

# Inspection of a good school: North Baddesley Junior School

Fleming Avenue, North Baddesley, Southampton, Hampshire SO52 9EP

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Inspection dates:

7 to 8 February 2023

## **Outcome**

North Baddesley Junior School continues to be a good school.

## **What is it like to attend this school?**

This is a welcoming school where everyone is valued. Pupils are friendly and keen to articulate their ideas. They know that their opinions are respected. Pupils are proud to uphold the school values of being creative, collaborative, resilient, proactive and reflective. The curriculum design means pupils enjoy learning. They enthusiastically talk about what they have learned in lessons.

There is a calm atmosphere within school. Expectations for the way pupils will behave are high. The pupils know this and rise to these expectations. This extends on to the playground, where pupils happily play together. They demonstrate kindness and care for each other and know that any rough play is not acceptable. Incidents of bullying are rare. Pupils are rightly confident that any issues will be dealt with by staff. They can identify a trusted adult in school to talk to if they have any worries. This helps them to feel safe. Older pupils take their prefect job seriously. They know that any visitors should be wearing a lanyard to enter their school.

Pupils are proud to represent their school through their roles and during tournaments. They enjoy the variety of events and activities they are part of. This includes earning beads during the school's Real Earth Force week, which links to the school's vision of looking after the environment.

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

There is a well-structured and sequenced curriculum that identifies learning from Year 3 to Year 6. The new leadership team has carefully considered what pupils will learn during their time at school. Subject leaders provide training and support for staff to teach the intended curriculum. Through questioning and assessment tasks, teachers check that pupils have learned the key content. They use this information to close any gaps in

learning. Occasionally, staff do not choose the most effective methods to teach key content. Consequently, some pupils do not always learn as well as they could.

Leaders have promoted a love of reading across the school. The library is an inviting space. Pupils enjoy selecting from the vast range of books on offer. The comic corner was developed in response to pupil feedback. Leaders have implemented a new scheme to support pupils who are still learning to read. Books are matched to the sounds pupils have learned. Pupils recall the stories with enthusiasm. In reading lessons, pupils engage with a variety of texts. These have been carefully selected to cover a diverse range of themes, authors and genres.

The new special educational needs coordinator has successfully revised procedures for identifying pupils with special educational needs and/or disabilities (SEND). Consequently, staff have a more robust understanding of what to do when they have concerns that a pupil may require additional support. There has been a sharp focus on ensuring that pupils with SEND learn alongside their peers. This means that all pupils can access learning in the classroom. Additional adults provide appropriate support to pupils who need it. However, there are minor inconsistencies in how well teachers make adaptations to learning for some pupils with SEND.

Staff model the high expectations for behaviour. They speak to pupils calmly. This helps to create a positive environment for pupils to learn. Any behaviour that falls below expectations is dealt with swiftly and fairly. Pupils are polite and courteous. They hold open doors for others and demonstrate good manners. Staff log behaviour incidents appropriately and take effective action to address any incidents - for example, if prejudicial language is used. Leaders are creating greater opportunities for parents to come into school so that they gain a better understanding of how behaviour is managed successfully in school.

There has been effective consideration of how pupils' wider development is enhanced in school. Leaders have responded to pupil feedback and adapted the club offer. Consequently, there is a wide range of extra-curricular activities for pupils. Pupils take great pride in playing a role in their school community through the school and eco-councils, as well as house captains, librarians, prefects, play buddies and sports crew. Pupils appreciate that there are differences in what people believe. They feel that they are provided with opportunities to develop their thinking.

## **Safeguarding**

The arrangements for safeguarding are effective.

The new leadership team has successfully prioritised pupils' welfare and well-being within the school. There is a sharp focus on ensuring a common understanding of safeguarding. Staff and governors understand their responsibilities. Leaders take appropriate action to raise concerns with external agencies to get pupils the help they need.

Pupils have a coherent understanding of how to stay safe. They talk about ways to keep safe both online and in the real world. This includes road safety. They also recognise the role they play in keeping each other safe.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- There are some inconsistencies in the way key curriculum content is covered. Sometimes, staff do not select the most appropriate methods to ensure that pupils learn the intended curriculum as well as they could. Leaders must continue to develop staff subject knowledge to support their pedagogical choices.
- There are minor inconsistencies in the implementation of adaptations for some pupils with SEND. This means that a few pupils are not engaging with the curriculum as strongly as they could. Leaders need to continue to refine provision for pupils with SEND.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually, this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in February 2014.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	115998
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10256524
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	316
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	James Child
<b>Headteacher</b>	Lucy Wootten
<b>Website</b>	<a href="http://www.northbaddesley-jun.hants.sch.uk">www.northbaddesley-jun.hants.sch.uk</a>
<b>Date of previous inspection</b>	17 January 2018, under section 8 of the Education Act 2005

## Information about this school

- The school currently does not use any alternative provision.
- The headteacher commenced her role in September 2022.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and assistant headteachers. She also met with other school leaders, staff and pupils.
- The inspector met with four governors, including the chair of the governing body. She also spoke with a representative from Hampshire local authority.
- The inspector carried out deep dives in these subjects: reading, mathematics and music. For each deep dive, the inspector discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also reviewed curriculum plans and spoke to leaders about history, geography and design and technology.
- To inspect safeguarding, the inspector checked the single central record of recruitment checks and talked to leaders responsible for safeguarding. She also talked to a range of staff and pupils informally.
- The inspector considered the responses to the confidential staff survey and spoke to a range of staff about their views of the school. She also considered the responses to the pupil survey.
- The inspector took account of the 92 responses to the Ofsted Parent View questionnaire and the additional 68 free-text responses. She talked with some parents on the second morning of the inspection.
- The inspector met with a range of pupils to discuss their views about the school and talked to pupils informally during social times and in lessons.
- The inspector reviewed a range of documentation, including the school improvement plan and school self-evaluation.

### **Inspection team**

Sara Staggs, lead inspector

His Majesty's Inspector

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