

Inspection of Bitterne Manor Primary School

Quayside Road, Bitterne Manor, Southampton, Hampshire SO18 1DP

Inspection dates: 4 and 5 June 2024

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Outstanding

What is it like to attend this school?

Pupils strive to achieve the school's ambition of 'learning to be the best we can'. Through the school's learning values, pupils are supported to think creatively and develop self-confidence. They are encouraged to take pride in their achievements. In lessons, pupils reflect these attributes through their positive attitudes to learning, which help them to achieve well. Across the school, pupils' conduct is responsible and considerate.

Pupils attend well and enjoy being part of the highly inclusive, diverse school community. They talk about being part of the 'Bitterne Family', where everyone is valued. This includes the supportive staff, who pupils feel they can approach for help at any time. Pupils learn about the importance of kindness. They commonly seek to help others in the smallest of ways. This is recognised each week when pupils nominate others who have shown the values of 'Kindness Kevin'.

Success is widely celebrated. Weekly assemblies recognise pupils' efforts, achievements and contributions to the school. Through the Community Award, pupils are challenged to complete a wide range of activities which support the school. They talk enthusiastically about their experiences gardening, performing or helping to run events. Parents and carers value the school's ethos, with one capturing this in saying: 'It's a great place for my child to learn'.

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

The school has developed a broad and ambitious curriculum. There is careful consideration of the order in which pupils learn new knowledge across subjects. This begins in early years, where the curriculum builds carefully from children's starting points. Across core subjects, curriculum thinking deliberately revisits important knowledge that pupils have previously learned. However, this is not the case in some foundation subjects where the focus is on pupils recalling knowledge they have learned recently. Consequently, in these subjects, they remember less of the important knowledge over time.

Teachers' subject knowledge is secure. They use this to explain new ideas accurately. In the early years, staff are highly effective when using their knowledge to develop children's speech and vocabulary. Across lessons, teachers check pupils' understanding. However, there is variation in how end-of-topic assessments are used to support pupils' future learning. In core subjects, teachers use these assessments to identify and re-teach the knowledge that pupils do not securely understand. However, in some foundation subjects, this does not happen. As a result, pupils continue to have knowledge gaps in these subjects.

The needs of pupils with special educational needs and/or disabilities (SEND) are identified in individual education plans. Teaching assistants draw on these to provide effective individual support for pupils with more complex SEND. Most teachers use these plans to adapt their teaching for pupils with SEND. However, some do this less

effectively. Where this happens, some pupils with SEND struggle to apply new learning.

Reading is a strength of the school. From the start of Reception, children benefit from skilful phonics teaching, which helps them become fluent readers. Any children who struggle with phonics receive prompt additional support so they catch up quickly. Across subjects, pupils read a broad range of diverse texts which capture their imagination. This helps them to develop high levels of enthusiasm for reading independently.

Behaviour is exemplary. Pupils across the school reflect the school's high expectations by consistently acting with courtesy and consideration towards others. This starts in the early years, when children learn important routines which prepare them for Year 1 and beyond. In lessons, pupils work with high levels of focus. They change between activities without fuss, following teachers' instructions. At playtime, pupils treat the school facilities respectfully. They willingly share outdoor equipment, happily play games and are mindful that no one is left out. Pupils with more challenging behaviour needs are well supported by the high-quality pastoral care provided by the attentive staff.

Pupils' personal development is prioritised. The school embraces the local community's diversity. Pupils learn about their different backgrounds, cultures and faiths. This helps them to understand and value modern Britain's multicultural society. Pupils are encouraged to be curious about the world around them through a range of different experiences. These include themed events, visiting speakers and trips. Pupils' well-being is actively promoted. They learn how to keep themselves healthy, including practical ways of looking after their mental health. These help pupils develop increasing independence.

The school accurately understands its strengths and where further improvements need to be made. When changes are made, these are carefully considered, and their impact is closely tracked. Staff feel well supported by the school and appreciate the consideration given to keeping their workload manageable.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, pupils do not recall or securely understand previous learning. As a result, they struggle to explain important concepts they have already been taught. The school needs to further develop planning and assessment so that it supports pupils to remember important knowledge over time in all subjects.

- In some lessons, teachers do not make effective adaptations for some pupils with SEND. Consequently, these pupils can struggle to apply new learning, which reduces their achievement. The school needs to ensure all staff have the knowledge and expertise needed to ensure that adaptations enable all pupils with SEND to learn effectively.

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	116089
Local authority	Southampton
Inspection number	10287887
Type of school	Primary
School category	Foundation
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	The governing body
Chair of governing body	Hannah Craggs
Headteacher	Mike Adams
Website	www.bitternemanor.co.uk
Dates of previous inspection	2 and 3 November 2022, under section 8 of the Education Act 2005

Information about this school

- 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the deputy headteacher, subject leaders and teachers. The lead inspector also met with representatives from the governing body and spoke to the local authority school improvement officer.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history, music and physical education. For each deep dive, 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.

- Inspectors also looked at the curriculum and pupils' work in writing, science and art.
- The inspectors observed break and lunchtime activities.
- To evaluate the effectiveness of safeguarding, the inspectors: 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 inspectors considered the responses to the staff survey and spoke to a range of staff about their views of the school. They looked at the school improvement plan.
- The inspectors took account of the responses to Ofsted Parent View, including the free-text comments. Inspectors also spoke to parents at the school gate.

Inspection team

Phillip Blagg, lead inspector

His Majesty's Inspector

Jon Hills

Ofsted Inspector

Maria Roberts

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 2024