



Foundry Lane Primary School

Inspection Report

Unique Reference Number 116261
LEA Southampton LEA
Inspection number 279778
Inspection dates 22 November 2005 to 23 November 2005
Reporting inspector Steven Hill AI

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

Type of school	Primary	School address	Foundry Lane
School category	Community		Shirley
Age range of pupils	4 to 11		Southampton, Hampshire SO15 3JT
Gender of pupils	Mixed	Telephone number	02380774814
Number on roll	415	Fax number	02380702549
Appropriate authority	The governing body	Chair of governors	Mr R Parfett
Date of previous inspection	7 February 2000	Headteacher	Mr A Withers

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

The school serves pupils from Shirley, an urban area of Southampton. Pupils' social circumstances vary but, overall, are below average. Their attainment when they start in Reception also varies but is generally below average, particularly in communication and literacy skills. The proportion of pupils with special educational needs is average. Most pupils are of white British origin. A small number come from other ethnic backgrounds. An average number have home languages other than English, but only a few are at early stages of learning English.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education and has considerable strengths in its pastoral provision. It gives good value for money. Achievement and standards are satisfactory overall. Provision in the Foundation Stage is good, and children make good progress from a low starting point. Achievement is good for the younger pupils, and is improving in the older classes, where standards have risen significantly in the last two years. Pupils' personal development is good. They behave well, really enjoy school and attend regularly. Teaching and learning are satisfactory, with significant strengths. Teaching has improved since the last inspection, and unsatisfactory teaching has been eliminated. Teachers manage classes effectively and ensure that pupils' attitudes to learning develop well. Relationships are good and pupils enjoy their work and take a pride in their success. However, some pupils lack independence in their learning. Teachers generally plan work that matches pupils' needs, but assessment information is not always accurate enough to do this consistently. The care and guidance of children are very good. Children are valued as individuals and vulnerable pupils are helped sensitively and effectively. Parents are very confident about their children's happiness and care. A good curriculum, with a wide range of extras, contributes well to pupils' learning and their enjoyment of school. The strong pastoral provision and the rising standards are a result of good leadership and management. Sound systems of self-evaluation accurately highlight most strengths and weaknesses. However, the school judged teaching and overall provision as good, when inspection evidence shows these to be satisfactory with good features. Assessment data is used well to analyse weaknesses, and effective action is taken to raise standards. Teaching in lessons and the quality of pupils' work are checked regularly. However observations in lessons do not focus enough on how well pupils learn. The clear leadership means that the school is well placed to improve further.

What the school should do to improve further

The school has already identified and started work on the most important areas. It needs to: * improve the accuracy of assessments, so that work can be more closely matched to pupils' needs * concentrate more on pupils' learning when monitoring lessons, so that teaching, learning and standards can be improved further * develop pupils' confidence and independence more systematically.

Achievement and standards

Grade: 3

Achievement is satisfactory. Children make good progress in the Foundation Stage but, because many of them start with weak basic skills, their overall attainment is still below that expected at the end of the Reception Year. They continue to achieve well in Years 1 and 2, and standards are average by the end of Year 2. Achievement in Years 3 to 6 has improved over the last two years. The school reacted decisively to the results of national tests in 2003, which showed that pupils in Year 6 had made inadequate

progress. A concentration on improving teaching in English and mathematics, and support to pupils who were not doing well enough, led to significant improvements in progress by 2004, which have been sustained. A focus on science, in the following year, also resulted in better progress. Pupils in the older classes now make satisfactory progress, and standards are in line with what is expected. Most pupils meet the challenging targets that are set for them. Pupils from different ethnic groups make similar progress to their classmates. Pupils with special educational needs make good progress towards their specific targets.

Personal development and well-being

Grade: 2

Pupils have positive attitudes to learning, and behave well. They appreciate awards that celebrate their good behaviour. Parents say that their children enjoy coming to school, and pupils confirm this. They enjoy their lessons in all the different subjects, and the many clubs provided. Attendance is satisfactory and steadily improving. In the Reception Year, children develop their independence and confidence well, especially in their own chosen activities. However, some older pupils rely too much on guidance from adults, and lack the confidence to become more independent in their learning. The school council gives pupils good opportunities to express their views. In meetings, pupils raise ideas relating to safety and learning, as well as enjoyment, and discuss them sensibly. They willingly take on many other responsibilities that help to equip them well for the future. Pupils' spiritual, moral, social and cultural development are good. They form very good relationships, and show care and consideration for each other. Pupils work hard to help others, for example through their Civic Awards, and in their charity fund raising. The school draws strongly on the range of faiths and cultures represented in the school and community, so that pupils become well aware of the diversity in contemporary society. Pupils understand healthy living and know the importance of eating the right food and drinking water. They are keen to take part in the many opportunities offered for sport and exercise.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and good in many lessons. Lessons are managed well, and secure standards of discipline are based on good relationships and clear expectations. Pupils behave well, try hard and take a pride in their success, although some lack independence. Good examples were seen during the inspection of teachers encouraging pupils to take more responsibility for their own learning which is a school improvement priority this year. Better lessons usually have a good pace; teaching is lively, engages pupils' enthusiasm, and they are given interesting things to do. They make good progress as a result. Assessment is used appropriately to match work to pupils' needs but, because there are inconsistencies in previous assessments, this is sometimes not precise enough. This mismatch, or a slower pace, is often a feature of

lessons that are only satisfactory, and is a major factor in why achievement is only satisfactory overall.

Curriculum and other activities

Grade: 2

The school provides a good curriculum with a wide range of interesting activities. It is regularly reviewed so that the personal and academic needs of all pupils are met. Recent developments in personal, social and health education (PSHE) are encouraging children to talk about their emotions and feelings, and to become more confident in their approach to life and learning. Very good links between subjects are identified, which draw on pupils' skills and make their learning more purposeful. This was seen in a lesson that used computer skills to research information on ancient Greece. Pupils learn extensively about health and safety, for example through visits by the police or the school nurse, as well as in science and PSHE lessons. Many enrichment activities add further interest and enjoyment to pupils' learning. Very good use is made of visits and visitors to broaden their experiences. Pupils have many opportunities for sport and exercise, and a wide range of clubs for all ages extends their learning. The school draws very effectively on the skill and experience of the local community in its annual arts and book weeks, and by sharing special events such as VE day celebrations or Christmas.

Care, guidance and support

Grade: 2

The care and concern shown towards pupils and their families is very good. The school has very good links with parents, who are very supportive of the school's work to help and care for their children. Staff have a strong commitment to all pupils. From the Reception Year onwards, staff have a very good understanding of individual children's needs, and provide for them well. They monitor children's progress carefully, and take action to support both their learning and personal development, however, assessments are not always as accurate as they could be. All pupils have learning targets for English and mathematics. They are becoming increasingly aware of these, of how well they are doing and of what they need to do to improve. There is good provision for pupils with special educational needs. They are identified early in their school life and effective support enables them to meet the targets set for them. Their parents are kept very well informed about their progress. Child protection procedures are clear and widely understood. The school fulfils all requirements for health and safety, and risk assessments are carried out carefully. Pupils are taught effectively about keeping themselves healthy and safe.

Leadership and management

Grade: 2

Good leadership and management have resulted in pupils' good personal development, a good curriculum and very good levels of care. Most importantly, they have led to

the significant improvements in standards for older pupils in the last two years. The school's positive and analytical approach means that it is well placed to improve further. Strong leadership, particularly from the headteacher and deputy, means that all staff work well as a team to maintain and improve standards. Governors are effective and have a good understanding of the school's strengths and weaknesses. Self-evaluation is satisfactory; it is thorough and generally accurate. Parents, staff and governors' views are taken into account. The detailed system for tracking pupils' progress has contributed to raising achievement. The system enables support to be provided to any individual children who look like falling behind, as well as giving an overview of the progress of different groups. However, the accuracy of teachers' assessments varies too much, so that the system is not as effective as it might be. Regular visits to observe lessons in their colleagues' classrooms have helped teachers to support each other in improving teaching, particularly in classroom management and organisation. However, not enough attention has been paid to analysing aspects of the pupils' learning, so that teachers can improve them and raise standards further. The lack of focus on the outcomes for the pupils led the school too assess teaching and learning as good, when they are satisfactory - with particular strengths in classroom management.

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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?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	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	3	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	NA
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

Thank you for all your help when we inspected your school this week. This is what we found out.

Standards in the school have gone up, and the oldest pupils now reach the levels that are expected by Year 6. Children who struggle with their work get extra help, so that they make good progress. You get on well with your teachers and with each other. You are well behaved, enjoy school and usually work hard in lessons. Some of you need to be more independent with your work, and not rely quite so much on the adults to help you. Teachers are good at organising lessons, and they keep you busy. They try to make sure that everyone gets work that is just right for them. However, teachers' records about what you know are not accurate enough for them to get this right in every lesson. They are all working together to improve this. You get lots of interesting things to do in lessons, and there are plenty of visits and visitors to make learning more exciting. There are many different clubs, which you told us you really enjoy.

The adults in the school are good at looking after you and keeping you safe. The school is organised well, especially by the headteacher and his deputy. The teachers are always checking on how things are going, so they can make them better. They often work together in lessons, so they can give each other tips on how to improve. There are three important things that the school could do to be even better. Teachers need to look more carefully at how different children are getting on in the lessons, so that they can help everyone to learn better. Teachers' records of what you know need to be more accurate. Lastly, your teachers need to help you all to be more independent in tackling your work.

Best wishes,

Steven Hill

Lead Inspector