

North Baddesley Junior School

Fleming Avenue, North Baddesley, Southampton, SO52 9EP

Inspection dates 27-28 February 2014

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Leadership and management are good; the headteacher expects high standards from both pupils and staff. There is a focus on raising achievement and improving the teaching to support all pupils attending the school.
- Pupils make good progress and achieve well from their different starting points, because they are taught well in all classes. By the end of Year 6, attainment is above average in mathematics and reading and is improving in writing.
- The quality of teaching is good and some is outstanding. Teachers provide activities which are carefully planned and engaging for the pupils. Teaching assistants are very skilled and work effectively with pupils both within the class and with small groups outside the main classroom.
- The curriculum enhances pupils' experiences as it provides opportunities to support pupils' literacy and numeracy skills across different subject areas.
- Pupils' spiritual, moral, social cultural development is excellent. Their outstanding behaviour and extremely positive attitudes to learning help them to learn well and make good progress in lessons.
- Pupils say the school is a very safe and caring place and they have a good understanding of how to stay safe. Pupils really enjoy coming to school and attendance is above national average.
- The school enjoys good partnerships with parents and local schools.
- Governors have a clear understanding of the school and provide high levels of challenge as well as support to ensure the school continues to improve.

It is not yet an outstanding school because

- Not enough pupils, particularly the most able, reach the higher National Curriculum levels because work set is not always challenging enough.
- Pupils do not always improve their work because there is some inconsistency with teachers' marking, especially the time given for pupils to act on the advice given.

Information about this inspection

- Inspectors observed nine teachers teach during 13 lessons, including several joint observations with members of the school’s leadership team. In addition, inspectors made several short visits to lessons and observed a number of small groups of pupils taught by teaching assistants.
- Inspectors heard pupils read from Year 3 and 6 and also held meetings with groups of pupils.
- Inspectors spoke to five school governors including the Chair of the Governing Body, members of the school management team and a representative of the local authority. Inspectors also met with parents at the start of the school day.
- Inspectors looked at a range of documents, including school improvement plans and documents relating to safeguarding children. Consideration was given to past and current information about pupil’s progress, including looking at pupils’ work in books. They observed playtime, lunchtime and two assemblies, one of which was led by Year 5 pupils for their parents.
- Questionnaires were analysed from 17 staff.
- Inspectors took account of 41 responses from parents to the online Parent View survey during the inspection, an email was also received from a parent.

Inspection team

Sarah Jones, Lead inspector

Additional Inspector

David Westall

Additional Inspector

Full report

Information about this school

- North Baddesley Junior School is smaller than average primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average and proportion supported by school action plus or with a statement of special educational need is below average.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional income (pupil premium) is below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher has worked with other schools in the locality to help raise achievement and share the success of the practice at North Baddesley Junior School.
- The school has a number of awards including Blooming Schools, Design Mark and Eco Schools Green Flag Award. The school also has links with the local community.

What does the school need to do to improve further?

- Improve teaching and achievement so that it becomes outstanding by making sure that:
 - the work set in lessons is always hard enough for all pupils, particularly the most able
 - pupils are aware of how to improve their work and have opportunities to respond to the advice given.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in all year groups from their various different starting points. There are some inconsistencies in pupils' achievement in writing, which the school is working hard to eliminate. School information on pupils' levels clearly indicates that progress continues to improve in this area as a result of the headteacher's focus on developing writing in different subjects. However, it is too early to see the full impact of this on achievement.
- Progress has been more rapid in reading and mathematics; as a result considerably more pupils in Years 3, 4, 5 and 6 are on track to achieve their targets through an improvement in teaching and the additional support they receive in small groups.
- The pupils are making good progress because they really enjoy their learning; this is as a result of good teaching. Pupils work together very well; they treat each other's views with respect, share resources, help each other and discuss progress with their 'work partner'.
- The learning needs of pupils who move to the school from elsewhere are rapidly assessed and responded to, enabling them to settle quickly. As a result, they quickly achieve a good rate of progress in line with others, ensuring equality of opportunity.
- Pupil premium funding is used effectively to provide additional teaching assistant support. As a result, the attainment of pupils supported by the pupil premium funding is in line with that of other pupils in the school.
- Disabled pupils and those who have special educational needs make good progress. This is because the school regularly checks their progress and adjusts the support required. As a result these pupils make similar good progress as other pupils in the school.
- The more able pupils do not always make the progress of which they are capable, as sometimes they are given work which does not sufficiently match their interests or capacity to work independently.

The quality of teaching is good

- Teacher's enthusiasm and commitment shine through in lessons. They make learning interesting, they develop good relationships with the pupils and in turn pupils are really keen to learn.
- Teachers know just what they expect pupils to learn, their explanations are clear and this is based on their good subject knowledge and expertise, which they use effectively to develop pupils' skills in literacy and numeracy across subject areas.
- Teachers plan carefully together, taking into account what pupils already know, understand and can do. This makes sure that the tasks are challenging for most pupils and engage the interest of all. Occasionally the progress of more able pupils is hindered because they are given work that is not demanding enough.
- Teachers respect pupils' ideas and treat them as individuals; this is reflected in the pupils' confidence, motivation and achievement.
- Teachers question the pupils well to assess their understanding and challenge their thinking. However, occasionally questions are not probing enough and opportunities are missed to check the grasp of their understanding, especially for those pupils who do not always volunteer an answer.
- Whilst some classes benefit from excellent marking which helps the pupils to improve, this is not evident consistently across the school. Pupils' ability to make improvements to their work is limited when they do not always have time to respond to the next steps in learning that teachers have identified
- The large number of teaching assistants work well alongside the teachers. They are kept well informed which helps support the planning for individuals and small groups both within class and

those withdrawn for targeted support. This consistent approach to teaching helps to support and develop the learning of all pupils.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Pupil's behaviour both in lessons and around the school is exemplary. Pupils have outstanding attitudes to their learning and are very keen to achieve the best they can. Relationships across the school are very strong. Pupils are very polite and thoughtful to each other and show respect to all adults within the school. The participation of pupils in lessons is recognised and they are praised and their achievements are celebrated, which pupils enjoy.
- The school is a very harmonious community with pupils valuing everyone and every opportunity taken to teach pupils about respect in lessons and assemblies. It is clear that pupils like and respect their teachers
- Pupils have a thirst for knowledge and are extremely keen to learn. They listen to their teachers attentively and concentrate on the tasks very well. They really enjoy the lessons and appreciate the help they are given by staff.
- Pupils work amicably in small groups, accept different opinions and ideas and develop highly constructive relationships with their peers.
- Pupils in the school enjoy taking on responsibilities. For example they enthusiastically take part in the school council and eco club. Older pupils take seriously their role as Year 6 buddies for the Year 3 pupils when they transfer from the Infant School which helps to settle the new pupils quickly.
- Pupils are very keen to come to school and this is reflected in the high rates of attendance and good punctuality.
- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel happy and safe at the school and are very aware of whom they can talk to if the need arose. Pupils are extremely aware of what constitutes as bullying, such cyber bullying, name calling. One Year 3 pupil explained bullying is 'ultra rare'. Pupils are very clear what to do should any incidents occur.

The leadership and management are good

- The headteacher is an inspirational leader and provides excellent direction for the school to improve. Leaders at all levels are clearly aware of the needs of the school and agree on what the school's areas of development are and what needs to be done to address these.
- The headteacher has had a significant impact on raising standards and improving achievement. She has very high expectations for staff and pupils and leads by example. She has built a strong team of senior and middle leaders, all of whom share her commitment and strive for further improvement.
- Leaders have secured sustained improvements at the school, to improve the writing with pupils having more chances to write in a range of different subjects. However, it is too early to see the full impact of this on overall achievement and so leadership and management are not yet outstanding.
- Teachers are given clear feedback on how to improve their practice, with the national 'Teachers' Standards' used to inform the targets set for teachers. Regular reviews and observations are implemented to support and check the whole process effectively. These are linked to pupil progress and areas of responsibility.
- The school self-evaluation identifies priorities based on regular and rigorous checks carried out

by leaders at all levels. These in turn are evaluated on a regular basis for both their effectiveness and appropriateness.

- The local authority provides 'light touch' support, reflecting the school's good and improving record.
- The improved achievement of all groups of pupils, including those in receipt of pupil premium, reflects the effectiveness of the schools systems to track pupils' progress and achievement. Pupil premium has been used for additional staffing to create smaller teaching groups and in turn respond to the needs of these individual pupils. As a result pupils eligible for support are making good progress.
- The curriculum is exciting and responds to the pupil's needs and aspirations. Extra funding for physical education will be used to develop further opportunities for pupils to participate in a range of different sporting activities, as well as developing the teachers' skills in physical education to create a far more sustainable approach to physical education.
- Opportunities to find out about their own locality and the wider world are excellent, and this helps pupils to learn about and respect the values and beliefs of different cultures, including a link with a Ugandan school. This helps promote their spiritual, moral, social and cultural development really well, with pupils valuing the environment and their Eco Schools green flag achievement.
- The school has good links with parents and most are pleased with the level of communication and feel confident that any concerns are dealt with effectively.

■ **The governance of the school:**

- Governors are challenging and supportive. The governing body has a clear understanding of the schools strengths, areas for development and the needs of the pupils, in relation to similar schools. It is very clear on the targets for the school and how these can be met. Governors make sure that statutory responsibilities are met, such as safeguarding requirements are fully in place and effective. Governors know what the school does to reward good teaching and tackle any underperformance. They know about the implementation of 'Teachers' Standards' and how they affect salary progression. Governors check spending carefully and know how the school is using the pupil premium funding to improve pupils' achievement. Governors make sure they are kept up to date with training to improve their effectiveness, this is especially important as challenging leaders and holding leaders to account is an essential role of all governors.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	115998
Local authority	Hampshire
Inspection number	441020

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	241
Appropriate authority	The governing body
Chair	Sally Gray
Headteacher	Susan Smith
Date of previous school inspection	10 May 2011
Telephone number	02380 411100
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