessons are usually

very well planned; teachers explain clearly what they expect the pupils to learn and use a wide range of methods and resources to stimulate and interest all the pupils. Parents are well informed of pupil's progress and how they can support their children at home.

At the time of the last inspection, information and communication technology (ICT) was not used effectively to enhance teaching and learning. The school has made excellent progress with this and the use of the interactive white boards in particular motivates the pupils.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. It is well matched to all the pupils' different learning needs and opportunities to extend pupils' experiences and enrich their lives are exceptional. All Year 3 pupils learn to play a musical instrument and the range and standards of music and art work around the school are excellent. The pupils enjoy an impressive range of lunch-time and after-school clubs including Mandarin, drumming, orchestra and sports clubs. Links between different subjects are good and continually developing, notably drawing on and using ICT. The work to further develop the English curriculum shows the determination the school has to continuously evaluate and improve its work.

Care, guidance and support

Grade: 2

The quality of pupils' care, guidance and support is good. Pupils feel very safe in school and the majority of parents agree that their children are well looked after. One parent wrote: 'We are so pleased that we chose Ludlow School.... (our child) has made amazing progress due to the care and guidance of staff'. The school is diligent about its responsibility to pupils; health and safety procedures are rigorous and the child protection measures fully meet requirements.

Support for pupils' learning is based on good monitoring of the progress they make. Many pupils are aware of the areas in which they need to improve. However, there is an inconsistency in the teachers' marking; not all the pupils understand the teachers' comments and they are not always given guidance or time to improve their work. Although many pupils know targets for their next steps of learning the setting of targets for some pupils can be vague or overwhelming. The help given to pupils by skilled teaching assistants is very well organised, and is aimed accurately at the point of need. Learning difficulties and disabilities are identified early and education plans contain targets that are appropriate and achievable. The school makes very good use of specialist help from outside agencies, including support for pupils with English as an additional language.

Leadership and management

Grade: 2

Leadership and management are good. The school has accurately identified its strengths and the areas it needs to improve through detailed, wide-ranging self-evaluation. Good arrangements for checking the quality of teaching and learning ensure that shortcomings are quickly identified and steps are taken to bring about improvement. The headteacher, ably supported by his deputy and administrative manager, is very successful at developing leadership skills in others and promoting the professional development of staff. The year groups form effective teams because the year leaders are empowered to ensure high quality teaching and learning across their year groups. The subject leaders also have a significant and beneficial influence over teaching and learning in their subjects. There are now good arrangements for assessment in all subjects, an improvement since the last inspection. However, occasionally, the whole-school overview is lost. For instance, systems for setting pupil targets are agreed within the year groups, but the school does not evaluate which of the systems is most successful and best practice is not necessarily shared across the school.

Governors have a thorough understanding of the strategic development of the school and carry out their duties effectively. The link governors, for example, ensure they are very well informed about the development of their subjects and provide valuable information to the governing body.

All staff are committed to providing the best education they can for all pupils. The school consults with parents over relevant issues; for example, behaviour policy and Christmas performance times. The vast majority of parents are supportive of the school and consider their children to be making good progress.

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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?	2	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	2	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?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	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	3	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	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	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?	2	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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

Children

As you know, we visited your school recently for two days. I am writing to you, on behalf of the inspectors, to tell you what we found. We visited your lessons and talked to some of you, and we would like to thank you all for being so friendly and willing to talk to us. It was really useful to hear your thoughts about your school. We were very pleased to see how much you enjoy lessons and how keen you are to learn.

The things we think are good about your school are: * the excellent quality of your work in many subjects but especially so in mathematics, science, art and music * how well you behave and how hard you work * how much you care for each other inside the classrooms and on the playground, making sure everyone enjoys their time at school * how pleased you are to be able to contribute to your school, for example, through the school council * how well your teachers and other staff plan your work so that most of your lessons are very interesting and demanding for all of you * the exciting range of lessons, special weeks, clubs and visits you do while at the school * how good your headteacher and senior staff are, so that your school is always looking carefully at how well you are doing and seeing if there are ways you could do even better.

We think that your school could be even better if: * all the lessons are as good as the best ones. This would mean that you could all make even better progress and learn even more * your teachers made clearer to you what aspects of your work need to be improved; for example through their marking of your work and by making sure you understand your targets * help you to do as well in English as you do in mathematics and science. We hope you enjoy the rest of your time at Ludlow Junior School and continue to work hard.

Yours sincerely

Andrew Olive

Her Majesty's Inspector