

# Sarisbury Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	116313
<b>Local Authority</b>	Hampshire
<b>Inspection number</b>	290497
<b>Inspection dates</b>	25–26 April 2007
<b>Reporting inspector</b>	Beryl Richmond

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	328
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Sandy Matheson
<b>Headteacher</b>	Mr Andrew Stockton
<b>Date of previous school inspection</b>	10 February 2003
<b>School address</b>	Allotment Road Sarisbury Green Southampton SO31 7AP
<b>Telephone number</b>	01489 573000
<b>Fax number</b>	01489 572834

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Sarisbury Church of England Junior is an above average sized school. Pupils come from a variety of ethnic and social backgrounds. A significant proportion comes from relatively privileged economic backgrounds. Pupils' attainment on entry is above average. The proportion of pupils with learning difficulties and disabilities is close to the national average. A well below average proportion of pupils is known to be eligible for free school meals. Few pupils come from minority ethnic backgrounds.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Sarisbury Church of England Junior is an outstanding school. Central to its work is a strong Christian ethos. Parents and pupils rightly hold the school in very high regard. One parent said, 'The enthusiasm and achievements of the children are no surprise when you see the enthusiasm, joy and commitment of the school and staff.' Leadership and management are outstanding. In particular, the headteacher's drive and enthusiasm have had a positive impact so that pupils' achievement and personal development and well-being are outstanding. He knows the pupils well. A parent commented, '...Mr Stockton, who seems wonderful with children and adults and is capable at everything - music, sport, humour and running a tight ship, which people enjoy sailing on.'

Behaviour and attitudes to learning are excellent. Pupils develop outstanding basic and personal skills to help them to become successful in their adult lives. They have an excellent understanding of how to keep healthy by eating fruit, drinking water regularly and by participating in a wide range of physical activities. Attendance is good.

In 2006, as in previous years, standards in Year 6 were exceptionally high in English, mathematics and science. There has been a sustained improvement in recent years in pupils' achievement, which is excellent, because teaching and learning are outstanding and because staff track pupils' progress rigorously. The achievement of pupils with learning difficulties and disabilities is outstanding.

The headteacher shares his vision for the school very effectively. A cohesive staff team is committed to building upon what they have already achieved. Self-evaluation is outstanding and consequently the school continues to improve. Year leaders monitor pupils' standards and progress well. Although subject leaders are not always fully involved in this process, their curriculum development work is good. Governance is outstanding because governors are fully involved in the self-evaluation process and their work is contributing very well to the further improvement of the school.

Care, guidance and support are outstanding. Consequently this has a very positive impact on pupils' self esteem and confidence and the progress they make personally and academically. Pupils say that they enjoy school because lessons are interesting and fun and there is a wide range of exciting opportunities. The curriculum is excellent. In addition to the excellent extra curricular and enrichment opportunities, the core curriculum is planned well to meet the needs of all pupils. One parent said, 'The focus weeks are a riot of imagination, creativity and learning experiences'. There are outstanding links with other organisations, for example St. Paul's Church, where pupils participate in services and other events that contribute well to their academic and personal development. Improvement since the last inspection has been good. The school is in an excellent position to improve further.

### What the school should do to improve further

- Develop the skills of subject leaders in checking on progress and standards.

## Achievement and standards

### Grade: 1

The school sets challenging targets for improvement and pupils are on track to achieve them. There are more pupils with learning difficulties and disabilities in Year 6 and consequently

standards are not as high as last year. Nonetheless, they are well above average overall. Pupils' starting points were well above average at the last inspection but in recent years, the proportion of pupils with learning difficulties and disabilities has increased to close to the national average. Consequently, attainment on entry is now above average. In 2006 standards in English, mathematics and science continued to be exceptionally high as they have been in recent years. There has been a good improvement in achievement overall and in standards in mathematics and science since the last inspection. This has occurred because of improved assessment and better quality teaching and learning. The achievement of pupils with learning difficulties and disabilities is outstanding. There is no significant difference in the achievement of other groups of pupils.

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

### **Grade: 1**

The teaching of core values is given a high priority and prepares pupils well for life in the wider community. This is reflected in the consideration they display to one another. Although there were negative comments from two parents about bullying, inspectors found that behaviour generally is excellent and pupils spoken to said that bullying is not an issue. Pupils' attitudes to their learning are excellent. Attendance is good and pupils are enthusiastic about their school. 'It's great, the teachers really make learning fun', said a Year 5 pupil.

Pupils' spiritual, moral, social and cultural development is outstanding. Staff are very good role models who invite and value pupils' comments and suggestions. Pupils enjoy excellent opportunities to take on responsibilities as prefects, buddies and school councillors. Pupils thoroughly enjoy coming to school. They have excellent preparation for their future economic well-being, being given many opportunities to apply the skills they are taught and also by planning activities to raise funds for a variety of purposes. Pupils have an excellent understanding of what constitutes a healthy life style and know how to keep safe.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teachers know their pupils well and this is put to good use when planning for individual needs so that pupils make excellent progress. Excellent relationships between teachers and pupils enable pupils to become self-confident active learners. Support staff use their knowledge about pupils well and offer clearly focused small group and individual support, which has a positive impact on pupils' progress.

Teachers use their very good subject knowledge well to challenge pupils' thinking by excellent use of questioning to which pupils respond well. Usually teachers use time very well so that pupils have the opportunity to respond to the challenges set for them, but on a few occasions this is less effective. A strong feature of most lessons is the opportunities pupils have to develop their speaking and listening skills. Teachers use good strategies to ensure that all pupils are fully included in learning in lessons. Marking of pupils' work is very good because teachers offer pupils comments on what they did well and what they need to improve. Evidence shows that pupils take note of teachers' comments, check their performance against the targets set for them, and thus take ownership of their own learning.

## **Curriculum and other activities**

### **Grade: 1**

The school's outstanding curriculum provides a wide range of exciting activities and opportunities that are meaningful to the pupils and as such inspire and extend their academic skills alongside their personal development. The school identified writing for further development and reviewed the curriculum to make it more interesting, especially for boys. As a result, for example, there are some excellent instances of pupils' emotive writing where they use some very persuasive language to save their playground. Sport and music are particular strengths. The school uses 'focus weeks' extremely successfully to enable pupils to apply the skills and knowledge they have acquired in different subjects. There are opportunities to learn about global issues such as fair trade and environmental pollution. Pupils are excited to share the wonderful time they have on the focus weeks. One pupil commented, 'It was exciting to see all the children dressed up in costumes from around the world at the end of our focus week on carnivals'. The school uses visits and visitors effectively to value differences and diversity. The specialist help from the local secondary schools is used well to extend pupils' interest and skills in music, sports and modern foreign languages.

## **Care, guidance and support**

### **Grade: 1**

Pupils' enjoyment, happiness, self confidence and security are the underpinning principles of all the school does. Pupils say they feel happy to approach an adult if they have a problem and they are confident to raise their concerns through 'voice post box'. One pupil commented that the reason why they feel happy in school is that, 'Everyone's opinion is valued and put into practice that everyone can enjoy.' The procedures for protecting and safeguarding children are excellent and understood by all staff. Pupils with learning difficulties and disabilities and those who have behavioural and emotional needs are given excellent support, that enables them to achieve exceptionally well and gain the self confidence to take a full part in school life. Specific programmes, such as emotional literacy, and the good links established with outside agencies are helping pupils with behaviour and emotional difficulties and those who are vulnerable to take an active role in school life. Transition arrangements are excellent. The academic guidance and support offered to pupils are very good. Teachers keep accurate records of pupils' progress and this helps with the early identification and intervention processes. There is a high level of pupils' involvement in their own learning in which they evaluate their own performance against their targets.

## **Leadership and management**

### **Grade: 1**

The headteacher's leadership is excellent. Much of his practice including the tracking of pupils' progress, analysis of data, and his reports to governors, is exemplary. He has had a very positive impact on pupils' achievement and personal development and well-being and, as a result, standards are exceptionally and consistently high. The school is committed to providing the best education it can for its pupils. Pupils who fall behind are given good extra help to enable them to catch up and more able pupils are taught in extension groups. The leadership team, which includes year leaders, is fully involved in the monitoring and evaluation process. However,

subject leaders, whilst fully involved in curriculum development, are not taking enough responsibility for checking on progress and standards.

The monitoring of provision for 'Every Child Matters' by class is outstanding, and demonstrates the school's very strong commitment to this. A parent commented, 'The school is a model for others and ensures that it continually focuses on the individual child, cohort and community. It delivers the five Every Child Matters goals everyday. The school adds value to our children's academic and personal self worth in so many ways'. Evaluation at all levels is rigorous and effective. The school is not complacent and continues to improve. Induction procedures for newly qualified teachers and new staff are excellent. The governors' contribution to the development of the school is outstanding. They are very supportive and carry out their role of critical friend well. The school values the opinions of parents and pupils and responds effectively.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</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>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

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

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

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

10 May 2007

Dear Pupils

Inspection of Sarisbury Church of England Junior School, Allotment Road, Sarisbury Green, Southampton, SO31 7AP

Thank you very much for your help during the inspection, especially by talking to us about all the interesting activities that you are able to enjoy at your school. We think that your school is excellent and that you are making excellent progress in your learning.

Here are some of the things we liked best about your school.

- You enjoy school because you learn in a happy environment.
- You are achieving well because you have excellent attitudes to your learning, behave extremely well and you benefit from excellent teaching.
- Mr Stockton and the staff run your school exceptionally well and are always trying to make it even better.
- You are developing excellent academic and personal skills that will help you to have successful adult lives.
- You know how to stay healthy by eating the right food, drinking water regularly and by taking plenty of exercise.
- You enjoy an excellent curriculum with many interesting and varied opportunities to learn.

Here is something that we think could be better.

- In some instances teachers need to keep a closer check on how you are doing in some subjects.

We enjoyed our visit to your school and would like to wish you the very best for your future success.

Yours sincerely,

Beryl RichmondLead Inspector