

North Baddesley Infant School

Inspection report

Unique reference number	115875
Local authority	Hampshire
Inspection number	379159
Inspection dates	10–11 January 2012
Lead inspector	Diane Wilkinson

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

Type of school	Infant
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	180
Appropriate authority	The governing body
Chair	Olwen Greenwood
Headteacher	Lucy Chambers
Date of previous school inspection	27–28 November 2008
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Introduction

Inspection team

Diane Wilkinson

Additional inspector

Stuart Ransome

Additional inspector

This inspection was carried out with two days' notice. The inspectors visited 18 lessons and observed nine teaching staff. They held meetings with members of the governing body, staff and pupils, and a small number of parents and carers bringing their children to school were also spoken to. Inspectors observed the school's work, heard a sample of pupils read and looked at a range of documentation provided by the school, including analyses of pupils' progress, development planning and monitoring, curriculum planning documents and a sample of pupils' work. They also scrutinised questionnaires returned by 73 parents and carers. There were too few responses to the on-line questionnaire (Parent View) for inspectors to take into account when planning the inspection.

Information about the school

North Baddesley is an average-sized infant school serving an area of social and economic advantage. The proportion of pupils with special educational needs and/or disabilities is above average. The very large majority of pupils are of White British heritage and only a few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. There has been a high turnover of staff in the past few years. Comparisons with government floor standards are not applicable as this is an infant school. The school has Healthy School and Reading Connects status and holds the Activemark 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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key findings

- This is an outstanding school. It has improved exceptionally well since its last inspection and is especially well placed to maintain its high quality provision.
- Pupils and their parents and carers strongly agree that the school has significant strengths in all aspects of its work and inspection evidence validates this.
- Pupils’ spiritual, moral, social and cultural development is excellent. Their behaviour and attitudes to learning are outstanding and they work hard at the highly challenging activities teachers provide. Pupils have an excellent awareness of how well they are progressing and what they need to do to improve.
- Reception children get off to an excellent start. In all year groups achievement is outstanding and this ensures attainment is above average.
- The excellent curriculum is especially well designed to help all pupils, whatever their need or ability, do their very best. This, together with outstanding teaching, helps pupils to make rapid progress.
- The support and special programmes for pupils who may be at risk of underachieving are outstanding so that many reach average attainment levels. Support is similarly effective for the very small minority of pupils who find good behaviour difficult. As a result, bullying is rare and the school is a very happy and safe place to be.
- Teamwork among staff and members of the governing body is excellent and they are very ambitious for the school. They have set up highly innovative systems and procedures to support their monitoring and evaluation work which incorporate pupils’ and parents’ views especially well. As a result, improvement planning and its impact on provision are outstanding.
- On a very few occasions when pupils are working independently, staff miss the chance to encourage a greater quantity of work.

What does the school need to do to improve further?

- Ensure that on all occasions when pupils are working independently, they cover a good quantity of work.

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Main report

Achievement of pupils

Attainment has risen well since the school was previously inspected, exceptionally so in the last two years. It is securely above average in reading, writing and mathematics, with the majority of pupils exceeding the levels expected. Pupils' achievement is excellent, including that of disabled pupils, those with special educational needs and those who speak English as an additional language. Parents and carers agree that their children do really well at school.

The excellent curriculum and highly skilled teaching benefit pupils considerably. Reception children quickly develop the capacity to work independently as was evident in the way a small group planned and built a road and rail network from construction materials. Children quickly learn to discuss what they are doing and the new things they have learnt. The strong focus on teaching important literacy and numeracy skills permeates all Reception Year activities so that halfway through the year the majority of children carry out simple addition and subtraction tasks, recording them accurately in their workbooks. Their knowledge of the sounds in words and words that do not follow spelling rules is excellent. Children are keen to write and during the inspection many were already doing so correctly in sentences.

Pupils in Years 1 and 2 are very skilled at assessing what they have achieved and what they have to learn next, completing more formal assessments of their written work. As a result, they share their teachers' aims for making the best progress they can. Staff build on these strengths exceptionally well and the very large majority of Year 2 pupils read confidently and expressively with great enjoyment. Their mature and thoughtful written work is enlivened by features such as similes, effective adjectives and connectives. Pupils use dictionaries or the excellent prompts provided in each class to include 'wow words' in their writing. They write creatively and interestingly in different genres, for example in instructions on 'How to catch a seagull' or when recounting the story of Grace Darling by describing 'how powerfully the waves crashed over the rocks'. By Year 2, pupils' understanding of place-value and calculation skills is excellent. The very large majority work confidently with tens and units, a minority using hundreds as well. Pupils apply these skills exceptionally well when solving problems or working with data, money and measures. Links between subjects and the high expectations of pupils result in high quality work in subjects such as science, history and art, as observed during the inspection, and an enthusiasm for sport and healthy living.

Quality of teaching

Excellent monitoring and support for teaching, close cooperation between staff and the willingness to share their strengths and talents help ensure all pupils benefit from

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high quality teaching. Staff report that they are proud to work in the school. Without exception parents and carers praise the quality of teaching, with one commenting, 'Staff fully deserve the accolades that come their way.'

Outstanding assessment and tracking procedures help all staff to constantly check progress and adjust provision to meet pupils' needs. Expectations of pupils are very high and the close check on progress ensures that the challenge in activities is continuously adjusted. English and mathematics are especially well taught and teaching in other subjects, such as science and history, is excellent. Intervention for those who need specific help is swift, very effective and constantly adjusted to maximise progress, which is why few pupils miss reaching the levels expected for their age.

Underpinned by the excellent curriculum, very practical and interesting activities engage and motivate pupils, instilling in them a love of learning. They greatly enjoyed the visit of the extremely well-behaved dog whose owner they questioned about how to care for it. All adults support learning exceptionally well, being very vigilant throughout lessons in addressing misconceptions and challenging pupils further. In one lesson this resulted in the high quality reporting of an experiment on friction. Pupils' outstanding spiritual, moral, social and cultural development helps them to become reflective and to take responsibility for their learning, always striving to do their best. This was observed in an outstanding lesson on subtraction where pupils checked each other's answers and recorded these carefully. On a few occasions, however, pupils are given little guidance on how much work they should complete, which limits progress. Assessment and feedback on pupils' work are an integral part of learning. Throughout lessons pupils are continuously reminded about their targets and how they can achieve them. Pupils take this very seriously and exhibit great delight when they do so. The school's website and pupils' learning platform provide excellent support for continuing learning at home.

Behaviour and safety of pupils

Excellent systems and procedures support this aspect of the school's work, with parents, carers and pupils agreeing behaviour is very good and bullying is not an issue. Pupils help to sort out their own problems, with the large majority applying to become a buddy to help other children at playtime.

Pupils' excellent behaviour considerably aids their learning. They are very friendly, thoughtful and kind. They work exceptionally well together, often noticing if another pupil is struggling and offering help before an adult arrives. They make outstanding progress in their spiritual, moral, social and cultural development and the empathy pupils exhibited in a lesson on 'Going for Goals' was excellent. The excellent understanding and value of the rewards and sanctions used by the school mean pupils are very pleased when they receive an award for good work or behaviour. As a result the school is an especially safe and caring place to be. Moving around the school is orderly and pupils are exceptionally good at taking turns. Their capacity to take on responsibility is outstanding. Class ambassadors are proud to tell visitors

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about their school, and the teams which feed back to staff on aspects of the school's work, such as the environment, behaviour or teaching, make an outstanding contribution to school self-evaluation. Pupils have an excellent awareness of their own safety. Bullying or inappropriate behaviour is rare and dealt with very effectively. The pupils involved rarely re-offend because of the outstanding monitoring and support systems in place. Excellent monitoring of attendance and support for those whose record is not good ensure attendance levels are high.

Leadership and management

The school benefits considerably from the vision and determination of its senior leaders. All staff and members of the governing body are fully involved in monitoring and development, working very successfully together in teams focused on improvement priorities. These are closely linked to staff and governor performance management, which sets challenging goals. The drive for improvement is relentless. It has been highly successful in ensuring that the school, satisfactory three years ago, is now outstanding and provides an excellent capacity for further improvement.

The work of the leaders and managers is considerably supported by excellent systems for tracking pupils' attainment and progress, developed by the school, and used to exceptionally good effect. For example, the effect of any intervention for a pupil whose progress has slowed is monitored comprehensively and regularly in group and class activities. This helps ensure that all pupils' equality of opportunity is excellent.

The drive to improve teaching and learning is exceptional and includes peer coaching, lesson observation, work scrutiny and visits to excellent provision elsewhere. This supportive approach has secured the full commitment of staff, who report that they greatly enjoy working at the school and exhibit high quality teaching in a broad range of subjects. Every opportunity is taken to seek parents', carers' and pupils' views with regard to provision and this helps ensure that the school's self-evaluation is accurate. The school's outstanding engagement with parents and carers ensures they are very well informed and fully involved in their children's learning, which brings praise for the leadership and management. Excellent partnerships with other schools, for example in moderating pupils' work, significantly benefit pupils' progress.

The curriculum is outstanding, supporting both academic and personal development through the highly challenging activities provided. Stimulating activities greatly contribute to pupils' enjoyment of and commitment to learning. The curriculum provides especially well for spiritual, moral, social and cultural development, helping ensure pupils are exceptionally well prepared for life in a diverse society. Reception children's very exciting topic, based around Indian culture and ways of life, is a strong example of this. The school is strongly committed to the care and safeguarding of pupils, including the discouragement of discrimination. It is highly effective in this. Staff and members of the governing body are exceptionally well trained and ensure policies and procedures are rigorously followed, including those

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associated with bullying, the vetting of staff and child protection.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



12 January 2012

Dear Pupils

Inspection of North Baddesley Infant School, Southampton SO52 9EE

Thank you for welcoming us to your school. We very much enjoyed our time talking to you and seeing all the things you do. I particularly want to thank those pupils who gave up their time to talk to inspectors. You and your parents and carers told us how great your school is. We agree and judge it to be outstanding.

Here are some of the things we found that were especially good about the school.

- Children in Reception get off to an excellent start and all of you make really good progress so that your achievement is outstanding and attainment is above average.
- We are greatly impressed by how hard you work, how often you check how well you are doing and focus on trying to reach your targets.
- Your behaviour is excellent and you are very friendly and helpful. You work really well together in pairs and groups and are very kind to each other.
- Staff plan really interesting activities for you that help you to do your best. They set you challenging work and you do not let them down; this is why you are making such good progress.
- You have excellent teachers who throughout lessons give you lots of good advice and support on how to complete your work.
- Those of you who find learning difficult receive outstanding extra support.
- Your headteacher provides excellent leadership and all staff and members of the governing body work especially well to help your school keep on improving.

What we have asked the school to do now.

- You are very good at working without a lot of help from teachers and we have asked teachers to plan more work for you to complete during these times.

Yours sincerely

D Wilkinson
Lead inspector

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