Inspection of a school judged good for overall effectiveness before September 2024: Baden-Powell and St Peter's Church of England Junior School

Mill Lane, Parkstone, Poole, Dorset BH14 8UL

Inspection dates: 25 and 26 February 2025

Outcome

Baden-Powell and St Peter's Church of England Junior School has taken effective action to maintain the standards identified at the previous inspection.

This headteacher of this school is Rachel Rusling. The school is part of the Coastal Learning Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Paul Howieson, and overseen by a board of trustees, chaired by Martin Copsey.

What is it like to attend this school?

Baden-Powell and St Peter's Church of England Junior School has high aspirations for pupils. The school is built on the ethos of 'Whatever you do, work at it with all your heart'. This is evident in the way that pupils approach their studies and adults approach their roles in school. Parents are proud that their children attend such a welcoming, inclusive school.

Pupils behave exceptionally well at the school. They follow the 'BPSP way' and consider how their actions impact on others. As a result, pupils show a high level of respect towards each other and adults. Pupils actively contribute to the running of the school, carrying out volunteer roles such as buddies, peer mediators and caring for Delilah, the school dog. Older pupils act as exemplary role models to younger pupils.

Pupils have a wide range of extra-curricular opportunities. They enjoy taking part in drama and musical performances as well as competing in sporting events. Clubs such as sign language and craft help pupils develop new interests. Trips and visits enrich the curriculum and deepen pupils' learning. Pupils are inquisitive about the world, valuing opportunities to visit different places of worship or hear from guest speakers. Difference is celebrated at this school.

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

The curriculum has been carefully designed to be broad and ambitious. Teachers have strong subject knowledge and explain concepts clearly to pupils. The school has identified the most important knowledge that pupils will learn in each subject. This is revisited regularly to help pupils recall their learning. For example, helping pupils to remember the multiplication tables with visual aids such the 'maths facts' shirts. However, at times, there is insufficient checking of what pupils know and can do during activities. On these occasions, teachers are then unable to make the immediate adaptations needed resolve pupils' gaps in knowledge or misconceptions. Equally, with accurate checking of understanding teachers are able to identify when pupils are ready for more challenging work.

Pupils enjoy reading at this school. 'Reading bus stops' around the building entice pupils to complete the 'Baden-Powell 100 Reads Challenge'. The recent changes that the school has made to the reading curriculum mean that pupils read regularly and increasingly widely. The school provides extensive support for pupils who need additional help to develop their reading confidence and accuracy. These pupils quickly catch up with their peers and develop their own love of reading.

The school accurately identifies the needs of pupils with special educational needs and/or disabilities (SEND). These pupils are known well as individuals. Staff support pupils to engage positively with their work and extra-curricular opportunities. This enables pupils with SEND to learn the curriculum well.

Pupils are active citizens who understand how they can make a difference. Charity fundraising events such as 'Baden Market Place' are run by pupils themselves to support charities that are important to them and their community. The eco-schools group organises the school recycling systems and conducts community beach litter picks. The school council provides opportunities for pupils to share their views and ideas. Pupils appreciate the changes that the school makes in response to their feedback.

The personal development of pupils is exceptional as it is placed at the heart of the curriculum. Pupils learn about friendships and how to keep themselves safe. Pupils understand the importance of looking after both their physical and mental health. Pupils talk confidently about what the school and British values mean to them in their own lives and actions. For example, the importance of tolerance and personal responsibility is demonstrated through the care pupils show for each other.

Leaders have a clear understanding of the school's strengths and a sharp focus on areas for further development. Those responsible for governance both challenge and support leaders to reflect on the impact of their work. The school and trust engage proactively with staff to consider their workload and well-being. The professional development opportunities available make staff feel invested in.

Pupils, parents and staff are overwhelmingly positive about being part of this school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Assessment in the classroom sometimes does not help staff accurately identify pupils' starting points or gaps in their knowledge and understanding. This means that some pupils do not receive the support or challenge they need to learn as well as they could. The school should make sure that assessment routines are used effectively to check understanding and that the curriculum is adapted accordingly in response.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 second ungraded inspection since we judged the predecessor school, Baden-Powell and St Peter's Church of England Junior School, to be good for overall effectiveness in October 2014.

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	142974
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10344734
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	723
Appropriate authority	Board of trustees
Chair of trust	Martin Copsey
CEO of the trust	Paul Howieson
Headteacher	Rachel Rusling
Website	www.bpspjunior.co.uk
Date of previous inspection	11 June 2019, under section 8 of the Education Act 2005

Information about this school

- The school is part of the Coastal Learning Partnership trust.
- This is a larger-than-average sized junior school.
- The school is a Church of England school in the Diocese of Salisbury. A statutory inspection of Anglican and Methodist schools was carried out in October 2019.
- The school does not use any alternative provision.
- There is a breakfast and after-school club lead by the school for pupils who attend the school.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors held discussions with school leaders at all levels. Inspectors also spoke with staff, trust executive leaders, local governors and a representative of the trust board. An inspector also spoke with a representative of the Diocese of Salisbury.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work
- Inspectors observed pupils' behaviour in lessons and around the school, including at lunchtime and breaktimes.
- Inspectors viewed a range of school documentation, including the minutes of governance meetings, the school's self-evaluation documents and improvement plans.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the view 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.
- Inspectors considered responses to the online survey, Ofsted Parent View, as well as responses to the staff survey and pupil survey. Inspectors also spoke with parents at the start of the school day.

Inspection team

Sara Berry, lead inspector	His Majesty's Inspector
Claire Fortey	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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