

South Baddesley Church of England Primary School

Inspection report

Unique Reference Number	116316
Local Authority	Hampshire
Inspection number	312257
Inspection date	29 April 2008
Reporting inspector	Anthony Green

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4-11
Gender of pupils	Mixed
Number on roll	
School	115
Appropriate authority	The governing body
Chair	Mr Russell Bowman
Headteacher	Mrs Mary Nugent
Date of previous school inspection	28 February 2005
School address	South Baddesley Lymington SO41 5RP
Telephone number	01590 626243
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Introduction

The inspection was carried out by an Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated pupils' achievement, the quality of teaching and learning, particularly for English, mathematics, science and information and communication technology (ICT), the provision for the Foundation Stage, and pupils' personal development and well-being. In addition, evidence was gathered from discussions, school documentation and parents' questionnaires, to evaluate the school's arrangements for care, guidance and support and the quality of leadership and management. Other aspects of the school were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included in this report.

Description of the school

This is a smaller than average school in which the majority of pupils are White British. None speak English as an additional language. The number of pupils eligible for free school meals is below the national average. The proportion with a statement of special educational need is generally average. All pupils are grouped in mixed aged classes.

The school has gained the Healthy School's Award, the Eco Schools Bronze Award and the Activemark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This outstanding school is justifiably held in very high regard by the overwhelming majority of parents. As one perceptively commented, 'We have nothing but praise for this excellent school, thanks to the dedication and professionalism of the head, staff, governors and Friends of South Baddesley School. Our children are valued and encouraged to give of their personal best.'

This is an extremely caring school. Central to its work is a strong Christian ethos. High and successful regard is paid to pupils' personal development and well-being. The good start children make in the Reception class is built on throughout the school. The outstanding care, guidance and support draws on the close links with parents and outside agencies. Pupils feel very safe and happy and their behaviour is exemplary. They enjoy school, which results in good attendance. Relationships are excellent. As one pupil said, 'We all get on well. There's never any bullying. We all play together.'

Standards on entry are average. However, the proportion of pupils with learning difficulties and disabilities varies from year to year from below the national average to above the national average, depending on the cohort. Pupils make very good progress throughout the school because of the excellent quality of teaching. This is reflected in the exceptionally high standards reached by Year 6 in English, mathematics and science, which have been sustained for a number of years. Teachers assess pupils' progress very well and make excellent use of this information when planning future work. It ensures that work is challenging, enjoyable and very well matched to the needs of all groups of pupils. Information and communication technology (ICT) is planned for well to support teaching and learning across a range of subjects. Interactive white boards add stimulus and interest to lessons, and are used with confidence by teachers and pupils. Very well-informed teaching assistants make a strong contribution to the high quality of learning, especially when working with individuals, set groups and in the Foundation Stage. As a result, the achievement of all groups of pupils by Year 6 is outstanding. Pupils are very well prepared for their transition between each stage of learning and to secondary school. Pupils are suitably involved in the assessment of their own work and are set personal targets for improvement. However, not all are able to recall with confidence their targets and what they need to do to achieve them.

Although a very small number of parents expressed concern about mixed-age classes and class sizes, inspection evidence, as reflected in the good staff to pupil ratio, the exceptionally good progress and high standards, shows that this does not have a negative impact on pupils' learning and achievement.

The curriculum is excellent and very well adapted to meet the needs of all pupils. It is enriched by an impressive range of activities, including visits and visitors, after school sports, music, Spanish and chess activities, and a Year 5 and 6 residential visit to the Isle of Wight. Over fifty per cent of pupils take the opportunity to learn a musical instrument. The very high expectations of an outstanding music teacher are reflected in the high quality of singing in assemblies. Pupils in Years 3 to 6 learn French to a level that is above that expected of their age and, as one said, 'It is really good fun.' The very well planned links between subjects also contribute to pupils' very high levels of achievement and enjoyment.

Pupils have a first-rate understanding of the need to lead healthy lifestyles and how to keep safe. Play and lunch times are active parts of the school day and activities are often organized by Year 5 and 6 pupils who are trained as 'Play leaders'. All classes participate in at least two

hours of physical education a week. Pupils know the value of eating healthily and are developing an excellent understanding of sustainability and self-sufficiency through the 'Eco-schools' initiative, for which the school has gained national recognition.

Decisions made by the school council are not only reflected in the daily life of the school but also extend into the wider community. For example, their suggestions have led to the introduction of the 'Play leaders' and support for a number of national and international charities, which include close links with a school in Nairobi. As one member of the council said, 'We make a big difference. We solve problems in the school.'

The headteacher's leadership is outstanding. Her very clear vision for the school ensures that there is no complacency and that initiatives continue to move the school forward at an appropriate pace. She is very ably supported by her deputy and senior teacher, all staff and the governing body. Leaders and staff at all levels are excellent role models. They have a very good knowledge of the pupils' needs and are fully involved in the monitoring and evaluating of pupils' progress. Governance is outstanding because governors are fully involved in evaluating the school's work. This is contributing extremely well to the school's continued improvement. The school is accurate in its evaluation of its performance. Issues from the previous inspection have been addressed well. The school is in an excellent position to maintain its current very high standards and to continue to build on its success.

Effectiveness of the Foundation Stage

Grade: 2

Children enter the Reception class with knowledge, skills and understanding in line with that expected for their age. They settle quickly and make a good start because of the good curriculum. Progress is good and pupils achieve well. Standards by the end of the Reception year are above expectations. Children's personal development and well-being are good. The quality of leadership and management of the Foundation Stage, by the headteacher, is successfully focused on maintaining and developing the good provision, and ensuring that pupils benefit from consistently good teaching and support. All children are cared for, guided and supported well and are well prepared for their next stage of learning. Good links have been established with local pre-school providers and parents to ensure a smooth transition into Reception.

What the school should do to improve further

- Ensure that all pupils are fully aware of their individual targets in order to involve them more in how to improve their work.

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Annex A

Inspection judgements

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

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

09 May 2008

Dear Pupils

Inspection of South Baddesley Church of England Primary School, Lymington, SO41 5RP

Thank you for your very friendly welcome when I visited your school. You told me you attend a very good school and I agree. I even think that you go to an outstanding school. That means it does everything it can to help you develop into mature young people. It was obvious to me that you enjoy school, especially when I watched you and your teachers singing with such enthusiasm in your music assembly. I was very impressed by many things. These are just a few of them:

- you learn very quickly and by Year 6 you do extremely well in your national (SATs) tests
- your behaviour is excellent and you get on very well with each other
- teaching is outstanding, which is why you all do so well
- your teaching assistants give you excellent support
- you know how to keep safe and how important it is to stay fit and healthy
- you are developing an excellent awareness of the ecological needs of our planet
- you are given lots of interesting activities at lunch times and after school
- your school council and 'Play leaders' play an important part in school life
- your headteacher, senior staff and governors are excellent in the way in which they lead your school.

Even in an outstanding school there are things that can be improved. I have asked your teachers to give you more opportunities to be involved in your personal targets, so you know exactly what you need to do to improve your work.

I wish you all the best for the future and thank you again for making my visit such an enjoyable one.

Anthony Green

Lead Inspector