



# St Mark's Church of England Junior School, Salisbury

## Inspection Report

**Unique Reference Number** 126364  
**LEA** Wiltshire  
**Inspection number** 282098  
**Inspection dates** 6 March 2006 to 7 March 2006  
**Reporting inspector** David Curtis AI

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

<b>Type of school</b>	Junior	<b>School address</b>	Somerset Road
<b>School category</b>	Voluntary controlled		Salisbury
<b>Age range of pupils</b>	7 to 11		Wiltshire SP1 3BL
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01722 333497
<b>Number on roll</b>	352	<b>Fax number</b>	01722 328978
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Jeremy Nettle
<b>Date of previous inspection</b>	27 June 2000	<b>Headteacher</b>	Mrs Susan Pender

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 6 March 2006 - 7 March 2006	<b>Inspection number</b> 282098
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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average primary school. Most pupils are white British. A small number come from minority ethnic families. The proportion of pupils entitled to free school meals is significantly below the national average.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

Inspection evidence endorses fully the school's view of its own effectiveness as good. It gives good value for money.

Standards at the end of Year 6 are above average. Achievement is good. There has been a significant improvement since the last inspection. Standards in mathematics are now as good as those in English and science and standards in information and communication technology (ICT) are now good.

Pupils enjoy school and their attendance is very good. Behaviour is excellent at all times. Relationships between pupils are very good.

Teaching and learning are good. There are particular strengths in the quality of assessment. Where pupils are identified as not making sufficient progress, effective support strategies are put in place so that they catch up. Despite this, in some lessons, more able pupils could make more progress. In a few lessons, pupils do not always show enthusiasm or willingness to answer questions, particularly where the beginnings of lessons are too long.

The curriculum is outstanding, especially in planning for pupils to use their literacy, numeracy and ICT skills in other subjects. The range of extra-curricular activities is excellent. Pupils are cared for exceptionally well.

Leadership and management are good. The quality of the school's self-evaluation is very good. The school is very honest and robust in celebrating its strengths and recognising key areas for development. The focus is always on improving standards. It recognises the need to improve links with its feeder school. The school is very well placed to improve.

The vast majority of parents are very supportive of the school. As one wrote, 'The staff are approachable, the children are well motivated and the whole school environment is a happy and positive one'.

### What the school should do to improve further

- Further improve teaching and learning so that more-able pupils make good progress in all lessons.
- Encourage pupils to be more fully engaged in question and answer sessions and ensure that lesson introductions are not too long.
- Build on the initiatives already in place to improve curricular links with the main feeder school.

## Achievement and standards

### Grade: 2

The standards achieved by pupils are good. When pupils start Year 3, standards are broadly average. They make good progress to achieve above average standards in English, mathematics and science by the end of Year 6. Throughout the school, pupils are on course to meet the challenging targets set for them. Pupils with learning

difficulties make good progress, with many achieving the average level in national tests.

In lessons, more able pupils do not always make enough progress because they are not challenged or their thinking is not extended. In discussion with inspectors, pupils' speaking and listening skills were of a very high standard. However, in lessons, there is a tendency to mumble and give one-word answers, especially where lesson introductions are too long.

Pupils' application of literacy, numeracy and ICT skills in other subjects is very good. In Year 6, pupils show impressive skills in using the Internet to carry out research into Ancient Egypt, particularly in narrowing down their search. In Year 5, pupils make good multi-media presentations of life in the rainforests. Standards in art and design are very good, especially in painting and in three-dimensional work when creating sculptures, for example in the style of Giacometti.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development and well-being are good. Attendance is very good. Behaviour is exemplary at all times. Relationships are very good. Pupils take great care and pride in their work. In the occasional lesson, pupils are a little frustrated by the over-long introductions, 'We just want to get on with our work' was a comment made by pupils. In discussion with pupils and the school council, their only complaint was the condition of the toilets.

Pupils' spiritual, moral, social and cultural development is good. Through music and poetry, pupils confidently express their thoughts and feelings. They have a strong sense of right and wrong. Excellent manners and the enthusiasm to engage in conversation reflect very good social skills. Pupils have a good understanding of how other families in multi-cultural Britain live and worship.

The fact that half of the school is taking part in a mini-marathon shows pupils' enthusiasm for sport. They are very aware of the need to eat healthily. Pupils understand the importance of staying safe both in and out of school. The school council gives pupils a very good introduction to democracy. It is held in high esteem as a means for all pupils to express their views. Pupils' involvement in the community is good, for example through taking part in services at the cathedral. Good progress in developing basic skills and good personal attributes prepares pupils well for their future lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching across the school secures good progress. Teachers ensure that the pupils know what is being taught in each lesson and encourage them to keep a close eye on their own progress. They use a variety of techniques to continually check that

all the pupils are engaged, especially in group work. Teachers use assessment information well to set different tasks for all ability groups. The pupils respond very positively. They get the most out of lessons because they work hard and show a keen interest in what is being taught. When given the opportunity, they sustain effort independently over long periods of time to produce high quality work. Teaching assistants support lower-attaining pupils and those with learning difficulties very effectively. As well as giving support with individual needs, they help the pupils to complete group tasks and thereby ensure that they feel fully included in the class.

The most able pupils sometimes mark time during whole-class sessions because they already understand what is being taught. Teachers sometimes provide too much guidance and supervision which inhibits the development of independent learning skills. This issue is linked to over-long lesson introductions. However, for most of the pupils for most of the time, lessons provide good levels of challenge.

## **Curriculum and other activities**

### **Grade: 1**

An outstanding curriculum provides the pupils with a wide range of excellent learning opportunities. Lessons in French and German supplement the National Curriculum subjects and religious education, giving the pupils an extra boost in their preparation for secondary education. The basic skills of literacy, numeracy and ICT are taught well and used imaginatively to support learning in other subjects.

A rich variety of optional activities outside of lessons, including sport and music, enables pupils to excel in chosen areas. Particular attention is paid to providing creative outlets for gifted and talented pupils. The animated films being produced in the lunch-time 'Bright Ideas Club' were of exceptional quality. The enthusiasm shown by the pupils and the technical skills they were developing demonstrated the relevance of this provision to their needs.

## **Care, guidance and support**

### **Grade: 1**

The quality of care, guidance and support is outstanding. Child protection procedures are secure. Health and safety considerations are planned into all activities. Pupils are encouraged to have a healthy diet and take plenty of exercise. They have personal as well as educational targets to aim towards, which are shared with their parents. Good procedures for feedback from parents and pupils ensures that annual written reports are reviewed and modified to meet parents' expectations. High quality individual learning programmes enable pupils with learning difficulties to make good progress in basic skills, with excellent support from teaching assistants. These pupils are fully included in all relevant whole-class activities. Extra challenges are provided for gifted and talented pupils. As a result, they develop a good range of skills in preparation for life in the modern world.

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## Leadership and management

### Grade: 2

The quality of leadership and management of the school, including governance, is good. The headteacher has a clear vision for the school's future, and is well supported by a strong senior management team. There is effective and efficient delegation, with upper and lower school leaders, and year and subject leaders, all with clearly defined roles. All share a common goal of improved provision and raised standards. The school's self-evaluation is rigorous and accurate. It is closely linked to the school development plan. Teachers, governors and parents, and pupils through the school council, take part in its formulation. It clearly demonstrates how the school intends to build on its strengths and deal with its weaknesses. It shows a comprehensive analysis of performance and identifies priorities for development. These include stronger curricular links with the feeder school, increased role of subject leaders and raising the quality of teaching.

Professional development of staff is linked to performance management. It is determined according to individual needs and requirements of the school improvement plan. Appropriate actions are taken to support teachers to improve their performance. The school sets, and mostly achieves, challenging targets. The chair of governors has a very good understanding of the school's strengths and weaknesses. All governors are involved in the school's development. Teachers and governors have a good understanding of what is happening in school and what needs to be done to improve. As a result, leadership and management have a strong impact on provision and standards. Based on its good track record of improvement, the school has good capacity to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	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	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	1	NA
The attendance of learners	2	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	2	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1	NA
<b>How well are learners cared for, guided and supported?</b>	1	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

St Mark's CE VC Junior School Somerset Road Salisbury Wilts SP1 3BL

8 March 2006

Dear Pupils

Thank you very much for making us feel so welcome when we visited your school. In particular, we would like to thank those of you in Year 6 and the school council for giving up part of your lunch break to talk with us.

You are very lucky to be in such a good school and there were many things that impressed us. Here are a few of them:

- You work very hard in the group work part of lessons.
- You take great care and pride in the way you present your work in your books.
- You use your literacy, numeracy and ICT skills very well in subjects such as geography and history.
- The standard of your art work is very impressive.
- Your behaviour is excellent and you are well mannered and very polite.
- The school council is very important to you and makes you feel that you have a say in what happens in school.

There are a few things that we have asked your headteacher, teachers and governors to do in order to make your school even better than it already is. These are:

- To continue working to ensure that when you move from the infant school your new teachers have a really good idea of how well you are learning
- To encourage some of you to do even harder work in lessons and to work on your own rather more
- To encourage more of you to take part in questions and answers at the start of lessons and to make sure that you do not spend too much time sitting and listening when lessons begin.

Yours sincerely

David Curtis Lead inspector