

North Baddesley Junior School

Inspection report

Unique Reference Number	115998
Local Authority	Hampshire
Inspection number	357860
Inspection dates	9–10 May 2011
Reporting inspector	Hugh Protherough

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	231
Appropriate authority	The governing body
Chair	Sally Gray
Headteacher	Susan Smith
Date of previous school inspection	22 January 2008
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Introduction

This inspection was carried out by three additional inspectors. They observed a total of 17 lessons and eight teachers. They analysed the school's work, and looked at a range of information including samples of pupils' work, the school improvement plan, curriculum and lesson planning and the tracking of pupil progress. They analysed the responses from 107 parent and carer questionnaires as well as those from staff and pupils. Inspectors met with parents and carers, members of the governing body and staff. In addition to informal conversations in lessons, they held meetings with the school council and groups of pupils including some from Year 6.

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

- The profile of pupils' current achievements, especially in mathematics.
- The impact of the school's creative curriculum and the extent to which it is well matched to pupils' abilities and interests.
- The quality of feedback given to pupils about their work and how they might improve it.
- The effectiveness of leaders and managers in ensuring high quality teaching and improving pupil outcomes.

Information about the school

The school is of average size for its type. Most pupils are of White British origin. Other groups represented include Asian British Indian and Pakistani. Almost all pupils speak English as their first language. The proportion of pupils known to be entitled to free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is broadly average.

The school has a breakfast club that is managed by an external provider. This provision was not inspected as part of this inspection.

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?

1

The school's capacity for sustained improvement

1

Main findings

The school has improved considerably since its previous inspection and provides its pupils with an outstanding quality of education. All of the strengths identified in the previous inspection report have been sustained and other aspects such as teaching successfully developed. Highly effective arrangements for care, guidance and support continue to underpin pupils' well-being and all-round development. Pupils' enjoyment of school is reflected in their high levels of attendance, positive response in lessons and excellent behaviour. Pupils are proud of their school community and make a significant contribution to its development. Their spiritual, moral, social and cultural development is outstanding.

Over the past three years pupils' results in the Year 6 national tests have improved steadily. Levels of attainment in English and mathematics have risen to be slightly, but not significantly above the national average. The school's assessment data and the inspectors' analysis of pupils' current work show that levels of attainment continue to rise and are much higher this year because more pupils are exceeding the levels expected of eleven-year-olds. Pupils of all backgrounds and abilities are making good progress from their starting points and are achieving well.

The reason for this accelerating progress lies in the school's outstanding curriculum and a far greater consistency in the quality of teaching. Teachers ensure that pupils enjoy their work by making creative and coherent links between the subjects of the National Curriculum. Learning is enriched through the excellent use of the school grounds, educational visits and a host of effective partnership activities. Though the core of teaching is good, not enough is outstanding to accelerate progress still further. Many teachers are adept at ensuring a brisk opening to lessons that seize pupils' attention. Their well developed questioning skills deepen pupils' understanding and are a reflection of the much improved approaches to assessment. However, these features are not yet embedded in all classes. Feedback to pupils ensures they are clear about their targets and what they need to do to improve their work, though teachers do not always check to see if pupils have responded to their suggestions.

The reason for the school's success lies in the outstanding leadership of the headteacher, senior leaders and governors and the decisive actions taken to drive improvement. Individual pupil progress is tracked with rigour and staff held to account for the performance of their pupils at regular meetings about pupils' progress. Samples of pupils' work are checked and lessons monitored. The results of these activities support rigorous self-evaluation, which is shared with staff and used to inform an ambitious, but realistic, school improvement plan. Rising attainment, better behaviour, improved provision and the successful development of middle leadership are all compelling examples of the school's thorough response to the findings of the previous inspection report and its outstanding capacity to improve.

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What does the school need to do to improve further?

- Raise and sustain attainment at levels above the national average by increasing the amount of outstanding teaching. For instance, by ensuring:
 - a brisk pace and sharply focussed openings to lessons
 - questioning deepens pupils' understanding and encourages them to share their learning
 - pupils always respond to teachers' feedback about how to improve their work.

Outcomes for individuals and groups of pupils

1

'Teachers make it fun to learn and keep it interesting,' is just one of the many enthusiastic responses made by pupils to the inspectors about their learning. This positive attitude is evident throughout the school as pupils of all backgrounds and abilities apply themselves diligently at work and play. Although past performance in mathematics has been slightly weaker than that in English, the gap is closing rapidly. Year 6 pupils thrive on the pace and challenge provided by their teachers. Their mental calculation skills are strong and they are motivated by purposeful activities such as calculating the value of different currencies prior to their residential visit in France. Attainment on entry varies from year to year and is usually close to the national average. The inspectors' analysis of school data and pupils' work shows that current attainment in English and mathematics is much higher than last year and reflects good progress from their Year 3 entry points.

The trend of rising attainment and good progress is also apparent in other year groups across the school and in many subjects. For instance, the inspectors witnessed a wealth of good pupil achievement in science, information and communications technology, art, music and design technology. Practical, open ended investigation enhances learning throughout the school. For example, Year 4 pupils were enthused by their investigation of animal habitats. They were learning to behave like researchers and to make systematic use of new technologies in recording their findings. Their safe behaviour when pond-dipping was exemplary.

Pupils say they feel safe, secure and valued and speak intelligently about how to ensure the safety of themselves and others. Behaviour is of a consistently high standard. Pupils are polite, considerate and offer a friendly and courteous welcome to visitors.

Observations of vulnerable pupils and those with special educational needs and/or disabilities show they are cared for well, and helped to develop independence and to play a full part in the life of the school. Pupils have an excellent appreciation of what it means to live a healthy life. They talk knowledgeably about the importance of diet and exercise and offer persuasive evidence of the ways they put this into action in their own lives. They enjoy physical education lessons and many take part in the excellent variety of clubs provided after school through sports partnerships. The school has worked effectively to improve attendance to the current high levels and punctuality is excellent.

Daily worship is an affirming celebration of community, richly enhanced by music, tuneful singing and pupils' wholehearted engagement in time for reflection. Many pupils think deeply about life. A literacy lesson used pictures of the earth from space, which led one pupil to comment, 'I feel minute,' while another spoke of 'the endless silence of space.'

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Pupils' extremely well developed personal attributes and good achievement mean that they are well prepared for the next stage of their education.

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	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
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	1
The extent of pupils' spiritual, moral, social and cultural development	1

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

How effective is the provision?

The school's creative curriculum has a considerable, positive impact on learning. Thorough planning identifies precisely the necessary progression of knowledge and skills that are to be taught in each subject, which is 'mapped' across the school's highly-developed thematic framework. As a result, cross-curricular provision is outstanding and allows pupils to apply the skills of literacy, numeracy and information and communications technology in a range of contexts and to make valuable links in their learning. Excellent use is made of the school grounds and local area to support the teaching of history, geography and science, and of educational visits further afield. Many pupils take part in the excellent variety of extra-curricular activities.

Lesson planning is detailed and incisive, catering thoughtfully for the wide range of abilities in each class. Teaching assistants play a key role and are effectively deployed to support individuals and those with special educational needs and/or disabilities. The school is rightly focused upon improving achievement in mathematics and an emphasis on problem-solving and talking about mathematical processes is evident in all classes. For instance, during activities such as planning a class party or calculating the perimeter of an enclosure for small animals. Most lessons have brisk, well focused openings. Music, film,

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role-play and the skilled use of new technologies frequently captures pupils' interest, though occasionally, when teachers talk for too long and the pace of learning slows.

Inspectors saw examples of highly effective questioning that challenged pupils' thinking and helped them to evaluate each others' work, but this is not yet a consistent feature in every class. Teachers' thorough approaches to assessment ensure that pupils benefit from good quality feedback. This informs the regular meetings to discuss pupil progress where those falling behind are identified swiftly and targeted for the additional support that helps them to catch up. Pupils are increasingly engaged in evaluating their own learning and teachers are diligent in responding to this, though checks to make sure pupils respond to teachers' comments lack consistency.

Excellent attention continues to be given to all aspects of care, guidance and support. The school grounds and buildings offer an attractive and well-maintained learning environment that engages pupils' interest and celebrates their work. The staff team pay excellent attention to identifying the needs of vulnerable pupils and those with special educational needs and/or disabilities. Extremely strong partnerships and links with a range of agencies such as health, social services and education welfare ensure prompt support for families and their children. Effective transition arrangements have developed as a result of close working with local infant and secondary schools.

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	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Staff morale is very high because the headteacher has been singularly effective in developing the staff team. All staff view themselves as leaders and hold a strong sense of accountability in their areas of responsibility. Individual talents and interests are encouraged, valued and shared. The leaders for English and mathematics are experienced and highly effective teachers with strong subject knowledge. They have an accurate view of pupils' attainment and progress and demonstrate an accurate evaluation of the quality of teaching and its impact on pupils' achievements. Leaders take speedy action when their analysis alerts them to potential weaknesses. For instance, special support materials have already been devised to help a group of pupils experiencing specific difficulties in mathematics in Year 5. The school's leading practitioners put their skills and talents to effective use in coaching and supporting colleagues around the school.

The school has thorough oversight of the provision for pupils with special educational needs and/or disabilities. The leader knows the story behind their assessment data, so that if a pupil appears to be falling behind she can point to the medical or emotional issues that may underpin this, as well as the action taken to help them to catch up. The support

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for these pupils and the narrowing gap in pupils' attainment in English and mathematics are further good examples of how the school takes concerted action to promote equality of opportunity.

The governing body contains a wide range of experience and expertise. They are fully involved in the life of the school and offer excellent support allied to constructive challenge. There is regular consultation with stakeholders. Recent concerns about the quality of information available to parents and carers about their children's progress have led to important improvements in reporting arrangements. The success of these actions is reflected in the positive response in the parent questionnaires.

The school continues to adopt excellent approaches to all aspects of risk assessment and the safeguarding of pupils. The headteacher and staff work productively with other agencies, such as health and education welfare, to support the specific needs of individual pupils and their families.

Plans to promote community cohesion reflect a good understanding of the local and international contexts. Pupils from different backgrounds get on noticeably well within the school. Current work to increase pupils' awareness of the diversity of Britain beyond the immediate community is developing well.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

At 46% the proportion of questionnaire returns is above the national average. The overwhelming majority of parents and carers who returned questionnaires and spoke to inspectors are pleased with their children's experience of school and the information they receive about their children's progress. A few parents are worried that their children are not making sufficient progress and that school does not help them to support their

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children's learning at home. Inspection evidence found that the school is swift to identify when pupils are falling behind. There are good arrangements to ensure that pupils with additional needs have access to appropriate support, including advice on how to help at home.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at North Baddesley 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 107 completed questionnaires by the end of the on-site inspection. In total, there are 231 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	59	43	40	1	1	0	0
The school keeps my child safe	60	56	45	42	2	2	0	0
My school informs me about my child's progress	53	50	51	48	2	2	1	1
My child is making enough progress at this school	51	48	42	39	9	8	2	2
The teaching is good at this school	60	56	40	37	4	4	1	1
The school helps me to support my child's learning	48	45	51	48	7	7	0	0
The school helps my child to have a healthy lifestyle	49	46	55	51	1	1	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)	48	45	50	47	3	3	3	3
The school meets my child's particular needs	47	44	50	47	6	6	2	2
The school deals effectively with unacceptable behaviour	42	39	59	55	2	2	2	2
The school takes account of my suggestions and concerns	39	36	56	52	6	6	2	2
The school is led and managed effectively	62	58	40	37	3	3	1	1
Overall, I am happy with my child's experience at this school	59	55	45	42	0	0	3	3

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 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	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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 pupils' 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.



11 May 2011

Dear Pupils

Inspection of North Baddesley Junior School, Southampton SO52 9EP

Thank you very much for your friendly welcome during the recent inspection of your school. It was a pleasure to meet you all and to see your school community getting on so well together. You told us you feel safe and we agree that the staff take excellent care of you. We found that the way you respect each other and talk intelligently about the things that are important to you is outstanding. You gave us lots of examples of how you stay fit and healthy and most of you are, because your attendance is excellent.

We can see that over the past couple of years your results in the national tests are getting better and that your work in mathematics is almost as good as that in English. We have asked the school to make sure that the results at North Baddesley are always better than the national average, (your teachers can help you check this!). You told us, and showed us in the way you work, that your teachers make learning fun. We agree and are particularly pleased to see that you are getting used to solving problems, working co-operatively and using your literacy, numeracy and computer skills in lots of different and exciting ways.

One of you wrote to us and said, 'This school couldn't get any better, even if it tried!' The inspectors agree that your school is outstanding and always wants to improve. We have asked the school to make sure that even more of your lessons are outstanding and have asked staff to make sure this happens. In particular, we want you to make sure that when teachers mark your work you always check what they say and do what they suggest.

Yours sincerely

Hugh Protherough

Lead Inspector

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