

# Bevois Town Primary School

## Inspection report

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|--------------------------------|----------------------|
| <b>Unique Reference Number</b> | 116088               |
| <b>Local Authority</b>         | Southampton          |
| <b>Inspection number</b>       | 379198               |
| <b>Inspection dates</b>        | 15–16 September 2011 |
| <b>Reporting inspector</b>     | Michael Pye          |

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

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|--|---------------------------------------|
| <b>Type of school</b>                      | Primary                               |
| <b>School category</b>                     | Community                             |
| <b>Age range of pupils</b>                 | 4–11                                  |
| <b>Gender of pupils</b>                    | Mixed                                 |
| <b>Number of pupils on the school roll</b> | 203                                   |
| <b>Appropriate authority</b>               | The governing body                    |
| <b>Chair</b>                               | Matthew Hewitt                        |
| <b>Headteacher</b>                         | Alison Maybury                        |
| <b>Date of previous school inspection</b>  | 5 May 2009                            |
| <b>School address</b>                      | Cedar Road<br>Southampton<br>SO14 6RU |
| <b>Telephone number</b>                    | 023 80 221467                         |
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| <b>Email address</b>                       | head@bevoistown.southampton.sch.uk    |

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|---------------------------|----------------------|
| <b>Age group</b>          | 4–11                 |
| <b>Inspection date(s)</b> | 15–16 September 2011 |
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## Introduction

This inspection was carried out by three additional inspectors. They observed twelve lessons, and visited two other part lessons. A total of eight teachers were seen. Inspectors spoke to parents and carers and held meetings with members of the governing body, pupils and staff. The inspectors observed the school's work and looked at data relating to pupils' attainment and progress. The school's development plan, lesson and curriculum plans, governing body documentation, and school policies and procedures, particularly those relating to the health and safety and safeguarding of pupils, were scrutinised. Inspectors also looked at completed questionnaires returned by staff, pupils and those from 102 parents and carers.

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

- What is the quality of leadership and management at all levels and has new leadership brought about a positive shift in the attainment and progress of pupils overall and with regard to particular groups of pupils?
- What is the quality of the English and mathematics curriculum and to what extent do pupils have sufficient opportunities to practise their literacy and numeracy skills in other subjects?
- The extent to which teachers plan work that challenges pupils of different abilities and backgrounds.

## Information about the school

Pupils in this smaller-than-average primary school come from a wide range of minority-ethnic heritages. The largest group consist of pupils from Any Other White Background. There are well above the expected number of pupils for whom English is an additional language. The proportion of pupils with special educational needs and/or disabilities is above average. The main group consists of pupils with moderate learning difficulties. Currently, there are no pupils with a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is above average. The Early Years Foundation Stage provision is provided through one Reception class. The number of pupils entering and leaving the school other than in Years 1 and 6 is above the expected level. The current headteacher has been in post since January 2011. The school has been recognised through the national Healthy School and Silver Eco awards.

There is a pre-school setting on the school site which is managed by a private provider. This is subject to a separate 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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory education for its pupils. It is quickly improving as a consequence of the actions of the highly focused headteacher and the shared vision for improvement of the senior leaders and other adults. One parent echoed the thoughts of others when writing, 'I am very pleased with the changes that have happened. My child has become more settled at school.' In particular, the rising quality of teaching is having a positive impact on the attainment and progress of pupils. Many aspects of pupils' personal development are good. Pupils say they feel safe in school and they make good contributions to the community through membership of the eco and school councils. The school's work regarding the Healthy School award has a very positive impact. The pupils have a good understanding of, and willingly act as ambassadors for, living healthily. The school's work to develop a positive partnership with parents and carers has involved better quality information going home to them. This work has been successful and partnerships with parents and carers are good. The cultural development of pupils is good. Pupils have ample opportunity to talk of their very varied ethnic backgrounds, and relationships within the school are extremely positive.

In recent years attainment at the end of Year 6 has been low. As a result of the improvements to the quality of teaching and the tracking of pupils' progress, this is changing. Attainment in 2011 met the national average and this reflected satisfactory progress for the majority of pupils, including those with special educational needs and/or disabilities. A further indication of improvement is seen by the fact, that during the inspection, pupils made good progress in the majority of lessons observed. Whilst significant improvement to the quality of teaching has taken place, inconsistencies between teachers remain and hence the quality overall is satisfactory. Relationships within lessons are extremely positive and pupils want to become involved and give their views. However, on occasions teachers' questioning does not challenge the pupils sufficiently. Whilst there is some good marking, especially in English, not all pupils are given a clear enough indication for them to understand how to improve their work. Elsewhere, further opportunities like this are missed to encourage pupils to become independent learners and take ownership of their learning. During lessons, there are missed opportunities to use on-going assessment to further challenge pupils and increase their rate of progress.

The satisfactory curriculum is being reviewed. The school recognises the need to build in more rich opportunities for pupils to develop their literacy and numeracy skills in all subjects. Care, guidance and support for pupils are good with secure

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tracking arrangements helping to ensure that attendance rates are improving.

The headteacher has developed the senior leadership team well. The team members are fully involved in monitoring their area of responsibility and use a good range of strategies. Rigorous monitoring of pupils' progress enables the school to quickly identify those who require additional support. As a consequence of thorough monitoring, the school's self-evaluation is accurate and leads to very relevant development objectives being identified. At the whole school level, development planning is very detailed and focused, and shows a very clear commitment to improving the attainment and progress of pupils. Such planning is underdeveloped in other subject areas. These factors, together with improvements to the quality of teaching and pupils' progress, demonstrate a satisfactory capacity to sustain improvement.

The governing body carries out its statutory duties and makes a sound contribution to school development. A lack of parent governors means that, currently, visits into school fall on a small number of individual members. Moreover, the cycle and focus of school visits, particularly with regard to ascertaining the views of pupils, are insufficiently formalised, as is the reporting to parents and carers of the work of the governing body.

About 40% of the school's whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next section 5 inspection.

### **What does the school need to do to improve further?**

- Remove the inconsistencies in teaching and further improve the attainment and progress of pupils through all teachers:
  - using questioning in lessons that challenges pupils' knowledge and understanding
  - developing the pupils' knowledge of how to take ownership of their own learning
  - planning rich opportunities in all subjects where pupils can use and apply their writing and mathematical skills.
- Increase the capacity of the governing body to monitor more effectively and further contribute to school improvement through:
  - formalising a cycle of visits
  - making formal arrangements to ascertain pupils' views
  - raising its profile with parents and carers.

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

**3**

Pupils thoroughly enjoy their work and achieve satisfactorily. This was seen in a Year 5 lesson where pupils demonstrated their enjoyment of a dice game linked to the development of ordering numbers. Pupils show good levels of respect for each other.

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For example, in one Year 4 lesson pupils listened carefully as one pupil explained how he worked out a mathematical problem.

Pupils enjoy taking responsibility. Eco-councillors are eager to talk about their work, such as distributing fruit to Reception children, and checking energy monitors. Playground friends help organise games and involve any pupils who are on their own.

Overall, the progress of pupils from all social and ethnic backgrounds, including those known to be eligible for free school meals, has risen to be satisfactory. Attainment in writing remains weaker than other subjects, but the gap between the school’s performance and the national average is closing quickly. Also improved in 2011 was the number of pupils attaining the higher grades in writing. Given these average basic skill levels, pupils are satisfactorily prepared for the next stage of their education.

The spiritual, moral, social and cultural development of pupils is satisfactory. Pupils know right from wrong and the majority of pupils say that behaviour has improved. Behaviour is satisfactory. In class pupils behave well, but a minority of pupils comment on the over reaction of a small group of mainly boys in the football area. The pupils are convinced that teachers deal with any arising problems and that consequently they feel safe. Pupils’ cultural development benefits from good opportunities to be involved in experiences such as the local Indian fusion music festival, to participate in a Bollywood community production, or when Year 2 annually lay a wreath at the Cenotaph. Although pupils reflect on issues that interest them in assemblies, for example, teachers do not always capitalise on opportunities for pupils to reflect on their learning in lessons.

*These are the grades for pupils’ outcomes*

|  |          |
|--|----------|
| <b>Pupils’ achievement and the extent to which they enjoy their learning</b>                             | <b>3</b> |
| Taking into account:   |          |
| Pupils’ attainment <sup>1</sup>  | 3        |
| The quality of pupils’ learning and their progress   | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3        |
| <b>The extent to which pupils feel safe</b>  | <b>2</b> |
| <b>Pupils’ behaviour</b>   | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>   | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>                           | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will</b>                           | <b>3</b> |

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

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|  |          |
|--|----------|
| <b>contribute to their future economic well-being</b>                          |          |
| Taking into account:<br>Pupils' attendance <sup>1</sup>                        | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b> | <b>3</b> |

## How effective is the provision?

Teachers have a good range of assessment data, and effective transition arrangements help to ensure that even at this early stage of the year teachers plan work that challenges pupils of different abilities. A Year 2 lesson saw three levels of work being given to pupils, based around their forming opinions about a story. The good use of computers and interactive whiteboards helps give pace to lessons and raises pupils' concentration levels. In a Year 6 lesson, pupils used laptops to research a healthy diet for a professional footballer. Inconsistencies exist with regard to the extent to which teachers actively encourage pupils to take responsibility for their own learning, in the use of questioning and on-going assessment to further challenge pupils.

The curriculum currently meets satisfactorily the needs of pupils, but is under review. The curriculum in English and mathematics has benefited well from such a review, with opportunities taken to focus on writing and using and applying skills in mathematics. Topics are being chosen for their relevance to the pupils and are based on the core priorities, such as information and communication technology, learning and thinking skills, and rights and responsibilities. It is too soon to see the full impact of this approach. Opportunities for pupils to practise their numeracy and literacy skills in other subjects are developing but are at an early stage. There are good opportunities for learning musical instruments. The range of enrichment activities is improving, with pupils' social skills as well as academic knowledge benefiting from trips to an art gallery, the theatre, and from visitors such as an illustrator. A satisfactory but limited range of extra-curricular clubs exists and includes sport, gardening and choir.

Extremely well-targeted support for all pupils is enabling them to make the best of the opportunities provided by the school. Secure support and guidance procedures are in place for those pupils with special educational needs and/or disabilities and those with gifts and talents. Pupils benefit from the school's very well organised personal, health and social education programme. Very good opportunities are taken to reinforce the pupils' knowledge of how to stay safe and keep healthy through various curriculum activities, such as the link with the local professional football club. The school's rigorous assessment system helps identify and support the emotional well-being and safety of those who face difficult circumstances. Parents and carers agree that there are high levels of care and support for all pupils. Highly effective transition arrangements help ensure that all pupils settle quickly. Moreover, the high numbers of pupils entering the school other than in Reception settle seamlessly into school life. Girls spoken to feel that behaviour is good, although boys did have some concern over one area of the playground. One parent wrote that their child 'feels

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more confident, positive and relaxed, that its fun to learn and when she needs support there’s help given’.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>3</b> |
| Taking into account:<br>The use of assessment to support learning  | 3        |
| <b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b> | <b>3</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

The school community is being inspired and motivated by the headteacher and her senior leadership team. Consequently, the school is overcoming previous weaknesses and is improving. A regular cycle of monitoring is embedded. The evaluation of teaching and learning and effective coaching strategies have brought a quick rise in the quality of teaching and its impact is already seen in the improving attainment levels and rates of pupil progress. However, there are inconsistencies to be addressed in order to ensure all teaching is good or better. Some middle managers do not yet have the necessary skills, knowledge and opportunities to allow them to maximise their roles in monitoring and evaluating the quality of provision. The introduction of pupil progress meetings, based around the accurate collection of assessment data, helps ensure that there are only minimal differences in the performance of different groups, but the school recognises the need to sustain these new levels of attainment and progress. Equality of opportunity is satisfactory, with the gaps between the attainment and progress of different pupil groups reducing.

Safeguarding procedures meet statutory requirements. The school has carried out detailed risk assessments and a range of well-applied policies ensures pupils feel safe at school. The governing body has satisfactory systems in place to oversee these policies along with health and safety and other child protection aspects. It makes a satisfactory contribution to determining the school’s direction but is not fully effective in providing challenge based on first-hand knowledge and thorough understanding of the school’s strengths and weaknesses.

Partnerships beyond those with parents and carers are satisfactory. There are productive links with the local cluster of schools which is promoting well the ‘Rights and Responsibilities’ agenda for pupils. Pupils benefit from other links, for example with Art Asia and the School Sport Partnership. However, the partnerships have not had a full impact on pupil outcomes. The school knows its local community well. Within the school, there is a secure ethos of mutual respect for others’ values and cultures. There are only embryonic links with other contrasting schools in the United Kingdom and abroad.



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*These are the grades for leadership and management*

|  |          |
|--|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>  | <b>3</b> |
| Taking into account:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school’s engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>   | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>  | <b>3</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>   | <b>3</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>  | <b>3</b> |

## Early Years Foundation Stage

Under the guidance of the headteacher the Early Years Foundation Stage has been developed successfully. Leadership is good and has brought improvement in the curriculum, and the attainment and progress levels of the children. It provides a good education for the children. In the recent past, the entry levels of the children have ranged from below to well below the expected levels of skills and knowledge. Data indicate that the entry profile is weakening, particularly in areas such as writing, reading, calculation and linking words and letters. Consistently good teaching contributes to children achieving well. The majority leave meeting the expected levels in the majority of the Early Years Foundation Stage areas of learning. Children make particularly good progress in areas of their personal development. However, skills and knowledge in calculation remain below the expected levels. In learning sessions, the children responded enthusiastically and enjoyed acting out the song of ‘Hands, Knees and Toes’. They worked hard and gave equal effort to the next activity of a counting rhyme. When listening to the story of ‘Goldilocks’, the children showed respect for adults and then for each other as they gave their views on aspects of the story. The good use of the interactive whiteboard helped focus their attention, whilst the good story-telling skills of the teacher helped enthuse the children. The children are aware of certain healthy routines, including washing hands. They are already contributing to the community, through willingly helping to clear up. The welfare needs of the children are met well. The curriculum provides a good range of activities with a good balance of child- and adult-initiated learning. The internal environment is bright and stimulating, although there are missed opportunities to maximise the external area as a learning environment.

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*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>2</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 2        |
| The quality of provision in the Early Years Foundation Stage                       | 2        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2        |

## Views of parents and carers

The number of questionnaires returned is around that expected for a school of this size. A very small minority of those parents and carers that returned questionnaires express some concern about pupils' behaviour. Inspectors judged behaviour to be satisfactory during the inspection, and the pupils spoke of it having improved. A further small minority had concerns about the rate of progress of their child. Inspectors judged progress to be now satisfactory and improving. The overwhelming majority of parents and carers who responded feel their child enjoys school. A similar proportion are happy with their child's experience at the school.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bevois Town Primary 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 102 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

| Statements  | Strongly agree |    | Agree |    | Disagree |   | Strongly disagree |   |
|---|----------------|----|-------|----|----------|---|-------------------|---|
|   | Total          | %  | Total | %  | Total    | % | Total             | % |
| My child enjoys school  | 60             | 59 | 40    | 39 | 1        | 1 | 1                 | 1 |
| The school keeps my child safe  | 65             | 64 | 35    | 34 | 1        | 1 | 1                 | 1 |
| The school informs me about my child’s progress   | 46             | 45 | 48    | 47 | 8        | 8 | 0                 | 0 |
| My child is making enough progress at this school   | 42             | 41 | 50    | 49 | 8        | 8 | 2                 | 2 |
| The teaching is good at this school   | 52             | 51 | 46    | 45 | 2        | 2 | 1                 | 1 |
| The school helps me to support my child’s learning  | 47             | 46 | 47    | 46 | 7        | 7 | 1                 | 1 |
| The school helps my child to have a healthy lifestyle   | 48             | 47 | 52    | 51 | 2        | 2 | 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) | 41             | 40 | 53    | 52 | 6        | 6 | 1                 | 1 |
| The school meets my child’s particular needs  | 42             | 41 | 53    | 52 | 6        | 6 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 33             | 32 | 60    | 59 | 5        | 5 | 4                 | 4 |
| The school takes account of my suggestions and concerns   | 39             | 38 | 56    | 55 | 4        | 4 | 2                 | 2 |
| The school is led and managed effectively   | 50             | 49 | 47    | 46 | 4        | 4 | 1                 | 1 |
| Overall, I am happy with my child’s experience at this school   | 59             | 58 | 39    | 38 | 2        | 2 | 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 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      | 43  | 47   | 10           | 0          |
| Primary schools      | 6   | 46   | 42           | 6          |
| Secondary schools    | 14  | 36   | 41           | 9          |
| Sixth forms          | 15  | 42   | 41           | 3          |
| Special schools      | 30  | 48   | 19           | 3          |
| Pupil referral units | 14  | 50   | 31           | 5          |
| All schools          | 10  | 44   | 39           | 6          |

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| 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.**



19 September 2011

Dear Pupils

### **Inspection of Bevois Town Primary School, Southampton SO14 6RU**

You may remember our recent visit. You were eager to tell us about your school and we listened carefully to what you told us. We believe yours is a satisfactory school. This means that it does some things well and that there are other things it could do better.

We liked the way you listen to each other and that you told us that you feel safe. You have a good idea about how to stay healthy. We are pleased that many of you are attending more regularly. Well done! We also liked the way you make a good contribution to the community through the school council, eco-councillors and as playground friends. We judged your behaviour in class to be good, but some incidents in the football on the Astro Turf mean that behaviour overall is satisfactory.

Due to the hard work of the adults, you are now making better progress in writing, reading and mathematics. This is mainly resulting from the improvements to the quality of teaching that you receive. You trust the adults and know that your views will be listened to. The teaching is satisfactory, but we have asked that during lessons all your teachers give you challenging questions and that you have plenty of chances to practise your writing and mathematics skills in all subjects. Finally, we have asked them to encourage you to become more independent learners, to give you a clearer idea about what you need to do to improve your work, and that you take the responsibility of doing so. You can help by telling your teachers when you find the work too difficult or too easy.

All of the adults want things to improve even more. The governing body does its work satisfactorily but has few parent governors to help. We have asked that the governing body ensures that your parents and carers know more about the governors and the work they do for the school. We have also asked them to ensure that they all visit regularly and that when visiting they talk to a group of you.

Thank you again and I wish you all the best for the future.

Yours sincerely

Michael Pye  
Lead inspector

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