

Inspection of a good school: Bishop's Waltham Junior School

Oak Road, Bishops Waltham, Southampton, Hampshire SO32 1EP

Inspection dates:

22 and 23 March 2022

Outcome

Bishop's Waltham Junior School continues to be a good school.

What is it like to attend this school?

Pupils are proud of their school. They love playing in the beautiful grounds and appreciate the benefits of having a swimming pool. Pupils are happy and feel safe. Relationships between pupils and adults are a real strength of the school. Pupils do not worry about bullying because they know that adults will deal with any incidents, which are rare.

Leaders have made sure that the curriculum is interesting and well organised. Pupils enjoy their learning and want to do their best. They are keen to answer teachers' questions and they have the confidence to ask for help when they get stuck. Classrooms are calm because pupils work hard and concentrate. Pupils behave well. They know that the school has high expectations of them and that being respectful will earn them a merit point, which they all strive to earn.

Pupils enjoy the breadth of opportunities the school provides. Singing and school productions are attended by many. The 'Young Voices' are looking forward to singing on a London stage. Year 6 are eager to talk about their recent residential trip, where they tried many outdoor activities.

What does the school do well and what does it need to do better?

Subject leaders are passionate about their ambitions for all pupils. They have constructed a curriculum which is broad and engaging. It covers the full range of the national curriculum. Subject overviews enable teachers to clearly know what pupils have already learned and what their next steps are. Teachers make sure that tasks are designed to enable pupils to understand and remember what they are learning. They check carefully to make sure that there are no gaps in learning before moving on.

Leaders are resolute that all pupils will read fluently and develop a love for reading. They have developed the reading curriculum thoughtfully and ensured that every year group has high-quality texts that are age-appropriate. The variety of texts enables pupils to build on their reading skills, for example by extending their vocabulary, knowledge and

understanding. Pupils learn to make predictions, and retrieve and infer information well. Every class goes to the school library twice a week and pupils are encouraged to continue reading at home by becoming a 'ravenous reader'.

A few pupils have not fully mastered early reading skills. Although teachers teach phonics well, the books that these pupils are reading do not always match the sounds that they know. This hampers them catching up as quickly as they need to.

The teaching of mathematics is a strength of the school. Leaders have designed a curriculum which is sequenced well. It builds on what pupils should know and remember. Leaders have ensured that there is regular training in mathematics. As a result, teachers have strong subject knowledge and know the common errors pupils might make. They check carefully what pupils remember at the beginning of each new unit and plan the learning journey from the results. Pupils who struggle are given support to ensure they fully understand before moving on, which enables them to catch up.

Pupils with special educational needs and/or disabilities (SEND) learn well. There are well-understood systems in place for teachers to identify any barriers to learning and put in support. The special educational needs coordinator works closely with parents and outside agencies to ensure pupils receive the specialist support they need to make progress. Teachers skilfully adapt tasks to make sure that pupils with SEND can learn the same curriculum as their classmates.

Pupils' wider development is a priority. Leaders ensure that pupils understand British values and what makes a good citizen. Pupils learn about different faiths and religions and know that everyone should be treated with respect. They value the opportunities to support different charities and talked passionately about the recent collection of clothes and toys for the Ukrainian people, which filled the hall.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding across the school. Governors have good oversight. Leaders have made sure that all staff are regularly trained so they can recognise the signs that might be a concern. Staff know the procedures they need to follow if they are worried about a pupil.

Leaders work well with other agencies when pupils or their families need support to keep safe. They make sure that pupils learn how to keep themselves safe on the road and in the wider community. Pupils who are cyber ambassadors organise assemblies on using the internet safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders are not using one systematic synthetic phonics scheme to help the weakest readers catch up. Leaders need to make sure that pupils practise reading using books that are matched well to the sounds they are learning.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in February 2017.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	116006
Local authority	Hampshire
Inspection number	10211340
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Louise Neale
Headteacher	Darren Campbell
Website	www.bwjunior.hants.sch.uk
Dates of previous inspection	31 January and 1 February 2017, under section 5 of the Education Act 2005

Information about this school

- The school does not currently use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector met with the senior leaders, subject leaders, the special educational needs coordinator, staff and pupils.
- Deep dives were carried out in these subjects: reading, mathematics and computing. To do this, the inspector met with subject leaders, had discussions with staff and pupils, visited lessons and looked at pupils' work.
- The inspector observed pupils reading to a familiar adult.
- Curriculum plans for geography and science were reviewed with the subject leaders. The inspector spoke to pupils and looked at a range of their work in these subjects.

- The inspector met with representatives from the governing body and an officer from the local authority.
- To inspect safeguarding, the inspector reviewed the school's single central record of recruitment checks, and met with the designated safeguarding leads. The inspector spoke to pupils and staff and reviewed records, policies and staff training.
- The views of parents, staff and pupils were considered through Ofsted's online surveys.

Inspection team

Becky Greenhalgh, lead inspector

Ofsted Inspector

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