

INSPECTION REPORT

NORTH BADDESLEY JUNIOR SCHOOL

Southampton

LEA area: Hampshire

Unique reference number: 115998

Headteacher: Mrs Susan Smith

Lead inspector: Mr Selwyn Ward

Dates of inspection: 19th to 21st January 2004

Inspection number: 262136

Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 – 11
Gender of pupils:	Mixed
Number on roll:	245
School address:	Fleming Avenue North Baddesley Southampton
Postcode:	SO52 9EP
Telephone number:	023 8041 1100
Fax number:	023 8041 1101
Appropriate authority:	The governing body
Name of chair of governors:	Mr Jim Bird
Date of previous inspection:	9 th November 1998

CHARACTERISTICS OF THE SCHOOL

North Baddesley Junior School is an average size school catering for boys and girls aged 7 to 11. Almost all of the pupils are white and of British heritage. There are no pupils at an early stage of learning English as an additional language. Pupils come from a diverse range of backgrounds but, taken overall, are generally advantaged, as is reflected in the below average proportion of pupils known to be eligible for free school meals. The proportion of pupils with special educational needs is below average, but an average proportion have statements of special educational need, mostly for physical disabilities. Pupils join the school with high attainment in English and mathematics.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
9271	Selwyn Ward	Lead inspector	
9646	Geraldine Osment	Lay inspector	
28069	David Mylroie	Team inspector	English, Information & communication technology (ICT), Geography, History, Religious education special educational needs, English as an additional language
33149	Moyra Pickering	Team inspector	Mathematics, Science, Art, Citizenship, Design technology, Music, Physical education

The inspection contractor was:

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

North Baddesley Junior is a good and improving school that provides a very broad education for its pupils. It provides good value for money.

The school's main strengths and weaknesses are:

- Very good leadership and management have resulted in good improvement and success in tackling the underachievement of more able pupils.
- The teaching is good and pupils are now achieving well across a wide range of subjects.
- The school's many able pupils are still capable of more challenging work in mathematics and science.
- Pupils benefit from a very good range of learning opportunities and the school has been innovative in enabling pupils to learn other subjects through literacy lessons.
- Pupils with special educational needs are very well supported and achieve very well.
- The school provides very well for pupils' personal development and, as a result, they behave very well, get on very well with one another and are very keen to learn.
- Pupils' work is not always well presented and, in some cases, untidy presentation leads to avoidable errors.
- Pupils have too few opportunities for independent work in lessons.
- The school provides very well for pupils' welfare.
- The school has a strong and effective partnership with parents, who are very supportive and ensure their children attend regularly and on time.

There has been good improvement since the last inspection. The issues identified in the last report have been tackled well, so that previously identified weaknesses are now among the many strengths of the school. There is a much higher proportion of good and very good teaching and standards have risen significantly. More able pupils were underachieving considerably at the time of the last inspection. This has improved, so that pupils' achievement is now good, overall, although the school has itself identified the need to further extend the challenge for the most able pupils in mathematics and science.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	D	C	B	E
mathematics	B	B	C	E
science	C	C	A	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

Similar schools are those whose pupils attained similarly at the end of Year 2.

Inspectors judge pupils' achievement by looking at the progress they make over their time in school together with how well they do in lessons. The table above shows that attainment in the national tests has been improving over the past three years, and last year was above average. However, pupils are of well above average ability when they join the school, which is why the similar school scores in the table are low, as pupils did not do as well as would be expected from the results they attained in the infants. Work seen in the inspection shows a much more positive picture. Measures taken by the school to increase challenge for more able pupils have been successful and standards are now well above average in English and science. They are above average in mathematics. Above average standards were also seen in information and communication technology (ICT), religious education, history and geography. In art, music and design technology, standards are well above average. **This represents good achievement, overall,** for pupils of all abilities, including the more

able, and with very good achievement for pupils with special educational needs who are very well supported.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils get on very well with one another and their behaviour is very good, both in lessons and around the school. They benefit enormously from the many opportunities they are given to take on responsibilities and they are all made to feel valued. Pupils enjoy school and they are very keen to learn. Although pupils are proud of their achievements in school, they do not all take enough pride in their handwriting or the presentation of their work. Pupils' attendance is very good.

QUALITY OF EDUCATION

The quality of education provided is very good. Pupils benefit from a very broad range of learning opportunities that enables them to achieve well in all subjects. There are many opportunities for pupils with particular gifts or talents to develop these in art, music and sports, both in lessons and through the very good range of clubs and other extracurricular activities. A notable strength of the curriculum is the innovative way in which teachers link work in different subjects and help to make learning fun. The school is well resourced and it has very productive partnership arrangements with other schools and with the wider community. It has also been successful in building a very effective partnership with parents that helps them to support their children's learning at home and contributes to the low absence rate. Arrangements for the care and welfare of pupils are very good.

Teaching and learning are good, with much that is very good. Lessons are well planned and build well on what pupils have learnt before. Many have a very brisk pace, with pupils set firm time limits to complete pieces of work so that they get a lot done. Teachers generally have high expectations and lessons are challenging. Teaching assistants are used very well to support lower attaining pupils and those with special educational needs and, as a result, these pupils achieve very well, coping with similar work to the others in the class. Relationships in almost all classes are very good, with pupils working hard often because they are so eager to please their teachers. Questioning is used effectively to check how well pupils understand, and teachers are careful to ensure that all pupils are included and that answers are not just taken from those who volunteer. Homework is used well to reinforce what is learnt in class and there is much good quality marking that gives good guidance to pupils to help them improve their work, although this is not consistent throughout the school. Where teaching is less effective, there is too much direction from the teacher and pupils are not given enough opportunity to develop their independence. In a very small number of lessons, a teacher's control of the class was a weakness.

LEADERSHIP AND MANAGEMENT

Leadership and management are good. The headteacher and governors have a very clear, shared vision for driving forward school improvement. They have been successful in identifying the areas of underperformance in the school and tackling them, and this has directly contributed to the improvements seen in teaching and in pupils' achievement. Staff with subject management responsibilities do an effective job.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

The views expressed by parents are exceptionally favourable. Pupils' views are similarly very positive.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

- Further extend the challenge for more able pupils in mathematics and science.
- Provide more opportunities for pupils to use their independent learning skills in lessons.
- Encourage pupils to take greater pride in their handwriting and in the presentation of their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in subjects and areas of learning

Although there has been significant underachievement of more able pupils in the past, achievement is now **good** for pupils of all abilities and standards are high, particularly in English, science and the creative subjects.

Main strengths and weaknesses

- Pupils of all abilities achieve well across a wide range of subjects; pupils with special educational needs achieve very well.
- Standards are well above average in English, science, art, design technology and music; they are above average in all of the other subjects inspected.
- The school's results in national tests show that more able pupils do not do well enough.
- Although more able pupils are now doing much better, they are still capable of achieving more in some lessons.

Commentary

1. Inspectors judge pupils' achievement by looking at the progress they make over their time in school together with how well they do in lessons. The test scores attained at the end of Year 2, when they were in the infants, show that pupils join the school with high attainment in English and mathematics. Year 6 test results at the time of the last inspection, and in most of the intervening years, show that more able pupils did not do as well as could be expected considering their infant school test scores. The table below illustrates this. It shows the average points score attained in the Year 6 tests in 2003 (with the 2002 scores in brackets). One point represents roughly one term's progress, so that while, in science, pupils in Year 6 last year were a term and a half ahead of pupils nationally, they were not much more than half a term ahead in English and their results were only in line with the national average in mathematics. Given pupils' well above average starting point, these results represent significant underachievement in English and mathematics.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	27.5 (27.7)	26.8 (27.0)
mathematics	26.9 (27.7)	26.8 (26.7)
science	30.1 (28.7)	28.6 (28.3)

There were 68 pupils in the year group. Figures in brackets are for the previous year.

2. The headteacher and leadership team identified this underachievement and raising achievement has been the major priority in the school's improvement plan. Pupils' work seen during the inspection, both in lessons and from pupils' books from last term, shows that work in improving the quality of teaching and in increasing challenge for more able pupils has been successful. Standards of work seen in English and mathematics are significantly higher than last year and considerably higher than those reported in the last inspection. Standards are now well above average in English as well as in science. They are above average in mathematics, with a much greater proportion of pupils working towards the higher levels in the national tests.

3. In all other subjects, standards are at least above average, and in many they are well above average. They are above average in information and communication technology (ICT), religious education, history and geography. Standards are well above average in art, design technology and music. Because of the limited time for the inspection, inspectors did not see enough work in physical education to make a judgement about standards. The above and well above average standards seen across the full range of subjects are the result of good teaching and represent good achievement,

overall. More able pupils are now achieving well, although they are still capable of coping with more challenging work in some lessons, particularly in mathematics and science.

4. There is an expectation in the school that pupils with special educational needs will achieve well. They are very well supported in lessons by teaching assistants, as well as, in some instances, through separate teaching in small groups. As a result, they are enabled to cope well with work that might otherwise be too challenging for them and their achievement is very good.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good**. Pupils' personal qualities are developed very well. Pupils arrive at school on time and their attendance rate is very good. Pupils do not, however, take enough pride in the presentation of their work.

Main strengths and weaknesses

- Pupils are very keen to take part in lessons and other activities.
- Relationships between pupils and adults and with each other are very good.
- Attendance is very good.
- Pupils behave very well.
- Pupils do not take enough pride in the presentation of their work.

Commentary

5. The teachers and pupils discuss and agree class rules together. As a consequence, the pupils feel they have ownership of the rules and their behaviour is very good both in lessons and around the school. There has been just one temporary exclusion over the past year and the very good behaviour seen in the last inspection has been maintained.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	233	1	0
White – any other White background	2	0	0
Mixed – White and Asian	1	0	0
Asian or Asian British – Indian	2	0	0
Asian or Asian British – Pakistani	2	0	0
Black or Black British – African	1	0	0
Any other ethnic group	3	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

6. The very positive school ethos successfully emphasises the importance of raising pupils' self-esteem. This is given a high priority and is a major contributory factor to pupils' good levels of enthusiasm, confidence and standards of achievement. This was clearly seen in a very good Year 3 science lesson where the pupils were very excited and interested as they learnt that plants take in water through their roots.

7. Relationships are very good and are reinforced consistently by the way pupils' personal skills are developed in lessons and in the playground. Pupils are strongly influenced by the adults who work with them. In almost every class, adults are consistently kind, considerate and caring, showing respect to pupils and each other. This helps pupils to develop a sense of empathy with others. For example, pupils in Year 5 act as 'buddies' to Year 2 pupils in the neighbouring infant school; eighteen pupils of all ages make up the School Council; pupils organise some lunchtime clubs and Year 6 pupils take their roles as prefects and house captains seriously and responsibly.

8. The school has responded positively to the criticism of the previous report that there were missed opportunities to develop pupils' awareness of a diversity of cultures. Religious education lessons are planned to teach pupils about the multi-faith nature of Britain; there are strong links with Mburakasaka Primary School in Uganda; French lessons are provided in conjunction with the local high school, and library books and those for literacy have themes and stories from other cultures. Through assemblies and personal, social and health education, the school has created a set of values within which all pupils can grow and flourish. All of these opportunities are contributing very positively to pupils' personal development.

9. Although pupils are proud of their school and of their achievements, they do not all take enough pride in their handwriting or the presentation of their work. There are a number of examples of neat, well-presented work, but too many pupils take insufficient care over their presentation. Sometimes they make silly, avoidable mistakes as a result of a lack of care. For example, several simple errors were spotted in work from very able pupils who had misread their own writing or had mistakenly added up numbers wrongly because their figures were poorly lined up.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.1
National data	5.4

Unauthorised absence	
School data	0.2
National data	0.4

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year.

10. Attendance rates are high in comparison with other schools, which is a strong indicator of the very good support from parents for the school. Pupils arrive punctually for the start of school and lessons start promptly.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good**. Teaching and learning are good, with much that is very good. The curriculum is very good, as are the arrangements for pupils' care and welfare. There are very good links with parents, other schools and the local community.

Teaching and learning

Teaching and learning are good, with much that is very good. Marking is good and teachers are effective in assessing how well pupils are learning, and adapting lessons to ensure that pupils make good progress.

Main strengths and weaknesses

- Teachers have high expectations and set challenging work in most lessons, although the most able pupils are capable of more in mathematics and science.
- Relationships are very good in almost all classes and pupils work hard, often because they are eager to please their teacher.
- Pupils with special educational needs are very well supported and make very good progress.
- Most marking is good and helps pupils improve their work.
- Teachers make good use of time so that pupils get a lot of work done in lessons.
- Too much of the work is directed by the teacher and this reduces the opportunity for pupils to better develop their independent learning skills.

Commentary

11. Teaching has improved since the last inspection. Weaknesses in teaching, and in the use of assessment information, which were identified in the last inspection have been tackled well and there is now a much higher proportion of good and very good teaching. During the inspection, teaching was particularly effective in Year 6, which had the highest proportion of very good lessons.

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	12 (38%)	13 (41%)	6 (19%)	1 (3%)		

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen. Percentages may not sum to 100 due to rounding.

12. Lessons are well planned, building effectively on what pupils have learnt before. Teachers vary the tasks set for pupils and take care to establish firm time limits for activities. Because of this, lessons have a brisk pace and pupils get a lot done. Teachers generally have high expectations and set work that is challenging for all pupils, including the more able, although in mathematics and science the most able pupils are still capable of tackling more difficult work.

13. Lower attaining pupils and those with special educational needs are very well supported by the teaching assistants who work with them in lessons. As a result, they are able to cope with work that might otherwise be too difficult for them and they achieve very well, with some in the present Year 6 working towards the higher levels in the national tests.

14. Questioning is used effectively to check how well pupils understand, with teachers taking care to ensure that all pupils are included and involved, and that answers are not just taken from those who put up their hands to volunteer. In some of the most successful lessons, teachers' ongoing assessment of pupils' learning resulted in teachers adapting the lesson to take account of gaps in knowledge or evident misunderstanding. Marking is also generally good. Most gives good guidance to pupils on what they need to do to improve their work, although this is not entirely consistent throughout the school. In most classes, a plenary session or whole-class discussion at the end of the lesson is used well to develop the pupils' understanding of what they have learnt and how this will be taken further in future. In some classes, however, this is not the case and pupils just show each other the work they have completed.

15. Teachers and other staff get on very well with the pupils and these very good relationships, in almost every class, contribute to pupils' learning and achievement, with pupils very often working hard simply because they are so eager to please their teachers. Homework is used well to reinforce what has been learnt in class but pupils have too few opportunities to develop their independent learning skills in lessons. Pupils who are quite capable of making their own choice of wording or of how to record their work have this determined for them by teachers, who give too much direction. In mathematics, which, like English, is otherwise well taught, pupils are not given enough opportunity to explain their own methods of calculating or solving problems. In a very small number of lessons, a teacher's ineffective management of the class led to some misbehaviour and pupils making less progress than they should.

The curriculum

The curriculum is **very good**, with very strong links made between subjects. The curriculum is enhanced by a very good range of clubs and other out-of-school activities. The school also benefits from good accommodation and resources.

Main strengths

- The school has been innovative in linking subjects together so that topics are covered in more depth and learning is made fun.
- There are many opportunities for pupils to develop their individual gifts and talents.
- The curriculum is enhanced through a very good range of clubs and other out-of-school activities.

Commentary

16. There has been very good improvement in the curriculum since the last inspection. National Curriculum requirements and those of the locally-agreed syllabus for religious education are fully met. Through a partnership arrangement with a local high school, pupils are also being introduced to French, with some introductory lessons being taught by a visiting specialist teacher.

17. In pursuing its vision, described in the prospectus, to provide “a stimulating curriculum” the school has been innovative in providing opportunities for pupils to achieve well across a very broad range of subjects – not just focusing on the subjects examined in the national tests. The school has taken the lead in successfully implementing ideas suggested in the government’s *Excellence and Enjoyment Strategy* for primary schools. In many instances, pupils learn about topics in greater depth than is normally seen because of the innovative way in which the school has linked subjects together. For example, pupils in Year 6 studying the Tudors visited and wrote about Hampton Court and researched the Tudor period on the internet. Having looked at art of the period, they produced their own portraits of Henry VIII and designed Tudor slippers. Literacy lessons drew on pupils’ previous history learning as they wrote their own first-hand accounts of incidents from Henry’s life. This meant that very good progress was made in both English and history within the same lesson. Pupils also learnt about the music and instruments of the period and were working in music lessons on playing and improvising variations on a Tudor pavane to be used as the soundtrack of a *PowerPoint*[™] presentation they were preparing in their ICT lessons. The linking of subjects in this way, seen throughout the school, is helping to boost achievement across all subjects by stimulating pupils’ interest and making learning fun.

18. Although the school is not yet formally teaching citizenship, there is good provision for pupils’ personal, social and health education. A comprehensive range of topics, including drugs awareness, is taught in a sensitive and thoughtful way, with good use made of regular visitors to the school such as the local community police officer.

19. Pupils benefit from a very good range of sports, music and other clubs. A high proportion of the pupils take part in these and they offer particularly good opportunities for pupils to develop their individual gifts and talents. The skills learnt and practised in the school’s clubs in turn contribute to pupils’ good achievement in lessons. For example, the opportunities to take part in creative activities outside the school day contribute to the high standards achieved in subjects such as art and music.

20. The school benefits from good accommodation in an attractive setting. Resources for learning are good, and include a well-stocked and well-used library. The shortcomings in facilities for ICT identified in the last inspection have been remedied.

Care, guidance and support

Procedures to ensure the care and welfare of the pupils are **very good**. Achievement and personal development are monitored well. The pupils have very good opportunities to express their views and to have them acted on.

Main strengths

- The pupils are very well cared for and they feel safe and secure in school.
- There is very good support for pupils with special educational needs.
- Pupils' views are valued and they are given a real voice in school decisions.
- Induction procedures are very good and ensure that the pupils settle happily into school.

Commentary

21. The adults who work in the school form close and trusting relationships with the pupils. They know the pupils very well and are able to monitor their personal development effectively. Health and safety procedures, first aid and other medical support are thorough and have all improved considerably since the last inspection. Child protection procedures are appropriate and well understood by the staff.

22. Planning for pupils who have special educational needs is good. An individual education plan is drawn up for each child and these are of a good quality. They are drawn up by the class teacher in consultation with the teaching assistants and special educational needs co-ordinator and the targets set for each child are specific and attainable.

23. Through the pupil questionnaire and discussions during the inspection, pupils expressed very positive views about the care and support they get at school. Responses showed they feel there is someone to go to if they are worried at school and that they feel their teachers treat them fairly. The positive responses of teachers in lessons help the pupils to be fully involved in their learning and contribute to the often very good standards of work seen during the inspection. The pupils also have confidence in the headteacher, because they know she will listen to them and take action when necessary. The school council has been given an important role to play in the life of the school. The council is made up of pupils from all year groups and has been influential in the school's development. For example, it has played a leading role in the grounds project and in producing a children's guide to the school behaviour policy.

24. The school has a very strong and effective partnership with the neighbouring infant school from which almost all the pupils transfer. This enables the youngest pupils to settle into school quickly. Through the pre-inspection questionnaire, parents showed that they were very happy with the arrangements for transferring their children to the school. There are also very good links with the local high school to which most pupils transfer at the start of Year 7.

Partnership with parents, other schools and the community

The school has a very effective partnership with parents. Links with the community and with other schools are **very good**.

Main strengths and weaknesses

- Parents are very supportive of the school.
- Parents are kept well informed about how well their children are doing, although reports could give parents more information about progress in some subjects.
- Very good links with the community and other schools enrich the curriculum.

Commentary

25. Parents' responses to the pre-inspection questionnaire and meeting were exceptionally positive and reflect parents' confidence in the school and headteacher. They value strongly the very good quality education the school provides and ensure their children do not miss school unnecessarily. This contributes to the high attendance levels at the school. The school works hard to involve parents and carers as partners in the education of their children. Parents attended the more able child and curriculum information evenings; they are invited to the carol concert at All Saint's Church and school productions. Many parents support the school through the school association and by helping in classrooms.

26. Overall, parents are kept well informed about how their children are progressing. The prospectus, the *Contact* newsletters, open afternoons and information evenings are all keeping parents up to date with their children's education. Parent/teacher consultations take place three times a year and teachers readily make themselves available to talk to parents after school. The annual reports to parents are satisfactory. They provide parents with information on what their children know and understand and on personal effort. However, although they identify 'ways forward' to help pupils improve their work, they do not give enough detail about children's achievements in all subjects. Parents of pupils with special educational needs are fully involved in the work the school carries out with their children. They are fully consulted and invited to attend meetings on a regular basis. The school works well with external agencies to ensure that the pupils' needs are appropriately met.

27. There are very good links with the neighbouring infant school, and the high school to which most pupils transfer. The physical education co-ordinator enthusiastically organises lots of sporting fixtures against other schools including cross-country, boys' and girls' football, netball and athletics. Trainee teachers from local education colleges are welcomed into school. The school has developed some strong partnerships within the community that enhance the opportunities it offers the pupils, such as those with All Saint's Church, the Baptist Church and senior citizens. Local resources are also well used to enrich the curriculum, including recent visits to the synagogue and the Hindu temple.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management in the school is **good**. The school is very well led by the headteacher and is well managed. Governors do a very good job.

Main strengths and weaknesses

- The headteacher, ably supported by the deputy headteacher, provides very good leadership, which has identified and is successfully tackling underachievement.
- The governors provide very effective support for the school and have a very clear understanding of the school's strengths and weaknesses.
- Provision for special educational needs is well led. As a result, the teaching assistants are well briefed, and the pupils they support make very good progress.
- The school has very good financial systems in place.
- Monitoring of teaching and learning has not yet had an impact on the underachievement of more able pupils in mathematics and science to the extent it has in English.

Commentary

28. Weaknesses in leadership and management identified in the last inspection have been tackled well and improvement has been good. The school is very well led by the headteacher, ably assisted by her deputy. They have worked well together to build an effective team of well-motivated and hard working professionals who are focused on raising attainment within the school. The headteacher has a clear vision for the school and is determined that it should be a community in which pupils' and parents' views are valued and acted upon. She is prepared to tackle issues and to

take difficult decisions in order to lead the school forward. She has an open attitude to criticisms and is confident in dealing with problems. A significant result of this approach is that the underachievement which was evident in past test results has been dealt with well in English through careful tracking of pupils' results and the monitoring of teaching in lessons. In mathematics and science, similar measures have yet to have the same impact, although standards in science, as in English, are now well above average. Improvement has also been made possible through support to staff provided by the deputy headteacher, who is currently not responsible for a particular class. This has enabled members of staff to have release time from their classroom responsibilities and for newly-qualified teachers to have time for preparation and further training. Another strength in the leadership of the school is the work carried out by the special educational needs co-ordinator. Through her weekly meetings and monitoring of their work, she ensures that the teaching assistants are well briefed. As a result, pupils with special educational needs achieve very well.

29. The governing body is very effective and provides very good support for the leadership of the school. Its members have a clear understanding of the school's strengths and weaknesses and, through rigorous questioning of senior members of staff, they have been able to make decisions to lead the school forward. The headteacher values their searching questions and, as a result, a very positive relationship has been built up based on trust and mutual respect. The governing body has a good range of experienced and newer members, all of whom have received training and are keen to develop their role further. Together with all members of staff they have written a good quality school improvement plan which is being effective in taking the school forward. They have also been involved in the school's self assessment, which is a good quality document and shows that all parties are not afraid of being honest and identifying where things need to be improved. Governors visit the school regularly and they ensure that all statutory responsibilities and duties are fully met.

30. The management of the school is good and is another of the factors underpinning the good standards achieved by pupils. Staff with leadership and management responsibilities for individual subjects do a good job. The school makes good use of a commercially-produced computer program to track the progress made by pupils and to identify what each child needs to do to improve their work further. All members of staff have targets set for their performance which are reviewed on a regular basis. The headteacher also has targets set by the outside agency given responsibility for this by the government. The school takes an active role in the training of teachers through its ties with St. Alfred's College. This is enhanced by the headteacher lecturing there on careers in teaching. The newly-qualified teachers speak particularly highly of the support they have been given since starting their new careers.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	564,849
Total expenditure	567,388
Expenditure per pupil	2,390

Balances (£)	
Balance from previous year	42,467
Balance carried forward to the next	39,928

31. The school has good systems for financial management and planning, which are overseen effectively by the governors' finance committee. The school has clear financial routines and governors are given comprehensive and regular monitoring reports. The school's recent audit report identified no significant problems or areas for concern. The school takes seriously the principles of *best value* and has regular meetings to ensure that comparisons are made between North Baddesley Junior and other schools, appropriate targets for improvement are set and spending decisions are properly evaluated. All members of the school community, including, on occasion, the pupils through the school council, are consulted before decisions are made.

PART C: THE QUALITY OF EDUCATION SUBJECTS

ENGLISH AND MODERN FOREIGN LANGUAGES

French is being introduced into the school as part of an initiative run in conjunction with a local high school that has specialist status for languages. Although there were no French lessons taught during the period of the inspection, a lesson sampled during the lead inspector's visit to the school before the inspection showed Year 3 pupils, being introduced for the first time to the language, making very good progress and achieving very well.

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Good teaching is ensuring that pupils of all abilities achieve well and that standards are well above average.
- Literacy skills are promoted well through other subjects and other subjects are linked effectively to literacy lessons.
- Teaching assistants are used well to support pupils with special educational needs which results in these pupils making very good progress.
- In some lessons, teachers step in too quickly and prevent pupils from expressing ideas in their own words.
- Pupils' handwriting detracts from the quality of the content of their written work.

Commentary

32. National test results at the end of Year 6 have fluctuated since the last inspection, but have risen steadily in the last three years. In 2003, they were above the national average but poor compared with schools whose pupils had gained similar results in the tests at the end of Year 2. The unfavourable comparison was because a lower proportion of pupils than would be expected gained the higher levels in the national test. However, evidence collected during the inspection shows that the past underachievement has now been dealt with successfully and that standards in the school as a whole have improved considerably. Pupils are now working at levels well above national expectations in all areas of English. This improvement is as a result of good coverage of the requirements of the *National Curriculum* and an imaginative use of *Literacy Hour* lessons. Every opportunity is used to link areas of learning to make work relevant and interesting for the pupils. The high standards reached by the pupils at the end of Year 2 are now being maintained and built upon and, as a result, achievement in English is good throughout the school.

33. The overall quality of teaching and learning is good, and often very good. This has also supported the rise in standards and pupils' enthusiasm for their work. Pupils learn to speak to a variety of audiences and are confident and articulate when talking about their work in class, both with adults and with each other. They are encouraged to speak during assemblies, take part in discussions and make videos to illustrate their work. Reading and writing skills are promoted particularly well during lessons, giving pupils the opportunity to reinforce their learning and build upon it. The school library is used well to support this. Pupils with special educational needs are fully included in all lessons. They are very well supported by knowledgeable and high-quality teaching assistants. As a result, they achieve very well.

34. Teaching in the most effective lessons is characterised by very good relationships between adults and children, the teacher's clear understanding of what is being taught, activities that are interesting and capture pupils' imagination and the teacher using good questioning to deepen pupils' understanding. In some classes, however, teachers are too quick to provide an answer to questions. This results in pupils not having the chance to express their own ideas in their own words. In many books the quality of handwriting is unsatisfactory and difficult to read, which detracts from the quality of what has been written.

35. The subject is well led and managed. Observation of how well the pupils are learning in lessons has supported the school in developing the quality of teaching. These measures have helped in raising standards, and good improvement has been made since the last inspection.

Language and literacy across the curriculum

36. Imaginative use is made of the time available for learning. It seems as though every possible link is made between the different elements of the curriculum. Literacy is taught through all subjects and other subjects are taught through literacy. For example, a group of Year 6 pupils were working on biographical texts and considering the appropriate use of connectives. This was within the context of work in history on Henry VIII. Pupils incorporated fiction with historical fact in order to produce a *This Is Your Life* for the king. The level of debate was extremely high and challenged both teacher and pupils. As a result, everyone thoroughly enjoyed the lesson and achievement was very good. This level of imagination was not limited to Year 6 and was seen in every year group. For example, in Year 3, the writing of instructions was linked to work in design technology about making peppermint creams. Pupils made notes by writing down the verbs to describe each step. In other classes, pupils were carrying out research in order to produce their own documentary about different mammals. This innovative use of the *Literacy Hour* has helped the school to raise standards in all areas of English and has made learning fun for the pupils.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Teaching is good, and particularly strong in Year 6.
- Pupils, particularly the more able, do not have enough opportunities to extend their learning through using and applying their mathematical skills or explaining their thinking.
- Pupils with special educational needs are very well supported and achieve very well.
- Some pupils make avoidable errors because the presentation of their work is not good enough.

Commentary

37. Results in last year's national tests for pupils in Year 6 were average when compared to all schools nationally. They were poor when compared to similar schools because too few pupils gained the higher level. However, the work the school has done on improving pupils' mental mathematics skills and providing suitably challenging work for the more able pupils has been successful, and standards are now above average. Higher standards are also a result of improvements in the quality of teaching and learning. Improvements have resulted in almost all Year 6 pupils understanding probability and many being confident in their use of fractions and decimals when describing proportions. This is satisfactory achievement, although it represents very good achievement for those with special educational needs. They do particularly well because they are very well supported in lessons by teaching assistants and, in Year 6, also benefit from being taught in small groups.

38. Pupils' achievement in using and applying their mathematical skills is not as good as in other areas of the mathematics curriculum. Able pupils get too few opportunities to experience open-ended or practical problem-solving activities that require independent use of their mathematical knowledge and skills. Pupils of all abilities are not given enough opportunity to explain their mathematical thinking and strategies.

39. The quality of teaching is good. Teachers plan for lessons thoroughly and have clear learning objectives that are supported by suitable activities for the pupils. All teachers stress the use of appropriate vocabulary. In some lessons, teachers use on-going assessment while they are teaching to ensure that pupils are ready to make progress. This sometimes means that teachers revisit work in a variety of ways until they are sure pupils have secure understanding. Expectations of the pupils are generally high and work is challenging yet matched to the pupils' ability. In the best lessons, new learning is supported by clear teacher explanations and good demonstration. As a

result, pupils acquire new knowledge successfully, enjoy their mathematics lessons, concentrate well and work hard. Occasionally, the presentation of pupils' work is untidy and they consequently make unnecessary errors in calculation, for example misreading numbers or misinterpreting place value (hundreds, tens and units).

40. Pupils' progress is carefully monitored and this information is used to set challenging group and individual targets. Older pupils are aware of their targets and can describe what they need to do to improve. Marking in books is good. The best includes helpful comments on misconceptions and how work could be improved.

41. Mathematics is well led and managed by the co-ordinator with the support of the deputy head teacher. They have effectively evaluated the school's practice and pupils' achievement with a view to identifying how standards could be further raised, particularly for the more able. A thorough action plan has been written to address the identified issues, but the effect of the strategies put into place has yet to fully impact on teaching, learning and standards. Standards are higher than were reported at the last inspection and improvement has been good.

Mathematics across the curriculum

42. The skills that pupils develop in mathematics support their work in all subjects of the curriculum very well. In design technology, pupils measure accurately in centimetres, and in science they create and read graphs with some precision. Where arithmetical errors are made in work involving numeracy in other subjects, it is quite often due to the work being untidy so that numbers are misread or added up wrongly because they are misaligned.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils reach high standards in scientific knowledge, skills and understanding.
- Pupils do not have enough opportunities for independent work and, even though standards are high, there is still scope for extending the challenge for the most able.
- Teachers use good questioning techniques and actively encourage pupils to use a wide range of scientific vocabulary.
- Pupils enjoy science, concentrate well and work very hard.
- The presentation of some pupils' work is not good enough.
- Very good links are made between science and other curriculum areas.

Commentary

43. Results of the 2003 national tests for pupils in Year 6 were well above average when compared with schools nationally. When compared to other schools whose pupils gained similar results in Year 2, they were average. From work seen in the inspection, the well above average standards have been maintained. The subject knowledge of Year 6 pupils, including those with special educational needs, exceeds national expectations. For example, pupils understand and explain the effects of friction on a moving object and plan an investigation by identifying an appropriate approach. Their predictions of outcomes are firmly underpinned by secure scientific knowledge and understanding. Achievement both within lessons and over time is good.

44. Although pupils have good investigational skills, they do not have enough opportunity to work independently by raising their own scientific questions and identifying an appropriate investigative approach. This is particularly important for the more able pupils, who could achieve the higher levels of attainment but are currently restricted by too much teacher direction. Although standards in science are high, the most able pupils are still capable of more challenging work.

45. Teaching in science is good. The good and very good teaching is characterised by a strong focus on the accurate use of scientific vocabulary (*force, gravity, thrust*); good teacher knowledge; good questioning techniques, and the use of pupils' responses to reinforce and extend learning; effective assessment during lessons that quickly addresses any misconceptions; building on what pupils have learnt before and on links to other subjects and thorough lesson preparation and clear learning objectives that are shared with the pupils.

46. Pupils respond very positively to science lessons, particularly when there is a practical activity. During lessons, because they are fully engaged, pupils concentrate well and work very hard. However, the written presentation of some pupils' work could be improved so that it clearly records their investigations and demonstrates what they know.

47. Skills learnt in other lessons are reinforced and further developed in science. Year 6 pupils made links between science and geography when considering the stopping distance of cars in snow, and Year 5 pupils researched the types of food mammals eat as part of their work writing a documentary in a literacy lesson. Links between mathematics and science are particularly well developed.

48. Science is well led and managed. Priorities for development have been identified, including the need for revision before Year 6 testing, the further development of scientific enquiry and building more links with other subjects. The strategies put into place last year contributed to pupils' significantly higher test results. The improvement in science since the last inspection has been good.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **good**.

Main strengths

- All elements of the National Curriculum are covered in depth resulting in above average standards.
- ICT is used well as a tool for learning in other subjects.

Commentary

49. Pupils' achievement is good. By the end of Year 6, their attainment is above national expectations for the subject. This is because the school covers all elements of the *National Curriculum* in depth with pupils in all classes achieving higher levels than are seen in most schools. For example, pupils in Year 5 were using the computer to draw plans for the moon buggies that they were making in design technology. The pupils found the activity challenging and the majority were working at the level that would usually be expected in Year 6. There has been good improvement since the last inspection.

50. Three lessons were seen in ICT. In these lessons, the teaching and learning ranged from satisfactory to good and was good overall. Teachers have good ICT knowledge and impart this to their pupils. They give clear instructions, reinforce previous work effectively and have very good relationships with their pupils. This results in pupils being enthusiastic and keen to learn.

51. The subject is well led and managed. The co-ordinator is new to the post but has built on past improvements and is committed to raising standards further.

Information and communication technology across the curriculum

52. All classes use ICT well as a tool for learning. Good examples of work carried out in other subjects are displayed well around the school and in the ICT suite. This has helped to raise pupils' attainment and contributes well to the standards that are being achieved. Of particular note is a scrapbook produced by the pupils to share facts about their school with a school in Uganda. Most of the pupils have computers at home. However, this does not make them all expert users. As one child said, "*I must admit that I use my computer mainly for playing games.*"

HUMANITIES

Only one history and one geography lesson were seen during the inspection. Therefore, no judgement can be made regarding the overall provision in these subjects. From looking at work in books and talking to pupils, however, standards in both subjects are above national expectations and pupils achieve well. This is as a result of the high proportion of work that is covered in greater depth than would usually be expected. Pupils' good achievements are supported by work carried out in other subjects. Literacy skills are taught well in geography and history. In the lessons seen, pupils and teachers worked well together. There was a good range of activities and teaching assistants supported pupils with special educational needs in making very good progress. Since the last inspection, there has been good improvement in history and very good improvement in geography where progress was last time judged as being unsatisfactory.

Religious education

Provision in religious education is **good**.

Main strengths

- In depth coverage of the locally agreed syllabus results in pupils reaching standards above those that are expected.
- Good use is made of religious education lessons to teach literacy skills.
- Pupils are encouraged to think deeply and discuss their work.

Commentary

53. Pupils' achievement in religious education is good. By the end of Year 6, their attainment is above the standard expected in the locally agreed syllabus. Pupils' knowledge and understanding of the major world religions develops well. Care is taken to ensure that pupils reflect on what they are learning and how it applies to their own lives. The subject is also used well for teaching literacy skills. For example, pupils in Year 6 wrote confidently about their understanding of baptism and pupils in Year 4 talked lucidly about their own strengths and weaknesses, following work on the story of Samson and Delilah.

54. In the three religious education lessons seen during the inspection, the teaching ranged from good to very good and was good overall. This supports the good learning that takes place and the standards that are achieved. In the lessons seen, pupils worked at a brisk pace and behaviour was well managed by the teacher making sure the pupils were fully involved in their work. Good discussion took place, with a wide range of activities and good links made to other subjects.

55. Leadership and management of the subject are good. The co-ordinator is enthusiastic and knowledgeable about the subject. She has identified the strengths and areas for development and has helped to raise standards. The improvement since the last inspection has been good.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two physical education lessons were seen. Although, in both, the teaching was good, this provided insufficient evidence for inspectors to make an overall judgement about provision, particularly as it was obviously not possible to look at pupils' past work. No judgement can be made on standards in this subject because, owing to the limitations of the inspection, inspectors saw too narrow a sample of work. In design technology, although only one lesson was observed, which was good, inspectors saw many examples of past work and discussed these with pupils. Again, this was insufficient to make an overall judgement about provision in the subject, but work such as that on bridges in Year 6 represents standards that are well above average and shows that pupils are achieving very well.

Art and design

Provision in art is **very good**.

Main strengths

- The pupils produce high quality work which is extremely well displayed.
- There is very good coverage of the art curriculum.
- There are very good links between art and other subjects, including ICT.
- Sketchbooks provide good evidence for teachers to see how well pupils are doing.

Commentary

56. The very good range and quality of pupils' work on display shows very good achievement. For example, Year 6 pupils focus well on tone and form when representing three-dimensional shape and signify light and shadow by using a variety of media, including pens, different types of pencil and charcoal. They confidently use a range of techniques, including contouring and cross-hatching, in order to produce work of high, and often very high, quality. Cross-curricular work linked to history resulted in some outstanding portraits of Henry VIII, in which pupils had worked in a variety of media and carefully considered line and shape as well as the style of portrait-making during the Tudor period. Pupils are also given the opportunity to examine the methods of professional artists and then explore the techniques for themselves. An outstanding display by older pupils demonstrates their response to how an artist has looked at a river scene. All artwork is very well displayed indicating that the school community values the high quality of the pupils' work.

57. Pupils' sketch books and the art evidence file indicate that pupils have the opportunity to experience a wide range of media and techniques that include pottery, three-dimensional work and computer-generated art. They also show that pupils make very good progress over time in art skills, building well on what they have learnt before.

58. Art is well led and managed. Pupils' work is monitored throughout the school, with a particular focus on how well their skills are developing. Pupils who have a particular talent for art are identified and tracked to ensure they receive appropriate challenge in extending their skills. Provision in art has improved considerably since the last inspection when it was judged to be satisfactory.

Music

Provision in music is **very good**.

Main strengths

- Pupils achieve very well and attain high standards.
- The curriculum is wide and challenging.
- Singing and the school orchestra are significant strengths of the school.
- Curriculum leadership of the subject is strong.

Commentary

59. By Year 6, pupils reach high standards in music. The teaching is very good. Pupils are encouraged to use a wide range of technical vocabulary when describing music and many pupils are proficient in following musical notation. In a Year 6 lesson, pupils correctly identified a range of musical instruments from the Renaissance period when listening to *Fanfare for Henry VIII* and could describe terms such as *ostinato*. When they moved on to perform a piece of music, all pupils were appropriately challenged. Talented musicians used notation to play a melody, while pupils at an earlier stage of musical development played chords and the drum ostinato.

60. The curriculum is wide and challenging. Pupils experience music from different eras and cultures, and visiting musical specialists enrich pupils' learning. For example, a Hindu musician raised awareness of the music identified with the religion. In a Year 5 lesson, pupils were challenged to use a range of musical vocabulary, including *pitch* and *texture* when listening to and describing music. Pupils listened very carefully and were then supported in using their voices to build a cluster of notes. Working co-operatively in small groups, and using individual voices to create the chord, the majority of pupils overcame initial reluctance to sing and created clusters of sound. This represented very good achievement.

61. Singing and the school orchestra are great strengths of the school. During a whole-school singing lesson, pupils demonstrated good diction and controlled both the pitch and dynamics of a song. All pupils sang in two parts accompanied by the orchestra. The pupils greatly enjoyed singing and were excited by their good performance. The infectious enthusiasm for the subject of the teacher leading the lesson was soon transmitted to the pupils. The level of participation in whole-school singing is exceptionally high, with almost all pupils eagerly taking part and singing with gusto.

62. There is a wide range of specialist music teachers who visit the school to give individual and small group instrumental tuition. Pupils are encouraged to join the orchestra after a year of tuition. The orchestra performs to a high standard and allows some extremely talented musicians the opportunity to further develop their skills. There are also opportunities for the pupils to perform to a range of audiences. They join musicians from All Saints Church in an annual production that includes both singing and orchestral performances.

63. The curriculum leader gives very good support to non-specialist teachers and has had the opportunity to work alongside teachers in the classroom, supporting and developing their work in music. She recognises that some teachers need assistance in delivering a challenging music curriculum and has introduced a music scheme of work that gives teachers the knowledge and confidence to deliver demanding lessons. This is one of the factors that enable the pupils to consistently achieve such high standards. Provision in music has improved considerably since the last inspection when it was judged to be satisfactory.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

No citizenship lessons were observed because citizenship is not currently taught in the school as a discrete subject.

Personal, social and health education

The provision for personal, social and health education is **very good**.

Main strengths

- Pupils benefit from a comprehensive, well-planned curriculum.
- Pupils are confident and enjoy taking responsibility around the school.
- There is a very effective school council that is given a real voice in the school.

Commentary

64. Personal, social and health education (PSHE) is given a high priority by the school. As a result, pupils are very aware of their role as citizens, develop good relationships with each other and adults in the school, and recognise the importance of a healthy, safe lifestyle. The curriculum is taught through both PSHE lessons and topics that link with work in other subjects.

65. Activities that promote PSHE and citizenship include:

- Regular *Circle Time* sessions, where pupils sit in a circle to discuss their opinions and debate issues that arise both within and outside the classroom
- Visitors who help the pupils to understand issues related to PSHE; this includes the policewoman who visits the school to explore the topic of smoking and how pupils may come under pressure to act in a way that would damage their health or safety
- Lessons that give the pupils the opportunity to develop the language of expressing their feelings and support them in recognising personal feeling and the feelings of other people
- Assemblies that support PSHE and citizenship; pupils had the opportunity to explore the theme of justice and injustice during an assembly; they considered the life of Martin Luther King and reflected with sensitivity on ways in which injustice could be addressed through peaceful means
- The school has recently applied for the *Healthy Schools* award
- Pupils investigate the importance of acting safely, for example on Bonfire Night

66. Pupils are encouraged to take responsibilities around the school. Older pupils 'man the office' at lunch times, and playground monitors help younger children and ensure that pupils enter the school safely after playtimes. Pupils are very keen to support others who may require help because of physical or other disabilities. The school has strong links with a school in Uganda and a display in the entrance hall explores how both schools have a lot in common.

67. The school council is run on very democratic lines and allows pupils to understand their responsibilities as citizens. Meetings are business-like, have a clear agenda, and pupils are made to feel that they are genuinely a part of the school's decision-making process.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and Colleges	2
The leadership and management of the school	3
The governance of the school	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).