

Sarisbury Church of England Junior School

Allotment Road, Sarisbury Green, Southampton, SO31 7AP

Inspection dates 6–7 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The school has maintained high standards in reading, writing and mathematics for a number of years. Progress in these areas is good throughout the school and improving.
- The quality of teaching is good. Pupils progress well in all year groups, particularly disabled pupils and those pupils with special educational needs.
- Staff have excellent relationships with the pupils. They encourage them, give clear classroom instructions and make learning interesting and enjoyable by using real-world applications of learning.
- Behaviour and safety throughout the school are exemplary. There are no concerns about behaviour incidents of any type. Pupils are taught how to keep themselves safe, and say that they feel very safe in school.
- The headteacher has developed an effective team of senior leaders and an ambitious and cohesive staff team. He has also gained a high level of support and confidence from parents and carers.
- The school's rich curriculum maintains the interest and enjoyment of pupils. The numerous extra-curricular clubs help broaden the skills and interests of pupils. The effective curriculum and the school's Christian values combine to provide strong spiritual, moral, social and cultural education.
- The members of the governing body are proud of this school. They use key information such as pupils' progress data to challenge school leaders and hold them to account for the progress of pupils and the overall improvement of the school. Consequently, teaching and achievement have improved.

It is not yet an outstanding school because

- The quality of teaching is not consistently of the highest quality for which the school is striving. As a result, not enough pupils make the progress of which they are capable.
- Not all pupils use the feedback teachers give them in their books to improve their work.
- Opportunities for pupils to speak at length about what they are learning, and so to deepen their understanding, are limited.
- Pupils do not have enough opportunity to work independently, so that when they want to, they can work faster or show their learning in different ways.

Information about this inspection

- Inspectors observed 15 lessons, including six joint observations with senior leaders and observations of pupils receiving additional support. In addition, the inspection team examined pupils' work in their books and listened to pupils read.
- Meetings were held with a group of pupils, members of the governing body, and senior leaders, and a telephone conversation took place with a representative from the local authority.
- Inspectors took account of the 73 parental responses to the online questionnaire (Parent View), one letter from a parent, the school's own parental survey and 24 staff questionnaires.
- Inspectors observed the school's work and looked at documentation, including policies and improvement plans, and material relating to staff development, pupils' achievement, teaching, the curriculum, behaviour, attendance and safeguarding.

Inspection team

Mehar Brar, Lead inspector

Additional Inspector

Louise Eaton

Additional Inspector

Stephanie Matthews

Additional Inspector

Full report

Information about this school

- Sarisbury Church of England Junior School is an average-sized school.
- The proportion of girls is close to the national average but numbers vary across year groups.
- The proportion of pupils for whom the school receives the pupil premium (additional funding provided for looked after children, pupils eligible for free school meals and children of service families) is below average.
- Most pupils in the school are of White British heritage. The rest of the pupils are from a range of minority ethnic groups.
- The proportion of pupils who speak English as an additional language is much lower than average.
- The proportion of disabled pupils and those with special educational needs supported by school action is well above average, and the proportion of pupils at school action plus or with a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Accelerate rates of progress so that high proportions of pupils make rapid progress by:
 - extending the existing outstanding teaching so that it is more common across the school
 - providing more opportunities for pupils to speak at length so that by explaining what they are learning they deepen their understanding
 - giving pupils more opportunities to use their skills of independent learning so that they can develop their learning at rates at which they are capable, and show their learning in ways they prefer
 - helping pupils to respond to the feedback teachers give them so that they can improve their work more quickly.

Inspection judgements

The achievement of pupils

is good

- Pupils have entered Year 3 with attainment that is above the national average for some years. By the end of Year 6, pupils have made good progress and maintained these high levels of attainment. The school recognises that pupils have recently joined the school in Year 3 with increasingly higher levels of skills and abilities, and has responded to this by raising expectations and improving the quality of teaching to build on these higher standards.
- Although there is published data about lower rates of progress made by pupils, the school's own data, externally verified, and evidence from lesson observations and examination of pupils' work confirms that pupils make good progress throughout the school, and across the whole curriculum.
- Disabled pupils and those with special educational needs have their needs identified early and are provided with effective support. Teachers and support staff work well together to meet these pupils' needs through support in class and small-group teaching. As a result, these pupils make slightly better progress than other pupils in the school.
- Pupils who receive support funded by the pupil premium attain as well as other pupils in the school. This is confirmed by assessment data and an examination of pupils' books. Their good progress in English and mathematics, measured against average point scores, is, as for other pupils, the result of more detailed assessments by the school and a focused and collective effort, led by senior leaders, to intervene promptly where there is underachievement. Any gaps in these pupils' achievement, compared to others in the school of the same age, are being closed.
- Pupils from minority ethnic groups and those who speak English as an additional language make similar progress to other pupils in the school. There is no difference in the progress made by boys and girls.
- Opportunities to speak at length to share and develop ideas are too often not sufficient to accelerate learning. Pupils are sometimes not given enough opportunity to work independently and decide how they want to develop their work.
- The school is committed to providing every pupil with an equal opportunity to achieve at the highest level possible. The rates of pupils' progress and the standards they are reaching are improving for all pupils, as an increasing number exceed expectations in English and mathematics.

The quality of teaching

is good

- The quality of teaching is good across the school and clearly supports pupils' progress well. Although a few lessons seen, confirmed by an examination of pupils' books, showed that some teaching in the school is outstanding, there is not enough outstanding teaching in the school.
- The teaching of reading is effective throughout the school. Pupils have many opportunities to read while they are learning. Pupils enjoy reading because, for example, the school strengthens the appreciation of literature by studying classic novels and inviting authors to discuss their work with pupils. The teaching of writing and mathematics is also strong across the school. Pupils write imaginatively and use film and fine art to stimulate their writing. In mathematics, pupils solve real-world problems to make learning purposeful.
- All lessons are supported by positive relationships between teachers and pupils, and between pupils themselves. Teachers are clear about what they want pupils to be able to learn, they plan learning together and share ideas to make learning interesting for pupils. As a result, pupils are motivated to learn, and demonstrate a strong work ethic. When given the opportunity to discuss their ideas, they do so with a strong desire to understand the key ideas being taught more deeply.
- As pupils move through the school, they are provided with learning experiences that enable them to become increasingly confident, to develop a broad range of interests, to recognise the

importance of working hard and learning well, and to support others who need help. As a result, pupils are always ready to learn more, to understand more about the world, and to demonstrate their increasing maturity by contributing to their school and wider community. In doing so, they demonstrate the Christian values that are central to the work of the school.

- Pupils do not always make the fastest progress because teachers do not provide pupils with enough opportunity to explain and discuss their ideas so that they can understand more deeply what they are learning. Pupils are also not always given enough responsibility to learn to make decisions about how they want to develop their work or show their learning. Teachers mark pupils' books regularly and helpfully, but not enough pupils act on the advice teachers give to help them improve their work.

The behaviour and safety of pupils are outstanding

- Behaviour in lessons is exemplary because pupils benefit from the common purpose that exists throughout the school. Everybody recognises the importance of learning, and the importance of displaying the Christian values central to the school. The headteacher sets a clear example. Staff are always learning, and pupils develop a love of learning. They are supported by the development of skills, attitudes and abilities that prepare them to continue learning beyond Sarisbury.
- Pupils are very polite and well mannered. They respect each other, teachers and visitors to the school. They learn from how teachers conduct themselves, and the school curriculum helps them to understand the ways in which people in our communities have different lives and there are opportunities to support each other. All pupils are able to carry out voluntary work in the community, and they do so with a genuine desire to support local organisations such as charities.
- Pupils are taught how to look after themselves and stay safe. This ranges from how to behave when they are on school trips to using the internet safely. The school culture of safety helps pupils balance caution about safety, but also retain the confidence that they can enjoy school and learn freely from the opportunities the school provides. Pupils, parents and carers, and staff rightly all feel that pupils are safe in school.
- Bullying, and any other prejudice-driven behaviour, simply does not concern pupils as they are only interested in finding ways to help each other enjoy school and learn well. The school is successful in promoting positive relationships and ensuring there is no discrimination. The school gives pupils many opportunities to take on responsibilities, and older pupils in particular actively seek to support younger pupils with any concerns they may have. Parents and carers, and staff, echo the views of pupils that there are no concerns about bullying.

The leadership and management are good

- The headteacher leads this school with the highest expectations. His energetic and ambitious approach is reflected well across the school. High-quality professional relationships enable senior leaders to motivate and support teachers in improving their practice. Teachers continually seek to help pupils to make the best progress possible.
- Parents and carers share this sense of common purpose and recognise the hard work of school leaders and the staff. Parents and carers are invited to support teachers during lessons by offering extra adult support as necessary, and many parents and carers regularly do so.
- The current school leadership structure provides an opportunity for numerous staff to hold positions of responsibility. Senior leaders in particular have used the training they have received to support staff with planning teaching that engages and extends pupils. They now use more detailed assessment data to monitor progress, and are helping to improve the quality of teaching across the school, but appreciate that for the school to be judged better than good a higher

proportion of teaching has to be outstanding. Senior leaders do judge the impact of teaching on pupils' progress accurately, and with increasing rigour.

- The spiritual, moral, social and cultural education of the pupils is a central feature of all aspects of the school. As pupils pass through the school, they become increasingly confident in their skills and abilities, understand how they, along with teachers, have an important role to play in creating a successful community, and want to help reduce the difficulties that some members of our national and global community face. The regular film-focus week makes a major contribution to exploring our diverse community. The rich curriculum is also having a good impact on developing the important skills of reading, writing and mathematics. The school uses extra-curricular clubs, outdoor learning, trips and visitors to further enhance experiences for pupils.
- The local authority provides regular advice and challenge. Training provided for school leaders and governors on key areas such as understanding and using pupil achievement data and effective leadership have supported the school well.
- **The governance of the school:**
 - Members of the governing body are highly committed and active members of the school community. They are knowledgeable about many of the strengths of the school, focusing mainly on behaviour and the quality of leadership, and increasingly on the improvements that the school needs to make in the quality of teaching to ensure that pupils make the highest levels of progress. They know the school well through regular visits to the school, and through the comprehensive information provided by the headteacher and senior leaders. Governors understand data and confirm that the progress of pupils receiving extra support through the pupil premium is no different to that made by other pupils in the school because they have checked pupils' assessment records. They also ensure that performance management and staff progression on the salary scales are linked to the impact of teaching on pupils' progress.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116313
Local authority	Hampshire
Inspection number	413223

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	358
Appropriate authority	The governing body
Chair	Vic Bass
Headteacher	Andrew Stockton
Date of previous school inspection	25–26 April 2007
Telephone number	01489 573000
Fax number	01489 572834
Email address	adminoffice@sarisbury-jun.hants.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

