

Bevois Town Primary School

Cedar Road, Southampton, Hampshire SO14 6RU

Inspection dates

16–17 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The headteacher provides exceptional leadership. She is persistent in her drive to improve every aspect of the school so that pupils have every opportunity to succeed.
- Inspirational senior leaders share the headteacher's vision and ambition and they drive the school forward.
- Leaders make this a special place to learn and work. Everyone is valued and respected and all work as a team.
- Governors support senior leaders very well. They carry out their roles professionally and provide a high level of challenge.
- Teaching is effective because of the strong leadership. Leaders monitor and evaluate the impact of teaching on learning regularly. They are systematic in the support and challenge that they provide, and expect the best from teachers.
- As a result of good teaching, pupils, including disadvantaged pupils, make good progress and are well prepared for the next stage of their education. However, not all pupils are achieving the standards of which they are capable.
- Leaders and teachers are working hard to further develop language skills so that pupils can speak, read and write more fluently. This is helping more to achieve at least the expected standards in reading, writing and mathematics.
- Pupils who have special educational needs (SEN) and/or disabilities are making a similar rate of progress to other pupils nationally. Leaders and teachers are taking decisive action to help this group of pupils make stronger progress.
- Children in the Reception class benefit from very high levels of care and support. They make good progress from low starting points.
- The large majority of parents are very supportive of the school. They believe their children are well cared for and make strong progress in their learning.
- Pupils feel safe at school and show high levels of consideration and respect for each other. A number of pupils have leadership responsibilities, enabling them to make very positive contributions to school life.
- Pupils' behaviour is impeccable. Effective strategies to promote good behaviour encourage pupils to be self-reflective and to think about the results of their actions on others.

Full report

What does the school need to do to improve further?

- Ensure teaching provides robust challenge for all pupils, particularly those who have the potential to achieve the higher standards in reading and mathematics.
- Continue the focus on developing and enriching vocabulary so that all pupils become articulate speakers and confident readers.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The school is led by a dedicated and inspiring team of leaders. The leaders are absolutely committed to supporting every pupil to achieve their very best through learning experiences that are fun and challenging.
- Leaders are extremely diligent in their work and are not afraid to question and challenge one another. They carry out detailed research into different methods of delivering learning to ensure that they find the best ways of teaching their pupils. For example, the use of the school's choice of planning tool when preparing all types of writing is significantly improving the quality of pupils' writing across the curriculum.
- Since the last inspection, the inspirational headteacher has made significant improvements to the education of all pupils. She has managed the expansion of her school and delivered brave changes to the learning environment. For example, her vision of what a good early years education looks like has resulted in the transformation of what was a local authority children's home into a vibrant learning environment for the very youngest children.
- The headteacher has skilfully developed her team since the last inspection. With her senior leaders, she constantly works to improve the school, addressing the significant additional challenge provided by the high mobility of the school's population.
- Senior leaders are thorough in their monitoring to find out the school's strengths and weaknesses. They sharply focus on the quality of teaching and learning, on pupils' progress and on their attendance. Where weaknesses are identified, swift action is taken to address issues and improvement is expected to be timely.
- High-quality professional development is carefully planned. It links with whole-school priorities as well as the needs of individual staff. Leaders have arranged for teaching assistants to attend weekly staff meetings. Teaching assistants are very positive and say that attending these meetings helps to keep them up to date with the school's priorities and contributes positively to pupils' learning, care and development.
- Senior leaders have developed a strong sense of purpose among staff and morale is high. Staff enjoy working at the school and display an absolute commitment to the well-being of all pupils.
- Leaders of English and mathematics ensure that staff are well supported to deliver a curriculum that is fit for purpose. Their work in embedding strong practice across the school is having a positive impact on pupils' outcomes. Further work is required to increase the proportions of pupils working at the higher standards, particularly in reading and mathematics.
- The curriculum is exciting because learning intentions are meaningful and relevant to pupils. It helps pupils to develop as well-rounded individuals who learn from their own experiences as well as from the experiences of others. The curriculum is enriched and developed extremely well through a range of visits and other activities. For example, a recent visit to Sea City inspired one pupil to write evocatively about the journey of 'The Mayflower'. He wrote: 'The darkness was slowly overtaking the sky. It layered a black

stormy blanket over the boat.'

- Pupils' spiritual, moral, social and cultural development is a significant strength of the school. The commitment from leaders to establish Bevois Town as a 'School of Sanctuary' is inspirational. Their sense of moral purpose and commitment to every human being is infectious. The project's aims are consistently upheld across all year groups and are reflected on each and every day. Consequently, pupils clearly understand that their school warmly welcomes everyone regardless of who they are or where they come from. One pupil said: 'It doesn't matter if you're different. We are a big community and we respect each other.'
- Pupils and staff are immensely proud of being a 'School of Sanctuary'. It is woven through learning across the curriculum. Pupils talk eloquently about their own experiences of moving countries and schools. They benefit from reading a range of texts that support their reflections and discussions. For example, Year 2 pupils read 'Amazing Grace' to help them explore the concept of family and associated feelings, while Year 3 pupils are prompted to compare and appreciate different cultural heritages through 'We are Britain' by Benjamin Zephaniah.
- Leaders ensure that they prepare pupils for life in modern Britain well by linking the school's values, for which 'HEART' is the acronym, to everyday experiences.
- Leaders and governors have ensured that all additional funding is carefully targeted to improve pupils' outcomes. They publish full reports on each area of spending on the school's website. The primary physical education and sport premium is used to improve pupils' skills and offers them a greater range of resources and sporting activities. This contributes directly towards improving pupils' physical and emotional health and well-being.

Governance of the school

- Governors are absolutely committed to getting the best for every pupil and know the school's strengths and weaknesses well. Their analysis of the headteacher's detailed reports enables them to ask challenging questions to understand the difference that leaders' actions have made.
- Governors understand and fulfil their statutory duties well, particularly those relating to safeguarding and pupils' welfare. They have undertaken additional training and carry out a very detailed safeguarding audit each year to be absolutely certain that the school's systems and procedures keep all pupils safe.
- Governors have a clear action plan. This ensures that they hold leaders to account and carry out all relevant checks on the school in a timely manner.
- Governors are committed to spending time in school when they can. They keep concise and informative notes of their visits in order to share them at meetings of the governing body and question senior leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a strong safeguarding culture which places pupils at the heart of its work. Staff know and have a thorough understanding of the signs and symptoms of pupils who may be at risk. Staff and governors are clear about what to be alert to because of effective induction and ongoing training.
- Staff are clear about the procedures to follow if they have a concern about a pupil's safety. They follow these precisely. Leaders maintain safeguarding records that show a clear chronology of actions and outcomes. All records are securely stored.
- Leaders work in partnership with other agencies and are strong advocates for pupils. If leaders feel that the support being offered to pupils and their families by an agency is insufficient, they will always challenge.
- Leaders have made specific provision within the school's safeguarding policy with regard to pupils' mental health. They have recognised that this is an area of increasing need in their school and are monitoring these pupils carefully.

Quality of teaching, learning and assessment

Good

- The quality of teaching is good across the school, with some outstanding elements. This ensures that most pupils, including the disadvantaged and those who have SEN and/or disabilities, make good progress over time. Any weaknesses in teaching are quickly identified and addressed by senior leaders.
- Teachers plan well to support pupils' learning. Curriculum maps are detailed and identify the key skills and knowledge for each subject. These ensure that teaching builds on what pupils already know and can do.
- Teaching assistants provide effective support for pupils. They have a good understanding of pupils' individual starting points. As a result, they are skilled in tailoring support effectively to meet pupils' educational, emotional and social needs.
- Most teachers have good subject knowledge and plan learning that matches pupils' needs. Lessons are both engaging and challenging and pupils enjoy their learning and focus well. For example, in a Year 3 English lesson, pupils investigated the differences between fiction and non-fiction texts. Pupils used high-quality texts as they enthusiastically discussed their ideas with a partner. The teacher kept them engaged through skilled questioning, building on their previous learning and allowing them time to reflect.
- A significant amount of work has been undertaken to improve the teaching of mathematics. Pupils now have a better understanding of how mathematics is helpful in their lives and why. Currently, most pupils are working at the standards expected for their age and are making good progress. In the strongest mathematics lessons, all pupils are engaged in fast-paced and exciting learning and are supported by adults' careful questioning. However, some teachers need to check that the most able pupils are sufficiently challenged and so deepen their understanding.

- Phonics is planned carefully for the wide range of attainment in key stage 1 classes and is taught well. Although key stage 1 pupils enjoy reading and talking about stories, they do not always use their phonics knowledge to help them read unfamiliar words.
- Leaders and teachers are working hard to develop and broaden pupils' vocabulary. They want to ensure that pupils are well equipped with the tools they need to become more confident readers and articulate speakers. This is helping to improve the standards that pupils are achieving in their reading, but there is more work to do.
- Assessment is used effectively to build on pupils' prior knowledge and skills. Teachers' timely interventions in lessons help pupils to understand what they are learning and how to move on quickly to the next step.
- Most work in pupils' books is well presented and pupils are proud to share these with visitors. Teachers' feedback to pupils about their work accurately reflects the school's marking policy.
- Parents receive useful information about what their children are learning across the curriculum. They are also given guidance about how best to help their children to continue their learning at home.
- Parents receive good information about how their children are progressing. Pupils with an education, health and care plan work with the inclusion leader to make a video, set to the music of their choice, which shows how they are achieving their learning goals. Other pupils write feedback on their annual reports. This charts their successes and identifies their next steps. Both forms of communication are very well received by parents.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils enjoy coming to school and are proud of what they achieve. There are many pupils who join the school part way through the school year. Staff and pupils embrace the needs of these new arrivals and support them to settle quickly.
- Pupils are eager to work hard and are committed to developing their skills as learners. They are resilient learners because they know if they make a mistake they can learn from it.
- There is a friendly, calm and nurturing atmosphere around the school. Although the school is made up of three separate buildings, there is no doubt that this is one school with shared values and goals.
- The vast majority of parents agree that the school keeps their children safe. One parent said, 'This is a good school where my children are safe.'
- Pupils say that the school keeps them safe and that there is very little bullying. If it does occur, pupils are confident that teachers will be quick to 'sort any problems out properly'.
- The school provides exceptional care for pupils, staff and families. Senior leaders listen

and care, and ensure that all pupils make good progress in spite of the range of specific and often very complex needs and challenges.

- The school makes sure pupils know how to stay safe and behave responsibly when using technology.
- Leaders ensure that pupils understand how to live healthy and positive lives, both physically and emotionally, and why that is important. Pupils benefit from a wide range of activities during and after the school day. These include a variety of competitive sports and the opportunity to play in the school's ukulele band. Lunches are always well balanced and carefully planned to meet the particular requirements of the many different cultures within the school. This also helps pupils to learn more about nutrition and healthy eating.

Behaviour

- The behaviour of pupils is good.
- Pupils are friendly and polite and are keen to share their views of the school with visitors.
- Pupils' behaviour as they move around the school is exemplary. At breaktime and lunchtime pupils play sensibly together.
- Pupils listen well in lessons and know what is expected of them and respond positively. Occasionally, pupils can be distracted when their work is not matched well enough to their needs.
- Not enough pupils attend school regularly and on time. Persistent absence figures are particularly high because a large proportion of pupils take extended holidays or visit families in other countries. Staff monitor attendance closely and leaders are taking decisive action to address this issue.

Outcomes for pupils

Good

- There are high levels of mobility in the school, with pupils moving in and out at other than the normal admission points. A significant number of pupils have English as an additional language and are at an early stage of learning to speak English. Leaders keep careful records to monitor pupils' progress, regardless of how long pupils remain at the school.
- Pupils at Bevois Town make good progress from their different starting points throughout the school and across subjects.
- Regular assessments and meetings to monitor pupils' progress provide opportunities for leaders and teachers to discuss pupils' individual outcomes and identify strategies to help pupils who need additional support.
- In 2017, the proportion of pupils achieving the expected standard in reading, writing and mathematics at the end of key stage 2 was below average. However, a number of pupils in key stage 2 made much stronger progress and achieved the higher standards in reading, writing and mathematics.
- Attainment at the end of key stage 1 was below average, in 2017, but standards are

improving because of well-targeted support and coaching for teachers.

- The teaching of phonics is particularly strong. Outcomes have improved year-on-year, and in 2018 the majority of Year 1 pupils achieved the expected standard in the phonics screening check. By the end of Year 2, almost all pupils have achieved the expected standard.
- Leaders make very good use of the additional funding for disadvantaged pupils. Consequently, the attainment of this group at the end of key stage 2 has been at least in line with, and often above, other pupils nationally in reading, writing and mathematics since 2016.
- Current pupils, including disadvantaged pupils and those who have SEN and/or disabilities, are making good progress in reading, writing and mathematics because of well-planned support from teachers and teaching assistants.
- The majority of pupils at Bevois Town have English as an additional language. They receive very well-targeted support and, consequently, are making good progress in all areas of the curriculum.
- Work in the books of current pupils, across the curriculum, shows that a greater proportion are making strong progress. There are significant improvements in mathematics. However, in a few classes, teachers do not ensure that the most able pupils are challenged to reach the higher standards.
- Pupils are well prepared for their next stage of education as they have excellent attitudes to learning and are making good progress. The majority of pupils move on to their next school with strong skills, knowledge and understanding.

Early years provision

Outstanding

- Provision for children in the Reception class is outstanding. Leaders have worked tirelessly to develop an exciting and inspiring learning environment. Early years staff are talented and knowledgeable. Consequently, children make strong progress from their different starting points.
- This is a highly inclusive school where everyone feels welcomed. The assistant headteacher who currently leads in early years has taken well-thought-through, deliberate steps to include all children regardless of the complexity of their needs. She has provided exceptional training and support for staff and is absolutely committed to ensuring that every child makes good progress.
- There is a high proportion of children who have SEN and/or disabilities, many of whom have highly complex needs. By working with a local special school, Reception staff have been able to develop their knowledge and skills to effectively support the increasing range of needs. Staff quickly develop a thorough knowledge and understanding of how children learn best. By working in partnership with their parents, staff give children high-quality care and support along with very rich learning opportunities.
- Children love coming to school, reflecting the staff's absolute commitment to giving every child the best possible learning experience. Relationships are strong and talented adults bring learning to life.

- Children settle very quickly into Reception because they are made to feel extremely welcome and safe. Parents speak positively about how well staff prepare their children before they start school.
- A significant number of children have English as an additional language and many start school speaking little or no English. Staff work hard to develop children's communication and language skills by using lots of signs and visual resources. Consequently, children make substantial progress in Reception, with an increasing majority being ready for learning in Year 1.
- The teaching in Reception is of a consistently high standard. Each day is planned carefully so that children's individual needs are met. Adults provide extra support and challenge through helpful and timely questions to move learning on. For example, while identifying different shapes and colours, a boy moved to join another child who was emptying the button box. The teacher then asked them, 'Shall we see if we can sort the buttons?' She observed the children as they sorted buttons into colours and sizes. She developed their spoken language by modelling the correct vocabulary as they described what they were doing and noticing.
- The curriculum is organised exceptionally well and children enjoy rich and imaginative experiences throughout the day. The large outside area has been recently improved to provide ample opportunities for children to develop in all areas of learning. They enjoy their new 'green area' as they sort wooden shapes and learn about different colours. Inside, pupils move between the rooms, while adults lead focused activities for specific groups and also support children who are self-selecting activities.
- Children work well on their own, in pairs and in groups. They take turns and share and clearly enjoy the activities and experiences offered. They are developing good learning habits.
- Staff are fully committed to supporting children's emotional well-being. They provide sensitive and practical help so that children can get on with their learning. For example, one child was very anxious about starting school and brought some special mementos from home to hold. An adult provided her with a bag which she strapped around her waist so that her things were close to her. The child no longer needed to physically hold them and could more easily participate in the learning activities.

School details

Unique reference number	116088
Local authority	Southampton
Inspection number	10046493

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

Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	403
Appropriate authority	The governing body
Chair	Mrs Katie Stewart
Headteacher	Mrs Alison Maybury
Telephone number	023 8022 1467
Website	www.bevoistown.co.uk
Email address	info@bevoistown.co.uk
Date of previous inspection	28–29 November 2013

Information about this school

- The school is larger than the average-sized primary school. It has increased by five classes since the last inspection and each year group now has two classes.
- Since the last inspection, a new teaching block for Years 5 and 6 has been built and a new Reception class has opened. The Reception class is approximately 150 yards down the road from the main school building.
- A new senior leadership team has been established since the last inspection, with the appointment of a deputy headteacher and two assistant headteachers.
- Three quarters of pupils speak English as an additional language.
- The proportions of pupils who are disadvantaged and those who have SEN and/or disabilities are above the national averages.
- The school is a member of the Aspire Community Trust.

Information about this inspection

- The inspectors observed learning across the school. Senior leaders observed some lessons jointly with inspectors.
- Inspectors listened to pupils read and reviewed the work in their books.
- Pupils' behaviour in lessons and during breaktimes was observed.
- Inspectors talked to pupils in lessons, around the school and held a formal meeting with pupils.
- Inspectors carried out a scrutiny of pupils' learning in mathematics and writing. They worked with middle and senior leaders on this task.
- Inspectors held discussions with the headteacher, senior leaders, middle leaders and class teachers. In addition to this, they met with members of the governing body, a group of staff and those responsible for safeguarding and attendance. Inspectors also spoke to a representative of the local authority.
- Inspectors scrutinised a range of documentation, including leaders' evaluation of the school's performance and the school improvement plan. They also looked at the governors' action plan, minutes of the governing body's meetings, the school's policies and documentation relating to safeguarding and pupils' attendance.
- Inspectors considered the views of parents gathered during the inspection, in addition to 29 responses to the online questionnaire, Parent View, and 17 free-text comments. Inspectors considered the views of staff and pupils gathered during formal and informal meetings.

Inspection team

Sarah Varnom, lead inspector	Ofsted Inspector
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Becky Greenhalgh	Ofsted Inspector

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