

Inspection of Bursledon Junior School (CA)

Long Lane, Bursledon, Southampton, Hampshire SO31 8BZ

Inspection dates: 15 and 16 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

What is it like to attend this school?

Pupils thoroughly enjoy coming to this kind and inclusive school. The school's values of 'love', 'respect' and 'aspire' permeate throughout. Staff help pupils understand the rules of the school in a fun way. Phrases like 'wonderful walking' help pupils understand how to conduct themselves around the school.

Following a positive transition from infant school, pupils enjoy learning interesting knowledge and skills across all subjects. They know staff have high expectations of what they can do and achieve. Pupils are encouraged to take part in many aspects of school life. This includes participating in a range of trips and clubs, including residential visits. Pupils also take part in valued community events, such as reading poetry at a recent memorial service for Queen Elizabeth II.

The behaviour of the majority of pupils is very positive. However, on occasion, learning can be disrupted by a small number of pupils who find it more difficult to manage their behaviour. Leaders know this and are providing support to help everyone learn. Pupils appreciate this and show thoughtful care for their classmates. As one pupil commented, 'We help in class and outside with our friends. We calm people down and look after them like mums and dads.'

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

Leaders are ambitious for every pupil. The curriculum pupils receive is broad and balanced. Leaders, at all levels, have improved the teaching expertise of staff. An example of this is in mathematics. Here, teachers can follow clear curriculum planning that means pupils carefully build their mathematical skills and knowledge. Pupils are positive about their learning and are keen to share their understanding and apply this to the 'Big Problem' in each topic.

Leaders want every pupil to be a confident reader. A strong culture of reading for pleasure is embedded across the school. Pupils become more fluent because the books they read are well matched to their stage of reading. Leaders prioritise support for pupils who find reading more difficult. This is helping them catch up with their peers.

In the foundation subjects, leaders have thought carefully about how they organise the learning of key knowledge. In subjects such as physical education, each unit helps pupils to build their understanding of the skills needed to play different sports. However, as yet, teachers are not regularly checking that pupils remember what has been taught. Consequently, pupils may not always be ready and confident to move on to new learning.

Leaders consider the needs of all pupils with care. Pupils are profoundly appreciative of the support given. Additional behaviour or pastoral support is put in place for pupils with special educational needs and/or disabilities (SEND) as well as those

from disadvantaged backgrounds who may need this. Comprehensive individual plans identify the specific support required to ensure all pupils can learn well.

Behaviour in class and around the school is largely respectful. Where pupils need additional, specialised support with their behaviour, leaders seek support from external agencies. In addition, ongoing training in school is focused on carefully applying the school's behaviour policy and providing the support outlined in behaviour plans. Leaders know there is more to do to ensure a consistent approach to ensure all pupils can learn calmly and confidently.

The school's provision for pupils' wider development is a strength. Pupils develop a genuine sense of inclusion, including a strong spiritual and cultural understanding of the world in which they live. Pupils appreciate having the opportunity to think in mature and considered ways. They value the opportunity for thoughtful and relevant debates such as 'Should we ever forgive war?' Pupils fondly remember many experiences beyond the classroom. There are a range of visits and visitors which add depth to the curriculum, such as a history trip to Hampton Court.

Leaders provide opportunities to support staff with their workload and well-being. The governing body is diligent in giving support and challenging leaders as they continue to improve the education at the school.

Safeguarding

The arrangements for safeguarding are effective.

The school has well-established practices to safeguard pupils. All staff receive appropriate training that ensures any concerns are reported without delay. Senior staff consider and implement the appropriate action. Referrals to outside agencies ensure pupils, who may be at risk of harm, receive much-needed support. Leaders maintain detailed safeguarding records and complete all necessary pre-employment checks.

The school's personal, social and health education curriculum provides the pupils with a good understanding of how to stay safe both in everyday situations and online. The older pupils demonstrate a mature approach when talking about how to stay mentally and physically healthy.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A small number of pupils, who find it more difficult to manage their behaviour, do not always get the consistent support they need. This means there are times when learning is disrupted. Leaders need to continue to seek and provide the specific support to ensure all pupils have what they need to learn well. This

includes working with staff within school as well as accessing further guidance and expertise from external agencies.

- Within the foundation subjects, teachers do not consistently check whether pupils have learned the intended curriculum. Consequently, pupils cannot confidently link prior learning and apply this to what they learn next. Leaders need to ensure that teachers have the knowledge and expertise to consistently assess what pupils know and remember across the curriculum.

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.

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	116027
Local authority	Hampshire
Inspection number	10256394
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	337
Appropriate authority	The governing body
Chair of governing body	Hilary Bax
Headteacher	Kerry Stamp (Executive Headteacher) Emma Elliott (Head of School)
Website	www.bursledonschools.co.uk
Date of previous inspection	14 November 2017, under section 8 of the Education Act 2005

Information about this school

- The school is federated with Bursledon Church of England Infant School. They share a governing body.
- Since the last inspection, there have been a number of changes in the senior leadership of the school. The executive headteacher joined the federation in January 2021.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher, the head of school and seven members of the governing body, including the chair of governors. The lead

inspector also held a telephone conversation with an officer from the local authority.

- Inspectors carried out deep dives in these subjects: early reading, mathematics, religious education, physical education and history. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors reviewed the arrangements for safeguarding by scrutinising safeguarding records and interviewing staff, and through discussions with pupils.
- The inspectors considered the views of parents shared through Ofsted Parent View. They gathered the views of pupils and staff through surveys, interviews and discussions conducted throughout the inspection.
- The inspectors reviewed a range of the school's documentation including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Chris Parker, lead inspector

His Majesty's Inspector

Stuart Edwards

Ofsted Inspector

Paul Hemmings

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022