

North Baddesley Junior School

Inspection report

Unique Reference Number	115998
Local Authority	Hampshire
Inspection number	312138
Inspection date	22 January 2008
Reporting inspector	Christopher Parker

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

Type of school	Junior
School category	Community
Age range of pupils	7-11
Gender of pupils	Mixed
Number on roll	
School	239
Appropriate authority	The governing body
Chair	Mrs Sally Gray
Headteacher	Mrs Susan Smith
Date of previous school inspection	19 January 2004
School address	Fleming Avenue North Baddesley Southampton SO52 9EP
Telephone number	02380 411100
Fax number	02380 411101

Age group	7-11
Inspection date	22 January 2008
Inspection number	312138

© Crown copyright 2008

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors. They evaluated the overall effectiveness of the school and examined:

- how well pupils are doing in mathematics
- the impact of the creative curriculum on achievement
- the pupils' attitudes to learning
- how the leadership team monitors and evaluates the impact of its actions.

Evidence was gathered from the analysis of pupils' test results, scrutiny of samples of their work, observation of lessons, parents' questionnaires, discussions with pupils, the headteacher, senior management team, mathematics coordinator, chair and vice chair of governors. Other aspects of the school's work were not investigated in detail.

Description of the school

North Baddesley is an average size junior school serving a predominantly White British community. Almost all pupils speak English as their first language. The proportion taking free school meals is much lower than the national average. The proportion of pupils with learning difficulties is slightly above the national average. The school has an Artsmark gold award.

There have been significant changes to the teaching staff over the last two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school is providing the pupils with a satisfactory education. It is recovering well from a period of disruption. It has established a good curriculum with a very strong emphasis on creativity and teaching has improved.

The results of national tests at the end of Year 6 have fluctuated over the last few years. In 2006 standards were above average but fell to be broadly average in 2007. Standards in mathematics suffered most because of disruption to teaching and the progress of some groups of pupils slowed considerably. With new appointments to the teaching staff, a considerable reduction in staff absence and more effective teaching the pupils are now making much better progress. The teaching is satisfactory. A few lessons lack the spark and challenge to generate rapid progress but many are now good and some outstanding. The legacy of slow progress in the past is yet to be eradicated. Nevertheless, the school is making purposeful strides forward and as a result, pupils are now achieving satisfactorily. Where the teaching is particularly strong, for example in Year 3, the teacher sets the pupils of different abilities interesting tasks that challenge and engage them. This high standard of teaching is not yet evident in all classes and there are occasions when the teacher sets a challenge for the pupils but does not extend them through equally demanding questioning. There are also inconsistencies in the quality of marking and the use of target setting. Sometimes pupils are not given the opportunity to respond to the teachers' comments or correct their errors. Currently, each year group uses a different approach to target setting, some are more effective than others.

The school carefully tracks each pupil's progress and responds well to the needs of those with learning difficulties by providing good opportunities that support their learning. For example, the weak performance, of some less able girls, in mathematics is being addressed by setting problems in more interesting contexts as well as providing additional adult support. However, not all of the more able pupils are consistently challenged in mathematics. The curriculum makes excellent links between subjects that encourage, for example, the pupils to write a balanced argument about the impact of the coming of the railways on a canal owner, in their study of the Victorians. The creative elements of the curriculum are very strong and the school's photographic records show the wide variety of activities they undertake. The quality of work they produce, for example, in art is of a good standard. The pupils appreciate the extensive range of opportunities, both in and after lessons, the school provides. They are happy to talk at length about how much they enjoy art and musical activities.

The creative curriculum and the effective care and support the school provides do much to promote the pupils' good personal development and encourage a positive approach to learning. Most pupils make an excellent contribution to the school community through many opportunities they have to represent their peers. The 'learning walks groups' takes its role very seriously. Its members talk animatedly about their work and their collaboration with other schools. They have looked at the opportunities on offer and made suggestions for improvement. Most of the pupils behave well but a few do not. As a result, pupils say there are occasions when lessons and their learning is interrupted although these are reducing with improved and more consistent behaviour management. The pupils have an excellent knowledge of how to stay safe, for example, when they are using the internet. They have an increasing understanding of the importance of healthy eating and staying fit.

Most parents are pleased with the work of the school. Many comment on how much their children enjoy school, some referring specifically to the 'imaginative' curriculum. Others say their children are happy at school because of the 'care and concern' of the staff. Some parents are rightly concerned about slow progress made in the past, the behaviour of a few pupils and the absence of feedback given to some pupils on their homework. The parent council, which meets with the headteacher, has recently brought a similar point about homework to her attention. The headteacher is currently discussing with the teachers how they can improve feedback on homework.

The headteacher has guided the school through a turbulent period and has provided the direction to overcome significant disruption. With the support of the governing body, who challenge the school to improve its performance, it has emerged with improved teaching and a curriculum with many strong elements. The school is now well placed to improve standards and increase the rate at which pupils make progress. The senior leadership team monitors the school's work comprehensively and has a clear view of where the school needs to improve although consistent approaches, for example to target setting, have yet to be established. The school improvement plan sets out a clear direction to raise standards and improve the quality of education.

What the school should do to improve further

- Improve the quality of teaching to a consistently high standard so that pupils make sustained and rapid progress through out the school.
- Raise standards in mathematics by ensuring all pupils are consistently challenged.
- Ensure the quality of target setting, marking and feedback to pupils is consistent and helps them to improve their work.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

29 January 2008

Dear Pupils

Inspection of North Baddesley Junior School, Southampton, SO52 9EP

This letter is to tell you about the recent inspection and to thank those of you who gave up your time to talk inspectors. The members of the school council and the 'Learning Walks' group showed how seriously they take their responsibility to represent their classes.

You enjoy lessons and find them interesting. Some of you told us how much you like the links the teachers make between subjects. It was good to see you doing literacy and numeracy work set in the cross-curricular themes. At the moment the school is providing a satisfactory education for you but the headteacher has got good plans to make it even better. You have a very good range of opportunities to be creative and you told us how much you like art and music lessons.

Over the last year or two, there have been changes which have brought improvement. As a result, the progress you are making has improved but we think some of you can do even better, particularly in mathematics. We have asked the teachers to do all they can to help you to get better and better by making sure the tasks they set are just right for you, to help you to make consistently good progress. The teachers give you lots of help but we have asked them to improve the way they set you targets and mark your work, so that you know exactly what you need to do to improve.

We enjoyed visiting your school and hope that it continues to improve and helps you to do as well as you possibly can.

Yours sincerely,

Christopher Parker

Lead Inspector