



Baden-Powell and St Peter's CE VC Middle School

Inspection report

Unique Reference Number 113792
Local Authority Borough Of Poole
Inspection number 289724
Inspection dates 21 September 2006
Reporting inspector David Curtis

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

Type of school	Middle deemed primary	School address	Mill Lane
School category	Voluntary controlled		Parkstone
Age range of pupils	8-12		Poole BH14 8UL
Gender of pupils	Mixed	Telephone number	01202 743280
Number on roll (school)	613	Fax number	01202 718515
Appropriate authority	The local authority	Chair	Bob Flint
		Headteacher	Mr G Pike
Date of previous school inspection	November 2002		

Age group	Published	Reference no.
8-12	21 September 2006	289724

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a much larger than average-sized middle deemed primary school. It is popular and heavily oversubscribed. Pupils join mainly from one of three first schools at the start of Year 4. Attainment on entry is above average. At the end of Year 7, pupils transfer to secondary school. Thirty per cent of pupils are selected for grammar school. Most pupils are of White UK heritage with a small proportion from minority ethnic families. The proportion of pupils with learning difficulties and disabilities is higher than found in most schools.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

'It's an overall great school', and, 'They educate you well', are views of Year 7 pupils which succinctly describe this outstanding school. At the heart of the school's success is the outstanding leadership and management of the headteacher. Parents and pupils are fulsome in their praise for the improvements made to the school since his appointment. The most significant improvement has been in achievement and standards. Standards are now well above expectations when pupils leave the school and their achievement is very good. The headteacher has been the guiding light in improving the provision for information and communication technology (ICT) since the last inspection. Standards are now good, although pupils do not spend sufficient time using ICT skills in other subjects. The school is not resting on its laurels and knows where it needs to improve. Its capacity for further improvement is outstanding.

The vision and drive of the headteacher have created a school where pupils want to learn and where teachers want to teach. As a result, teaching and learning are outstanding. 'Teachers make lessons fun and they succeed' and, 'They give us constructive criticism about what is good and how we can improve', sum up how well pupils feel they are being taught. Lessons are interesting and challenging because teachers have very secure subject knowledge. They are particularly effective in using interactive whiteboards to demonstrate and explain new learning. Pupils and parents feel with some justification that in some mathematics lessons work could be more challenging.

Pupils love coming to school and this is shown in their good attendance. Their personal development and well-being are outstanding. Behaviour is exemplary. Pupils concentrate well in lessons and many are very articulate when explaining their answers to questions. Occasionally, a minority of pupils are reluctant to answer questions and sit too passively in lessons. Pupils enjoy sport and know the importance of healthy eating and keeping fit. A significant number take part in sporting and musical events within the local community and further afield. They are extremely well prepared both academically and socially for their future lives.

The school's provision for pupils with learning difficulties and disabilities is outstanding and as a result they achieve exceptionally well. They receive high-quality support in lessons and are encouraged to take part in every aspect of

school life. Many join their peers in performing in many of the school's musical events in school, locally and nationally. Parents and pupils are fully aware of the school's outstanding success in music and the high standards pupils achieve. Pupils value the excellent range of clubs and activities and they talk excitedly about the residential visits they take part in. As one pupil said, 'Nearly everyone attends a sports activity and it's really good'.

The majority of parents are very supportive of the school. In particular they praise the headteacher for his excellent leadership and in creating a school that fosters their children's all-round development. As one parent wrote, 'Baden-Powell creates a happy learning environment where the children want to achieve more and more. As a parent I feel 100% happy with this middle school'.

What the school should do to improve further

- Provide pupils with more opportunities to use their ICT skills in all subjects.
- Ensure that all pupils are sufficiently challenged and stretched to achieve their very best in mathematics lessons.

Achievement and standards

Grade: 1

Standards at the end of Year 7 are well above expectations. In English, art and design and music, they are exceptionally high. Speaking and listening skills are exceptionally good. Pupils are articulate and very confident in presenting reasons to justify their thoughts and opinions. Although good, standards in mathematics are slightly below those reached in English and science. Achievement is very good. For pupils with learning difficulties and disabilities, it is outstanding. Many leave the school meeting or exceeding the levels they are expected to reach. Achievement in mathematics is good rather than very good. From talking to pupils, and from the views of parents, there is evidence that pupils are not given challenging extra work to do in some lessons when they finish the main task. As a result, they mark time and this results in achievement in mathematics not being as strong as in other subjects.

Personal development and well-being Grade: 1

Pupils' spiritual, social, moral and cultural development is outstanding. Their ability to reflect sensitively on issues is enhanced considerably through music and art and design. Pupils are very polite and very mature. They welcome visitors and readily engage in conversation. The 'buddy system' whereby Year 7 pupils support the new pupils in Year 4 is an excellent example of the high-quality relationships in the school. Pupils with learning difficulties and disabilities play a full part in every aspect of the school's day-to-day life. Through music and art and design, pupils gain a deep understanding of both their own culture and those of other peoples.

Quality of provision

Teaching and learning

Grade: 1

Pupils enjoy their lessons. In particular, they value teachers talking to them about how well they are doing and what they can do to improve their work. They find teachers' marking particularly helpful and supportive. Teachers' planning is thorough and detailed. One pupil said, 'We have very good teachers who are very helpful, they don't let us get away with things'. In mathematics, planning in some of the sets does not fully address pupils' learning needs. The teaching for pupils with learning difficulties and disabilities is outstanding. They are taught individually, in small groups or in their own classroom depending on how learning can be best matched to their specific individual needs. Teaching assistants play a significant role in supporting these pupils and in their outstanding achievement.

Curriculum and other activities

Grade: 1

The curriculum is outstanding and complies fully with all statutory requirements. It has a significant impact on pupils' academic and personal development. The provision for pupils with learning difficulties and disabilities is excellent. It enables pupils to have full access to learning and to have equal access to the outstanding range of curriculum enrichment provided by the

school. Each pupil in the school is welcome to take part in the impressive range of musical clubs and productions, including most recently, 'Oliver'. The ICT curriculum has improved significantly since the last inspection. As a result, standards are now above expectations and pupils' achievement is good.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding and contribute significantly to the pupils' excellent all-round development. Pupils really value the academic guidance and support they receive from teachers. In lessons, they like the oral and written feedback which tells them how they are doing. They appreciate the value of termly assessments where they can see how well they are performing against their own personal targets.

All statutory policies are in place, including child protection and arrangements for safeguarding pupils. The quality of support for pupils with learning difficulties and disabilities is excellent. As a result, their achievement is outstanding. The school's links with outside agencies are very good.

Leadership and management

Grade: 1

This is an outstandingly well led and managed school. In the three years since his appointment, the headteacher has created an exceedingly strong leadership team in the school. The team is very successful in monitoring the school's performance and in identifying areas for further development with the key focus always on raising standards. Monitoring of teaching and learning is a particular strength. The significant improvement in standards is the result of the determined efforts of the leadership team.

Governors are extremely knowledgeable and hard working. Through their monitoring role, particularly through effective links with subject leaders, they have a detailed awareness of the school's strengths and areas for improvement. They challenge the headteacher especially in relation to spending priorities.

The school works exceptionally hard to seek the views of parents and pupils through regular questionnaires and meetings. The school council is particularly successful in seeking the views of pupils.

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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
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	NA
The effectiveness and efficiency of boarding provision	NA
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

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	2
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 behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	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

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.

The quality of provision

How effective are teaching and learning in meeting the full range of 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

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 performance is monitored, evaluated and improved to meet challenging targets	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



Baden-Powell and St Peter's CE VC Middle School
Mill Lane
Poole
Dorset
BH14 8UL

21 September 2006

Dear Pupils

Thank you very much for the very warm welcome we received when we visited your school. In particular, I would like to thank those of you in Year 7 and the school council who gave up part of their lunchtime in order to meet with myself and Mrs Pothercary. You are very lucky pupils to attend such an outstanding school. There are many things that we thought were very impressive, in fact too many to mention here, but these are the most important ones:

- The work that you do is of a very high standard, especially in English, music and art and design.
- Your behaviour is exemplary and you are very polite and mature young people.
- We agree with you about just how good teaching is in your school and how much you like nearly all of your lessons.
- You know how well you are doing and what you need to do in order to improve your work.
- You really appreciate the exciting range of clubs and educational visits that the school provides for you.

Being an outstanding school does not mean that you are perfect. We think that there are two important areas that your headteacher, teachers and governors should help you with. These are:

- To give you more time to use your ICT skills when you are working in all subjects.
- To make sure that in mathematics lessons you always have plenty of extra work to do that will make you think hard and give you a real challenge.

Yours sincerely

David Curtis
Lead Inspector