

Inspection of a good school: Bevois Town Primary School

Cedar Road, Southampton, Hampshire SO14 6RU

Inspection dates:

27 and 28 February 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils are truly encouraged to 'smile, sparkle and shine' at this school. They have every opportunity to do their very best. The school's high ambition for all pupils to learn detailed knowledge and skills is evident from the very moment they join the school. Many pupils speak English as an additional language. The school is meticulous in supporting these pupils to learn. All pupils rise to adults' high expectations. Pupils work hard, show resilience and determination and achieve exceptionally well.

Pupils benefit from a wide range of opportunities that enrich their education. Specialist workshops develop pupils' broader knowledge. Most recently, these have included an orchestral workshop led by university students and a session about stopping racism. Pupils' learning is also enhanced through carefully considered visits to places such as an ancient farm, different places of worship and to local museums.

Pupils act with high levels of respect towards each other and towards adults. Pupils listen to one another with maturity when discussing their ideas. In conversations they build on each other's comments and readily consider differing viewpoints. Pupils value diversity. They are rightly proud of how their school welcomes people from many cultures.

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

The school's carefully constructed curriculum identifies the important knowledge and skills that pupils must learn in all subjects. A well-organised sequence of learning ensures that pupils connect ideas together and develop deep understanding. A strong focus on explaining ideas verbally and developing vocabulary supports pupils to explain their thinking with confidence and clarity. For example, pupils in Year 6 can explain how migration and trade have enabled Southampton to develop as a port. They have a strong

understanding about how this has affected the size and the population of the city over time.

The school has many pupils who join partway through their primary education. A high proportion of these pupils have recently moved to the United Kingdom. The school is determined that these pupils should do well. Support for those pupils at the earliest stages of learning to speak, read and write the English language is highly effective. These pupils make strong progress during their time at the school.

Teachers' subject knowledge is strong. They explain information clearly and use carefully selected strategies to support all pupils, including those with special educational needs and/or disabilities (SEND) to learn well. Teachers check pupils' understanding regularly. They expertly identify and address what pupils do not know before introducing new content. This includes identifying the additional help that pupils with SEND may require. Furthermore, teachers make sure that the knowledge pupils must remember is revisited and reviewed frequently. This gives pupils every opportunity to remember their learning and achieve exceptionally well.

The school rightly prioritises teaching pupils to read. Pupils learn to read using a rigorous and well-structured programme. This is taught well right from the start of Reception. An impressive array of bespoke support is in place for those pupils who need additional help with reading. Well-trained staff deliver this support expertly. Pupils are encouraged to love reading. Carefully chosen books, linked to curriculum topics, broaden pupils' vocabulary and understanding of language.

Pupils' behaviour is excellent. At breaktimes, pupils play well together. They make sure that everyone is included in their games. Pupils move around the school calmly and purposefully. They do not waste time. The school has worked hard to improve attendance. A rigorous system of identifying and addressing the causes of absence has ensured that most pupils attend school regularly.

The school's work to promote pupils' wider development is of high quality. Pupils are proud that they play an active part in improving their school, such as by working together to create the forest school area in the grounds. Pupils strive to make a real difference to causes that are close to their hearts. They learn the importance of caring for others through collecting essential items and raising money to support refugees and homeless people. Pupils eagerly explain how the buddy programme provides support to those who arrive at the school speaking little or no English. Pairing with someone who speaks the same home language helps new pupils to settle in quickly.

All staff and governors promote a real sense of shared ambition for all. Staff feel well supported to focus on the aspects of their work that make the most difference to pupils' learning. Every member of this school community does their utmost to ensure that all pupils experience success in their education.

Safeguarding

The arrangements for safeguarding are effective.

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2018.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	116088
Local authority	Southampton
Inspection number	10321814
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	416
Appropriate authority	The governing body
Chair of governing body	Shalini Mitchell
Headteacher	Sarah Sadler
Website	www.bevoistown.co.uk
Dates of previous inspection	16 and 17 October 2018, under section 5 of the Education Act 2005

Information about this school

- This is a larger-than-average primary school.
- This school is part of the Aspire Community Trust, a partnership of schools within Southampton that provide mutual challenge and support.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- During the inspection, the inspector met with the headteacher and senior leaders. The inspector also met with members of the governing body, including the chair of governors, a representative from the local authority and representatives from the local community trust.

- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents and carers were considered through their responses to Ofsted Parent View. The views of pupils and staff were gathered through surveys, interviews and discussions conducted throughout the inspection.
- The inspector reviewed a range of the school's documents, including self-evaluation reports, minutes of governing body meetings and behaviour incident logs.

Inspection team

Sue Keeling, lead inspector

His Majesty's Inspector

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