

Inspection of Mudeford Junior School

Mudeford Lane, Mudeford, Christchurch, Dorset BH23 3HP

Inspection dates: 28 February and 1 March 2023

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Good

Previous inspection grade

Outstanding

This school was last inspected 14 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2020, the school was exempted by law from routine inspection, so there has been a longer gap than usual between inspections. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last inspection.

What is it like to attend this school?

'The needs of the children come first' and 'my child is thriving' are views shared by many parents and carers and show what it is like to be a pupil at Mudeford Junior School. Pupils flourish at this school and are proud to be part of it. Staff create a calm and productive atmosphere with a sense of fun.

Leaders have high expectations for pupils' achievement. Pupils benefit from a well-developed curriculum. They enjoy learning and achieve well. This includes pupils with special educational needs and/or disabilities (SEND) and those who are disadvantaged.

Pupils' behaviour is exemplary in lessons and during social times. Pupils are supportive and caring of each other. They value their strong friendships with each other and warm relationships with staff. They comment: 'Being treated fairly boosts our morale and confidence; if we are all treated the same, we are all motivated the same.' Pupils feel safe and happy. Bullying is extremely rare. If it does happen, pupils say that adults sort it out quickly.

Pupils value the diverse range of wider opportunities they get. These support pupils in developing their skills and interests, such as sports, music and gardening. All pupils feel welcome to attend these clubs.

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

Leaders are ambitious for the pupils at this school. The curriculum provides all pupils with the necessary knowledge and skills to succeed. Pupils are taught by passionate teachers who have a high level of subject expertise.

Leaders prioritise the early identification of pupils with SEND. They share strategies and relevant information with staff to ensure that the needs of pupils are well met. Teachers adapt work with care to allow pupils to experience success and achieve well. Pupils with SEND speak positively about the support they receive from staff.

Pupils learn well from a wide range of experiences. Across most subjects, teachers check what knowledge pupils know and remember. For example, in history, pupils can talk confidently about the Roman Empire. They demonstrate a secure understanding of the past and present. However, leaders rightly recognise that, in some subjects, assessment is underdeveloped. As a result, pupils' recall of prior learning in these subjects is patchy.

Leaders place a high priority on reading. They are determined that every pupil will leave key stage 2 with a love of reading and the ability to read with fluency and understanding. Where pupils are still in the early stages of reading, teachers ensure that they have plenty of practice to catch up quickly. Books sent home match the phonics knowledge of pupils. This allows them to build fluency and increase their confidence in reading.

Leaders and staff ensure that pupils benefit from exceptional pastoral care and personal development. Leaders go above and beyond the national curriculum to provide pupils with high-quality care and education. For example, pupils have planned careers education which sparks their interest in what they might like to do in the future. In addition, pupils learn about the importance of finance and budgeting. This work prepares them well for their future.

Pupils behave impeccably in lessons. They demonstrate positive attitudes to their learning. This level of behaviour means that lessons are not interrupted. Pupils are curious and want to learn. For example, during the inspection, pupils were engrossed in the 'global awareness' activities. They were excited to welcome visitors from around the world and relished learning about their cultures.

Adults love working at the school. They welcome the camaraderie among each other and the support they receive from leaders. They welcome the training they receive, which develops their knowledge and skills. Staff appreciate the value leaders place on their mental health and well-being. Leaders are conscious of staff's workload and consider ways to help them manage this.

Governors know the school well. They hold leaders to account well for the quality of education and care that pupils receive.

Most parents are positive about the work of the school. They welcome the family feel and are confident that their children are well cared for and benefit from a good education.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, including governors, have created a strong culture of safeguarding, with the view that 'it could happen here'. Staff are well trained to notice and report any signs of concern. Leaders respond swiftly to support pupils and families in need of help. They do not hesitate to escalate concerns when required. Staff carry out the required checks on the suitability of staff to work with pupils. Leaders provide a curriculum that teaches pupils to understand age-appropriate risks, including healthy relationships. Pupils know that adults will listen to them if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, teachers' checks on what pupils know and remember are underdeveloped. Consequently, pupils' recall of prior learning is patchy. Leaders should ensure that systems for assessment are implemented effectively in every subject so that pupils know and remember more.

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	113740
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10242374
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	259
Appropriate authority	The governing body
Chair of governing body	Karen Smith
Headteacher	Mark Partridge
Website	www.mudefordjun.dorset.sch.uk
Date of previous inspection	6 November 2008

Information about this school

- This school makes use of an alternative provider.

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 any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and music. For each deep dive, the 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.
- Inspectors sampled pupils' work in science and religious education.
- Inspectors listened to pupils in Years 3 and 5 read.
- Inspectors reviewed the school's safeguarding documentation, including the safeguarding checks carried out on staff working at the school. They considered

how well the designated safeguarding leaders act on concerns about pupils' welfare and safety. Inspectors talked to pupils, staff and governors about how the school keeps everyone safe.

- Inspectors considered key documentation, including the school's self-evaluation and school development plans.
- Inspectors observed pupils' behaviour in lessons and around the school site. Inspectors met with leaders to discuss how they respond to behaviour incidents and pupils' attendance.
- Inspectors met with the headteacher, deputy headteacher, other school staff and four members of the governing body.
- An inspector held a telephone call with an education adviser from Bournemouth, Christchurch and Poole local authority.
- Inspectors considered the responses to Ofsted's online survey, Ofsted Parent View, including free-text responses. They spoke to parents at the start of the school day.
- Inspectors took into consideration the responses to the staff survey.

Inspection team

Jen Southall, lead inspector	His Majesty's Inspector
Carl Thornton	Ofsted Inspector
Darren Preece	Ofsted Inspector

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