



# North Baddesley Infant School

## Inspection Report

**Unique Reference Number** 115875  
**LEA** Hampshire LEA  
**Inspection number** 279691  
**Inspection dates** 25 April 2006 to 26 April 2006  
**Reporting inspector** Michael Pye AI

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Infant	<b>School address</b>	Botley Road
<b>School category</b>	Community		North Baddesley
<b>Age range of pupils</b>	5 to 7		Southampton SO52 9EE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02380412412
<b>Number on roll</b>	170	<b>Fax number</b>	02380412413
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Ann Tupper
<b>Date of previous inspection</b>	31 January 2000	<b>Headteacher</b>	Miss Lucy Martin

<b>Age group</b> 5 to 7	<b>Inspection dates</b> 25 April 2006 - 26 April 2006	<b>Inspection number</b> 279691
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This Victorian built school, set in attractive grounds, serves a large village near Southampton. Smaller than similar schools nationally, it has fewer pupils than usual who are entitled to free school meals. Almost all pupils are from white British families. A small number from other backgrounds speak English as an additional language. There are fewer pupils than in most schools with learning difficulties and disabilities or statements of special educational need. The current head teacher is the third within four years.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

'The whole school ethos is built around children's views, needs and educational requirements. Children are very motivated and excited, and are rewarded and encouraged in a number of ways'. This parent's view accurately identifies the academic and pastoral strengths of this school. Personal development is outstanding and results in the national tests for seven year olds are consistently above average. Inspectors agree that this is a good school which provides good value for money.

The quality of the Foundation Stage is good and ensures that pupils get a positive start to their school career. Pupils' good progress continues in Years 1 and 2, because of the effective teaching and well balanced curriculum. All pupils have the opportunity to succeed. As a result they do well but the school recognises that standards in writing should be higher.

Pupils have very positive attitudes and those who know their targets try very hard to reach them and to improve their work. However not all pupils know their targets. The teaching engages the pupils in interesting tasks but teachers do not always reinforce the purpose of the lesson or make clear how pupils can improve their work.

The headteacher provides very effective leadership and has an extremely clear vision for future developments. With the full support of senior managers and other staff, improvements in school organisation and the development of a wider range of writing opportunities have already been introduced. Parents are fully supportive of the school. A united staff and governing body, together with effective improvement since the last inspection, indicates that there is a good capacity to improve.

### What the school should do to improve further

- Make more effective use of target setting to raise standards in writing
- Ensure that pupils have a clear understanding of the purpose of every lesson and how they can improve their work

## Achievement and standards

### Grade: 2

Pupils make good progress. By the end of Year 2, standards are above average. In the 2005 national tests results were significantly above the national average in reading and mathematics, and average in writing. Opportunities for pupils to extend the range of their writing are now in place and are beginning to raise standards.

Children enter reception with the skills and knowledge expected of their age. The majority make good progress towards their learning goals, and many exceed them by the time they enter Year 1. Successful measures have been introduced to aid those children whose progress in linking sounds and letters is slowing their progress in literacy. Emotional and social development is good.

In work seen during the inspection standards are above average. The school effectively identifies pupils who are underachieving. For example, in literacy the school has introduced focus groups for such pupils who consequently are now making good and often very good progress. The majority of pupils make good progress and meet challenging targets. This includes those with learning difficulties, and those from ethnic groups.

## **Personal development and well-being**

### **Grade: 1**

The school judges this to be good; inspectors judge it to be outstanding. 'The school is a bright, cheerful and stimulating environment, in which children can't wait to be'. This parental quote reflects the eagerness and obvious enjoyment shown by the pupils around the school. Excellent relationships between pupils and adults have a positive impact on all aspects of personal and academic development. Pupils feel secure and want to do well. Their behaviour is excellent. They co-operate with each other very well, show respect and are polite, friendly and caring. Attendance is in line with the national average.

Pupils' spiritual, moral, social and cultural development is outstanding. Decision making skills are developed through, for example, the very effective school council. One council member said, 'The council improves everything'. They have a very good awareness of the importance of living harmoniously together and cultural diversity is celebrated well.

Healthy lifestyles are very well understood. Healthy meals are provided by the school and pupils' packed lunches reflect a healthy diet. Pupils show a very secure understanding of how to live safely in a community. Their very good awareness of economic matters results from active participation in costing and fund raising for the May Fair, and for a school in Uganda. This, together with good standards in subjects such as information and communication technology (ICT) are very good examples of the ways in which pupils are developing skills for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Teaching is good overall. Pupils learn well because lessons are made enjoyable, teachers have high expectations, and pupils' attitudes are very positive. Most lessons challenge and engage the pupils. A pupil said of the work set 'It's very hard but good fun and I can do it'. Good use is made of questions in lessons, and regular marking of books, to assess pupils' understanding. Resources are well used and relevant homework set.

Targets for improvement are set by teachers but not all pupils know them or how to improve their work. The school rightly feels that targets could be used more effectively to give them greater responsibility for their own improvement. In the few lessons where the purpose of the lesson is not to the forefront some pupils are unsure about

what they have achieved. Occasionally insufficient emphasis is placed on what constitutes good and very good work.

The needs of pupils with learning difficulties and disabilities are diagnosed well, and they make good progress because of the quality of teaching and the support of well informed learning support assistants.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It is well balanced and enhanced by some strong features. It meets the needs of all pupils, stimulates an enjoyment for learning and lays good foundations for their future well-being. Good links are made between subjects, which makes learning meaningful. The curriculum is further enhanced by lively and interesting themed days and weeks. However, the school rightly recognises a need to develop further the planned opportunities for writing and drama across the curriculum. The provision for mathematics and ICT is good. Good use is made of visits and visitors to enrich learning and to support pupils' personal development. There is a satisfactory range of after school activities, including football, dance and recorders. The school successfully promotes pupils' knowledge of staying healthy and safe and is developing very well their awareness of what makes a good citizen through, for example, fund raising activities and the excellent involvement of the school council.

## **Care, guidance and support**

### **Grade: 2**

The school recognises the crucial effect on learning of the emotional health of the pupils, and takes active steps to support them.

At the heart of the high quality of care is the adults' knowledge of the pupils, and how this is used to effectively support the pupils, respecting them as individuals. Pupils approach adults with confidence, knowing that they are safe and that if any incidents occur the school deals with them promptly. Personal, social and health education is seen as essential to the effective nurturing of the pupils, and is woven well into the curriculum.

Robust child protection arrangements are in place. Health and safety procedures are secure and reviewed regularly. All members of staff receive training in basic first aid. Risk assessments are conscientiously completed.

In addition to very strong pastoral support, pupils receive satisfactory academic guidance. Effective measures are in place to monitor progress and to support individuals who may otherwise underachieve. Not all pupils however, have sufficient knowledge of their targets and how to reach higher standards.

## Leadership and management

### Grade: 2

The headteacher is an inspired leader with an outstandingly clear vision for the future development of the school. This vision has been very effectively communicated to the pupils, the staff, parents and governors. There is a shared commitment to achieving the aim of creating 'happy, confident, independent learners who have a clear sense of their own worth.'

The school has been very effective in improving the quality of communication with parents. One parent wrote, 'As a working parent I don't get many opportunities to visit the school. However I have increasingly felt that more ways and opportunities are being provided for all parents to have a say, and feel part of the school community'. Parents are overwhelmingly supportive.

Managers have been effective in identifying the need to further improve literacy skills. Strategies have been introduced to improve the delivery of phonics in the Foundation Stage, and to create a wider range of writing opportunities for pupils across all subjects. These new initiatives have yet to fully impact on standards and progress but there are clear signs of improvement.

The school has consulted widely to develop an innovative school improvement plan that is effectively linked to the 'Every Child Matters' initiative. Evaluation and monitoring are well established and being used well to identify areas for improvement, clearly linked to raising standards. The quality of learning, for example, is now the focus of lesson observations. Resources are well used with particularly good deployment of teaching assistants. The Foundation Stage is well led.

Effective monitoring procedures ensure that the active governing body is well placed to review the progress made towards the precise targets it sets for further improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Pupils

You will probably remember our visit to your school - we were the people in large dressing gowns! You were eager to talk to us and tell us about your school. Thank you. We listened carefully and feel, like you, that you are very lucky to belong to this good school. As one parent told us 'You seem to really enjoy the whole experience'.

Your head teacher and her staff are very determined to give you the best and to help you enjoy your school life. We feel they are succeeding because: \* As a result of good teaching you do very well in reading and mathematics\* You learn more quickly than most pupils\* The school is well led and has some very good plans for the future\* Your behaviour is excellent, you enjoy school and you get on so well together. This was very clear to us during the bedtime story day for 'Book Week'\* You feel safe in school and know that the adults care for you well\* You are correct in thinking the School Council does such good work\* You have a good understanding of how to live healthily.

We very much liked the way that you want to do well. We have asked that the school gives you examples of what is good and very good work, and sets you clearer targets to help you to improve your writing. We wish you the very best for the future.

Yours sincerely,

Michael Pye

Lead Inspector