



# Locks Heath Junior School

## Inspection Report

**Unique Reference Number** 115926  
**LEA** Hampshire LEA  
**Inspection number** 279703  
**Inspection dates** 10 May 2006 to 11 May 2006  
**Reporting inspector** Gehane Gordelier

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

<b>Type of school</b>	Junior	<b>School address</b>	Warsash Road
<b>School category</b>	Community		Locks Heath
<b>Age range of pupils</b>	7 to 11		Southampton SO31 9NZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01489572226
<b>Number on roll</b>	481	<b>Fax number</b>	01489579453
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr Allan Clarke
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Mr Jim Lambert

<b>Age group</b> 7 to 11	<b>Inspection dates</b> 10 May 2006 - 11 May 2006	<b>Inspection number</b> 279703
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

## Description of the school

Locks Heath is a larger than average junior school located in an area with favourable social and economic circumstances. The school has its own indoor swimming pool and also benefits from extensive grounds which include a nature reserve. Nearly all of the pupils transfer from the adjacent Locks Heath Infant School.

The percentage of pupils eligible for free school meals is below the national average. There are relatively few minority ethnic pupils or pupils who speak English as an additional language. The number of pupils with learning difficulties or disabilities is below average. Staffing levels at the school are very stable. The vast majority of pupils remain at Locks Heath until they move up to the local community college.

The school has been successful in gaining awards for being a healthy school, for its achievements in music and sport as well as the extent to which it invests in its staff.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Locks Heath Juniors is a good school with pockets of excellence. This is the school's assessment of its own performance and the inspectors agree. Relationships within the school are excellent as is the behaviour of pupils. Standards and achievement are good because pupils are well taught, lessons are interesting and there is a good level of continuity across the curriculum. The school enriches the curriculum extremely well and this contributes to pupils' high levels of enjoyment and their positive attitudes to learning. However, teachers do not encourage pupils to reflect sufficiently on their learning and progress during lessons. Furthermore there is not always sufficient challenge for higher attaining pupils.

The school lives up to its ethos of being a place where 'Children come first'. As a result the provision for pupils' personal development and well-being is excellent. This is an inclusive school that helps pupils to develop into confident and well rounded young people.

The school is well led and managed and this contributes to the good progress and standards. However, the role of some middle managers particularly subject leaders is underdeveloped especially in assessing teaching and learning in their subjects. The governors are at an early stage of developing the skills they need to challenge the school.

The previous inspection report did not identify any key areas in need of improvement. Nevertheless, the school had identified its own priorities and has demonstrated that its capacity to make further improvements is good. A good example is the recent progress pupils have made with their writing.

### What the school should do to improve further

- Encourage pupils to articulate their understanding of what they are learning and the progress they are making during lessons.
- Ensure that all lessons include an equally good level of challenge for higher attaining pupils.
- Develop the role of subject leaders so that they have a good overview of the strengths and weaknesses in their area of responsibility throughout the school including the quality of teaching and learning.

## Achievement and standards

### Grade: 2

The overall quality of standards and achievement is good. By the end of Year 6 attainment in mathematics is above average. The 2005 test results for English showed that pupils' performance was in line with the national average and at the level expected by the school in its targets. However, more able pupils did not achieve as well as the school had predicted. The school exceeded its 2005 targets for science but did not meet them in mathematics. Current evidence shows that the school has been effective

in raising standards in writing and the quality of pupils' work seen during the inspection was good. Pupils are making good progress in information and communication technology. A significant strength is the provision for music and sports and the school is particularly proud of pupils' achievements in these areas.

Pupils who speak English as an additional language achieve well. Those pupils identified as having learning difficulties or disabilities make good progress.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding and attendance levels are very good. Pupils speak very highly of their time in school and their behaviour is excellent. Their positive attitude to work contributes to their good achievement. Pupils demonstrate an excellent understanding of how to keep themselves safe, what they need to do to lead healthy lifestyles and why this is important. The school has received an enhanced Healthy School Award.

Pupils' spiritual, moral and social development is excellent. They are also increasing their understanding of other cultures and the importance of living and working in harmony. This contributes well to the development of their future economic well-being.

Pupils are encouraged to take on increasing levels of responsibility. The school council is particularly successful in representing the views of pupils especially when it comes to decisions which affect them. Excellent examples of this include the school council's involvement in updating the behaviour policy and the boundaries that have been set in the playground. Pupils also make an important contribution to the community through their work on supporting charities.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The inspection team agrees with the school's judgement that teaching is good. Teachers demonstrate good subject knowledge, have high expectations and make learning enjoyable and relevant to pupils' interest. All pupils, including those with learning difficulties and disabilities, achieve well. A Year 4 pupil said 'Work is hard but we do our best.' Teachers make effective use of questions to assess pupils' understanding. Pupils develop good learning skills and are encouraged to be creative.

In a minority of lessons, the higher attaining pupils were not sufficiently challenged. There were also insufficient opportunities for pupils to reflect and talk about their understanding and progress during lessons.

Resources are used successfully to support learning and pupils are well motivated by teachers informed use of interactive whiteboards. Homework is set regularly and this helps to consolidate and extend the work pupils have done in school.

## **Curriculum and other activities**

### **Grade: 1**

The school considers the curriculum to be good and the inspectors judge it to be outstanding. It meets the needs of pupils, stimulates an enjoyment for learning and lays excellent foundations for their future well-being. Very good links are made between subjects and real life experiences. The curriculum is further enhanced by lively and interesting themed days and weeks. Excellent use is made of visits, including residential visits in Years 4, 5 and 6. Visitors to the school enrich learning and contribute to the outstanding personal development of pupils. There is an excellent range of after school activities for pupils of all abilities and these are very well attended. One parent rightly wrote, 'The quality available ensures that there is something for everybody. It is only made possible by the dedication of the staff.'

## **Care, guidance and support**

### **Grade: 2**

The overall quality of care, guidance and support is good. Pupils are helped to feel special. The school works well with parents and outside agencies and this contributes to the good progress made by pupils, including those with learning difficulties and disabilities. Pupils learn about how to become good citizens and the dangers of drugs and alcohol. The buddy system and peer support helps to ensure that pupils who transfer from the infant school feel confident, secure and happy especially at playtimes. However, the school has correctly identified the need to further develop links with the infant school.

The school ensures that risk assessments are carried out prior to out of school activities taking place. All staff, volunteers and students have been checked and cleared to ensure their suitability to work with children.

## **Leadership and management**

### **Grade: 2**

The overall quality of leadership and management is good. The overall quality of the school's self evaluation is good and the school has an accurate view of its areas of strengths and areas in need of improvement. The headteacher is a powerful driving force and is held in high regard. He is very well supported by the senior leadership team and year group leaders. Together they provide effective strategic leadership. The team help staff to make effective use of data about how well pupils are achieving to inform planning. This is contributing to good standards of care and education. The inclusive nature of the school enables all pupils to be fully involved in school life. However, not all managers contribute sufficiently to the evaluation of the quality of teaching and learning. The role of some subject leaders is underdeveloped as they do not have a sufficiently good overview of the strengths and weaknesses. The school actively seeks the views of parents and pupils and this has helped them to make good progress in areas identified for improvement. A good example of this is the progress

that has recently been made on informing parents of the work their child will be doing during the course of the term.

Teachers find the feedback they receive about their lessons helpful and supportive. However, lesson observation forms do not include a sharp enough focus on the progress or standards of different ability groups and which results in limited progress for the more able in some lessons. The governing body are committed and supportive of the school. They have contributed to the changes made to improving the quality of the school meals. They are developing their roles and responsibilities well. However, they are still not providing the school with sufficient challenge.

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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>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	1	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	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>	2	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	1	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	3	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**

### **Pupils**

As you know your school was recently inspected. I am writing to thank you for being so welcoming and to share with you the main outcomes of the inspection. The overall judgement is that Locks Heath Junior School is a good school and there are some areas which are excellent.

We were very interested to hear your views and delighted that so many of you are happy at school and enjoy your lessons. We were very impressed by:

- your excellent behaviour and how well you all get on with each other as well as with the adults
- how well you are taught and the progress you make and the standards you reach as a result
- the content of what you are taught and how visits and after school activities contribute to your education
- the extent to which you are growing into confident and informed young people
- how well the school is run.

Although we think your school is doing very well, I have listed below some of the key things that could make it even better:

- during lessons you need to be encouraged to think and talk about what you are learning and how much you understand, so that you are more aware of how well you are progressing and what you should do next;
- some lessons need to include a bit more challenge for those of you who find the work easy; and
- there needs to be more opportunities for some of the teachers to find out how well certain subjects are taught and the progress you are making.

We know you are very proud of your school and that the staff and governors are all very proud of you. I wish you all every success and happiness

Yours sincerely

G Gordelier

Her Majesty's Inspector