

Calmore Junior School

Inspection report

Unique Reference Number	116483
Local Authority	Hampshire
Inspection number	338828
Inspection dates	12–13 November 2009
Reporting inspector	Graeme Bassett

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	229
Appropriate authority	The governing body
Chair	Kate Patience
Headteacher	Lynne Thorne
Date of previous school inspection	4 September 2006
School address	Calmore Drive Calmore Totton SO40 2ZZ
Telephone number	023 80865354
Fax number	023 80872946
Email address	adminoffice@calmore-jun.hants.sch.uk

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons, and held meetings with governors, staff with management responsibilities, and pupils. They observed the school's work, and looked at a range of school documentation including the school's self-evaluation form, the school improvement plan, records of pupils' progress and safeguarding procedures. In addition, 61 parental questionnaires were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the pupils make enough progress, particularly in their writing by the end of Year 6
- whether the leaders and managers at all levels are sufficiently rigorous at monitoring the quality of teaching and learning in order to raise standards and achievement, especially in writing.

Information about the school

This is an average-sized junior school. It draws most of its pupils from the immediate urban neighbourhood. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well above average. Their range of needs includes moderate learning needs, behavioural, emotional and social needs and autistic spectrum disorder. The proportion of pupils qualifying for free school meals is broadly average. A very small number of Traveller children attend the school. The school has recently gained the Healthy School award, Activemark, BECTA award and ArtsMark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. A harmonious and cooperative atmosphere pervades the school and all that it does. Under the effective leadership of the headteacher, an enthusiastic senior management team support and drive improvements. They work together as a committed and cohesive team to ensure consistency of practice in most areas of the school's work. They have taken determined and effective actions to improve the quality of learning. Challenging targets have been set which are shared by all staff. As a result, the school improvement plan has clear and manageable strategies to raise standards further. This is having a good impact overall.

Actions to improve the quality of teaching mean that teaching is satisfactory, with much that is good. There is reliable evidence to show that pupils are making accelerated progress, especially in Years 5 and 6. As a result, the current work of pupils in Year 6 shows they are making satisfactory progress overall and reaching standards that are broadly average. The assessment of pupils' achievements is regular and accurate. However, there are still some inconsistencies in the quality of marking and in the way assessment data are used when planning lessons. As a result, some of the more able pupils are not challenged sufficiently well, especially in writing.

The satisfactory curriculum is enriched by educational visits, clubs and activities. Subject leaders are working together to develop their role in strengthening links between subjects and to evaluate success. Nevertheless, the curriculum does not yet provide enough opportunities to ensure that pupils have a good understanding of the world beyond their local area, especially about the customs and traditions of other people and the multicultural nature of our diverse society.

Pupils are well cared for and their personal development and well-being are good. Systems for safeguarding pupils are of good quality. A very large majority of pupils say they feel safe in school and that they are cared for well. Behaviour is good and pupils are tolerant of each other.

The headteacher and senior leaders have correctly identified the weaknesses in provision through accurate self-evaluation involving all staff. It is the drive for further development shared by all, and the recent improvements in pupils' achievement that confirm the school's satisfactory capacity for sustained improvement.

What does the school need to do to improve further?

- Increase the proportion of good or better teaching to accelerate pupils' progress and further raise standards, especially in writing, by:

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- ensuring greater consistency in the quality of marking to give pupils a clearer understanding of how they can improve their work
- improving the use of assessment information to provide activities that more accurately match pupils' abilities.
- Build upon the good start at adapting the curriculum to widen the pupils' horizons beyond the neighbourhood in which pupils live to raise awareness of the customs and traditions of other people and the multicultural nature of our diverse society.

Outcomes for individuals and groups of pupils**3**

The quality of learning in the classroom is satisfactory overall. Standards are broadly average overall by the end of Year 6. This represents good improvement upon the performance of previous years and reflects the success of initiatives to improve the teaching of calculation, reading and writing. Those pupils with special educational needs and/or disabilities are making satisfactory progress in all classes because of the good care, support and guidance they receive in lessons. The Traveller children settle quickly into the school routines and also make satisfactory progress.

There are occasions, however, when the work that pupils are given is not sufficiently well matched to their individual needs. This means that some of the more able pupils do not always do as well as they should, especially in writing, because they are not sufficiently challenged. The quality of pupils' work in art, music and design and technology is above expected levels.

With good personal development and well-being, almost all pupils are calm and show good levels of interest in their work in class. Pupils mix well across all age groups and make lasting friendships, especially through the activities of the choir and other musical events. Attendance is good and reflects their enjoyment of learning. Pupils show positive attitudes to learning and are gaining confidence in what they might attempt in lessons. As a consequence, the quality of learning is improving throughout the school.

Most pupils feel safe and have a good understanding of the need for internet safety. They are well aware of benefits of adopting a healthy lifestyle and take an active part in sports clubs and activities. This is recognised through the Healthy School award and Activemark. Spiritual, moral, social and cultural development is good overall. Pupils' contributions to the school community and the immediate neighbourhood, especially through performances by the choir, are very good. Pupils willingly accept responsibilities on the school council and by helping in assemblies and the playground. Opportunities to relate to a wider multicultural community beyond the school, although satisfactory, are less well developed.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The best teaching takes full account of the needs of individual pupils so that tasks are closely matched to their differing abilities. This is due to the impact of the revised systems for tracking and assessing pupils' progress. As a result, teachers are much better at planning work so that all pupils make the progress of which they are capable. However, this is not consistent across the school. Teachers use assessment information well to meet the needs of the lower attaining pupils and those with special educational needs and/or disabilities. However, some teaching does not make sufficient use of this information to ensure that higher attaining pupils are sufficiently challenged, especially in writing.

Pupils are involved in assessing how well they are doing and against the targets that the teachers set for them. Nevertheless, some teachers fail to make the best use of the written comments to give pupils enough guidance to show them how they can improve their work. This means that some pupils do not always have a clear understanding of what they must do to improve.

A good start has been made at adapting the curriculum to make it more challenging, relevant and exciting by making thematic links between the different areas of learning. Information and communication technology is used well to enhance pupils' learning and this inspires them to work harder and achieve more. Links with other schools, different specialists and expert teachers are making a useful contribution to all aspects of pupils' learning. Nevertheless, the curriculum does not provide pupils with sufficient opportunities to gain a thorough understanding of the world beyond the immediate area around the school. This limits the pupils' understanding of the different customs and

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traditions of other groups represented within modern multicultural Britain.

Out-of-lesson activities are of good quality and include music, art and sporting clubs. Visits to the Globe Theatre and Tate Modern are an important part of pupils' spiritual and cultural experiences. Residential visits to the New Forest are enthusiastically supported. These enhance pupils' understanding of their immediate surroundings and support their social and moral development effectively.

Positive relationships, coupled with the high priority placed on treating each child as an individual, are indicative of the good care, guidance and support. As a result, pupils play a full and active part in school life. Pupils are fully involved in all that the school does and the staff ensure there are equal opportunities for all to participate in the many musical and sporting pursuits.

Teachers are good at providing support for pupils with special educational needs and/or disabilities and for those who are lower attainers. This is building their confidence and self-esteem and, as a consequence, their attitudes to learning and the progress they are making. The children who join the breakfast club each morning enjoy the comradeship of their friends and are content and well looked after by staff.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The good personal leadership of the headteacher has established clear pathways for development and set challenging targets to achieve. Staff are now working together well as a team and accurately assessing the school's strengths and weaknesses. A secure structure is in place to monitor the effectiveness of the school and is embedding ambition and driving improvements. As a result, the school is improving pupils' outcomes and promoting equal opportunities.

Monitoring and evaluation of classroom practice by the headteacher is rigorous and detailed. Teachers are now being held to account for each pupil's progress. Initiatives to raise standards in reading and mathematics are having a positive impact on standards. The school is now focusing on developing pupils' writing skills. The members of staff with responsibility for literacy, mathematics and science are taking an increasingly active role in the school's management. They have ambitious action plans to develop their subjects and are now fully involved in whole-school evaluation and establishing targets for improvement.

Good links have been established with other schools and agencies in the local area. Most

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parents say that the school's communication is good and that staff are very approachable if they have a problem. Teachers give good advice at parents' evenings and through workshops. However, some parents indicate that they have some difficulties helping their children at home and, consequently, standards of some lower attaining pupils decline over the long summer break. Community cohesion in terms of wider national and global links is satisfactory but not as well developed as pupils' knowledge of the local community.

The governors are knowledgeable, dedicated and supportive. They fulfil their statutory duties. They ensure that good safeguarding procedures are in place and that all statutory requirements and policies are regularly reviewed and approved. The budget is monitored accurately by governors and the headteacher and used to good effect to promote better learning. The governors receive and discuss reports about many aspects of the school's development from many people but they rely too much upon the school, and particularly the headteacher, to provide information about the school's performance. As a result, the procedures by which they hold the school to account through their monitoring and evaluation of the school's work are satisfactory overall.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The very large majority of parents who replied to the questionnaire and those who spoke to inspectors expressed full support for the school. Parents frequently commented about how impressed they are with the school's work in supporting pupils' learning and personal development.

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Very few questionnaires expressed any concerns, although a few parents felt that their children did not make enough progress and that the school did not meet their needs. It was judged by the inspection team that some of the more able pupils were not challenged sufficiently in their writing but almost all pupils made satisfactory progress to reach the expected levels for their ages.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Calmore Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 61 completed questionnaires by the end of the on-site inspection. In total, there are 229 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	42	33	53	1	2	0	0
The school keeps my child safe	28	45	28	45	5	8	0	0
The school informs me about my child's progress	25	40	31	50	4	6	0	0
My child is making enough progress at this school	27	44	26	42	6	10	2	3
The teaching is good at this school	28	45	29	47	2	3	0	0
The school helps me to support my child's learning	29	47	27	44	3	5	0	0
The school helps my child to have a healthy lifestyle	27	44	30	48	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	48	26	42	3	5	0	0
The school meets my child's particular needs	28	45	24	39	7	11	0	0
The school deals effectively with unacceptable behaviour	18	29	35	56	3	5	2	3
The school takes account of my suggestions and concerns	16	26	36	58	3	5	1	2
The school is led and managed effectively	27	44	31	50	2	3	0	0
Overall, I am happy with my child's experience at this school	30	48	25	40	3	5	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



16 November 2009

Dear Children

Inspection of Calmore Junior School, Southampton SO40 2ZZ

Thank you for helping us when we recently inspected your school. We enjoyed meeting you and finding out about your school. We found that your school provides you with a satisfactory education. There is a good caring attitude in your school and it is a happy place. Well done!

These are the things that we judged to be good in your school.

- Your headteacher provides a good clear direction to the leadership and management work of the school.
- The teachers and other staff in your school work well as a team and support your headteacher well.
- Your teachers give you good encouragement to answer questions and, because of this, your work is steadily improving.
- You are well cared for and have good attitudes towards your work and towards each other.
- You have a good understanding of how to remain healthy and keep safe.
- You are very polite and your good behaviour helps to create a positive environment in school.

However, there are some things that could be better. We have asked the staff to help you even more by making sure your lessons are all as good as the best, so that you can make even more progress. In particular, we have asked the staff to make certain that the work they plan is challenging for everyone in the class and that it is not too hard and not too difficult. This will help all of you learn even faster. You explained that you found the written comments your teachers make about your work help you do even better next time. We have asked them to always check to make certain that you know exactly what you have to do to improve your own work. You must play your part by reading the comments they write in your books and listening carefully to their advice. Your teachers are going to include more ways for you to widen your understanding of the world beyond your own neighbourhood so that you can develop a better awareness of the different customs and traditions of other people in our modern society.

Once again, thank you for your help. You can help by asking your teachers how you can

make your work better.

Yours sincerely

Graeme Bassett

Lead inspector

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