

Fairisle Junior School

Inspection report

Unique Reference Number	116253
Local Authority	Southampton
Inspection number	357924
Inspection dates	2–3 February 2011
Reporting inspector	Ronald Hall

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	304
Appropriate authority	The governing body
Chair	Michael Dant
Headteacher	Peter Howard
Date of previous school inspection	7 May 2008
School address	Fairisle Road Southampton SO16 8BY
Telephone number	02380733415
Fax number	02380733415
Email address	head@fairisle-jun.southampton.sch.uk

Age group	7–11
Inspection dates	2–3 February 2011
Inspection number	357924

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 documentation 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'.

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

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

Introduction

This inspection was carried out by three additional inspectors. They visited 15 lessons, observing 13 teachers. Inspectors held meetings with senior leaders, middle managers, pupils, representatives of the governing body and local authority representatives. They observed the school's work, and looked at documentation including: assessment and tracking data; samples of the monitoring of teaching and learning; school planning; local authority monitoring documentation and the school development plan. Inspectors scrutinised documents regarding safeguarding. Questionnaires returned by 155 parents and carers, 38 staff and 279 pupils were also analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress made since the last inspection on the rates of progress and attainment of all pupils, particularly those with special educational needs and/or disabilities and higher attaining pupils.
- Whether there has been sufficient improvement in the quality of teaching and learning since the last inspection, to what extent this is helping to raise standards and the quality and use of assessment, recording and monitoring procedures and data.
- The effect of mobility on the school's progress towards raising standards.
- The pace of change for improvement and the schools actions to raise attainment since the last inspection and monitoring visits.

Information about the school

This is a larger-than-average junior school where most pupils are of White British heritage. However, the number of pupils with English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is above average and their needs vary from general learning difficulties, to those with behavioural and/or physical disabilities. The proportion of pupils known to be eligible for free school meals is well above average. There has been some instability in staffing over the past several years but this has now been effectively resolved. The school has a number of awards that reflect its commitment to healthy lifestyles and physical education. The school operates a daily breakfast club, which is the responsibility of the governing body.

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?

2

The school's capacity for sustained improvement

2

Main findings

Fairisle Junior School is a good and rapidly improving school. The care, guidance and support given to pupils are outstanding. The breakfast club provides a safe and healthy start to the day with a selection of breakfast choices available. Pupils make good progress to reach average levels of attainment in Year 6. In all areas of the school there is a very specific and successful focus on individual needs. Each child knows their targets for English and mathematics. Teachers provide excellent verbal feedback and support but written comments are inconsistent. Pupils' books demonstrate clear and rapid improvement in all areas. As pupils have access to laptop computers and other facilities, their skills have grown and are used effectively across the whole curriculum to both enhance and enrich their work. The school has good tracking and assessment systems to plan for individual learning needs. However, year and subject leaders are not sufficiently consistent in analysing and using this data to raise attainment and particularly for higher attaining pupils. A high level of teamwork between teachers and excellent support staff provide good interventions for pupils with special educational needs and/or disabilities. A parent wrote, 'Although my child has a range of issues regarding their education, the school teaches them very well'.

Members of the governing body give good support and challenge to the headteacher and school. The headteacher's focused leadership style has involved all in the self-evaluation process and ensured increasingly rapid progress for improvement. It has been very effective in guiding the school through a difficult period when staff turnover and historic low attainment have been important issues. Staffing is now stabilised and attainment rapidly improving. The school has a good reputation in the local community. Equal opportunities are at the forefront of the school's work. All the above factors indicate that the school has a good capacity for sustained improvement.

The headteacher and acting deputy headteacher have high expectations and spend much of their time mentoring, supporting and developing the staff. They are good role models who provide sensitive guidance. Teaching is good with outstanding features, leading to rapidly improving progress and any gaps between groups are closing rapidly. In an outstanding English lesson pupils eagerly explored the use of adjectives and the concept of empathy. All teachers and teaching assistants focus on pupils developing strengths as independent learners. For example, the work carried out by the teaching assistants and two specialist staff with pupils who have special educational needs and/or disabilities is excellent.

Pupils say that they feel very safe and enjoy school, which is confirmed by parents' and carers' views. They take a pride in their contribution to the school and local community, particularly in their high quality sporting and musical achievements. Attendance is

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

broadly average and improving due to the good work of the school. Pupils are very well aware of the importance of a healthy lifestyle and staying safe. The school has excellent school and local community cohesion and is working effectively to improve the national and international aspects which are currently satisfactory.

What does the school need to do to improve further?

- Raise attainment by ensuring all subject and year group leaders analyse and use data consistently to make improvements in their areas of responsibility and particularly so for higher attaining pupils.
- Improve attainment by ensuring teachers consistently and effectively give written feedback which provides pupils with an understanding of how to improve their work.

Outcomes for individuals and groups of pupils**2**

Pupils' attainment when they first enter the school varies widely. For many it is broadly average but for a significant proportion of pupils it is well below this. Evidence as seen in lessons and pupils' books shows that pupils achieve well, especially in their mathematical, language development, reading and writing. Pupils who have special educational needs and/or disabilities make good progress because there is good practice in setting tasks that match their learning needs. Pupils of all ability levels were very clear about their individual targets which were displayed prominently in their classrooms and books. Good learning took place because pupils were verbally well-informed about what they need to do to improve. Pupils were ambitious to achieve above average levels of work. Tasks build on previous learning well and generate a good pace, leading to good progress, with pupils clearly learning much from each other.

Attainment has historically been significantly below national expectations but current school and local authority data demonstrates this has risen to average levels and is rapidly improving. Current attainment and predictions, based on good assessment and monitoring, indicate that any differences in the performance of different groups are closing rapidly and that pupils new to the school make good progress.

Spiritual, moral, social and cultural development is promoted well by all adults. This ensures pupils have a strong ability to reflect on issues facing them and strongly uphold values such as tolerance and kindness to others, whatever their background. Behaviour is good and minor issues are dealt with effectively and sensitively. Pupils speak very highly of the support they receive and are polite and well-mannered in welcoming visitors to the school. A key element in their learning is the ability of adults to be flexible in their planning. A further strength of the school is the support that older pupils give to the younger pupils which makes a strong contribution to the school community as a whole. The pupils have a very good understanding of the cultural differences within the school and local community, which ensures good cooperation and harmony between all groups.

Pupils develop good social and interpersonal skills due to the excellent relationships they

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

have with the staff. Pupils are successfully helped to grow up as caring, healthy, well-balanced young people. Pupils show a good ability to reflect on issues which affect them. They play a key role in formulating school rules, are increasingly involved in their learning and have an active school council. Pupils use information and communication technology effectively and have good personal skills. Consequently, pupils are well prepared for their future lives.

These are the grades for pupils' outcomes

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

How effective is the provision?

Care, guidance and support are outstanding due to excellent relationships and staff who really care for the pupils. This is especially so for those with special educational needs and/or disabilities whose confidence and independence skills are excellent. This was typified by an excellent example when two pupils with multiple disabilities specifically asked to see the inspectors and presented us with a lovely picture of the team. A further example is the confidence of pupils with English as an additional language, which ensures they make good progress. There are strong systems to record and evaluate information which are having a positive effect on pupils' learning. There are good

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

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

partnerships with outside agencies, such as the Educational Psychology Service, speech therapists and education welfare officers. Increasingly successful pastoral support goes hand in hand with good academic assessment, leading to challenging targets for both pupils and the school as a whole.

In most classes assessment information is well used to plan work at different levels. Pupils know how to make improvements to their work due to good verbal academic guidance but written feedback is not as strong. Good interventions in mathematics and English are having a positive effect on the learning of different groups of pupils and the school as a whole. In almost all lessons seen pupils were challenged and lessons well-paced. In a small number of lessons where teaching is not so strong the match of work to pupils' needs and abilities slows progress. Successful changes in developing a creative and imaginative curriculum, which pupils stated they enjoy, are having a positive impact on improving progress and achievement. Computers are effectively used to enhance learning and provide research opportunities for pupils. The curriculum is effectively supported with a good range and number of extra-curricular opportunities. For example the school has excellent music clubs which perform in the local community regularly. The school's sporting groups are area leaders and pupils are very proud of their teams. These are popular and well attended by all groups and especially so by those with physical disabilities.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Good leadership and management by the senior management team, middle managers and members of the governing body are behind the constant drive to improve. Good planning and procedures securely ensure the commitment of all concerned to school improvement. Self-evaluation is accurate based on robust monitoring of evidence and accurate analysis of data by senior leaders. All evaluation is well communicated to staff, pupils, parents and carers. Challenging targets are set and used effectively to gauge success. All staff are involved in school development. Robust monitoring of the quality of teaching and learning is successful in bringing about improvement. The governing body has a very clear and accurate view of the school, provides challenge and is increasingly effective in holding it to account. Safeguarding arrangements are good, resulting in pupils feeling safe. The school has robust equal opportunities and discrimination procedures, ensuring that pupils are fairly treated and that gaps between groups are

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

closing rapidly. Good links with the local community and other schools provide a range of opportunities to enhance and develop learning. The school has audited the way it promotes community cohesion and has effective plans in place. It is well aware that pupils have a strong understanding of the immediate area and have effective links to support the local community, but have too few opportunities to appreciate the lifestyles and customs of people from other cultural backgrounds.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2

Views of parents and carers

The large majority of parents and carers who responded to the inspection questionnaire are very supportive of the school. They appreciate the care provided, feel staff are very approachable and are pleased with their child's experience at school. Parents and carers feel the children are seen as individuals and are happy in school. The following typified parents' views, 'Since starting the school my child has done incredibly well.' Another commented, 'All I can say is we were very lucky to get my child into this school.' A small number of parents and carers identified concerns regarding their child's historic progress; however, progress throughout the school is now good. Others had concerns over behaviour but inspection findings found this to be good throughout the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Fairisle 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 155 completed questionnaires by the end of the on-site inspection. In total, there are 304 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	39	81	52	11	7	1	1
The school keeps my child safe	74	48	72	46	6	4	3	2
The school informs me about my child's progress	57	37	85	55	12	8	1	1
My child is making enough progress at this school	61	39	79	51	14	9	0	0
The teaching is good at this school	64	41	80	52	9	6	0	0
The school helps me to support my child's learning	55	35	86	55	9	6	0	0
The school helps my child to have a healthy lifestyle	53	34	92	59	8	5	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)	52	34	84	54	10	6	0	0
The school meets my child's particular needs	52	34	89	57	11	7	0	0
The school deals effectively with unacceptable behaviour	46	30	80	52	17	11	7	5
The school takes account of my suggestions and concerns	43	28	89	57	10	6	5	3
The school is led and managed effectively	58	37	79	51	11	7	2	1
Overall, I am happy with my child's experience at this school	64	41	73	47	13	8	1	1

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



4 February 2011

Dear Pupils

Inspection of Fairisle Junior School, Southampton, SO16 8BY

Thank you for your very courteous, polite and very warm welcome when we visited your school. We agree with you and feel your school is good and improving rapidly. We were particularly impressed with the way you all get on with each other and help make the school a very happy place.

You are being successfully helped to grow up as sensible, healthy, considerate young people who behave well. You progress well in your learning and this is rapidly accelerating due to good and at times better teaching. All adults in the school take very good care of you and make sure you are treated fairly.

Your headteacher, well supported by the staff, is improving your school well. Those of you who sometimes find work difficult are given good support to help you make good progress. The already good curriculum is being gradually changed and improved to help you to learn and enjoy school more. There are a good range of activities to do after school. There are also many visits and visitors to the school which all help you learn.

In order to be even better, we have asked teachers to ensure that written comments in your books help you improve your work more effectively. We have also asked the school to raise attainment by ensuring school leaders use assessment even more consistently, especially for those of you who are higher attainers. Finally the school has been asked to ensure that all teachers consistently provide you with work that matches your needs and abilities.

We wish you all well for the future and we are sure you will all help in improving your school.

Yours sincerely

Ronald Hall

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', 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.