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Mr Zak Willis
Badocks Wood Primary School
Doncaster Road
Southmead
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BS10 5PU

Dear Mr Willis

Notice to improve: monitoring inspection of Badocks Wood Primary School

Thank you for the help which you and your staff gave when I inspected your school on 6 October 2010 and for the information which you provided before and during the inspection. Please pass my thanks to the pupils and also to the two governors and the School Improvement Partner with whom I met.

The school's context is largely unchanged since its last inspection on 25–26 January 2010. There are a few more pupils who speak English as an additional language. These pupils have joined recently, mainly from Eastern Europe. There are now very few pupils from Traveller families. This inspection looked at the school's work in relation to pupils in Years 1 to 6. The Early Years Foundation Stage was not visited in view of the positive comments about it in the most recent inspection.

As a result of the inspection in January 2010, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making **satisfactory progress** in addressing the issues for improvement and in raising the pupils' achievement.

The rate of pupils' progress is improving although there is some unevenness in this, especially for writing but also to some extent for mathematics. Standards are still low but rising throughout the school. The provisional test results in 2010 show an increase for reading in Year 2 and bear witness to the school's good work to improve it. There was a decline in results for writing. In the Year 6 tests, results in both English and mathematics were a little lower in 2010 than in 2009. Nevertheless, the 2010 results show that the upward trend in pupils' progress has been maintained. This trend is also visible in the school's own data which show that pupils' progress, from low starting points, is generally satisfactory. It is even better than this in some classes or subjects. Progress throughout the school still needs to be faster in order

to ensure that pupils attain the levels in English and mathematics that are expected for their ages. Forty-four per cent of pupils who left Year 6 in 2010 reached at least expected levels in both English and mathematics; this is too few.

Pupils' work so far this term shows reasonable progress in mathematics. Teachers are helping pupils to structure their writing for a good range of purposes, sometimes related to other topics they study but not routinely so. Pupils are aware of how to write instructions, stories or diaries, for example. Handwriting is generally not well developed and there are weaknesses in spelling. Teachers are rightly encouraging pupils to express their ideas fully; some pupils are articulate but many are not.

The school operates calmly and happily. Pupils want to please and succeed. They are polite, welcoming, feel safe and value the help and support the teachers and helpers give them in lessons and at break times. Pupils are considerate to each other. In lessons, most pupils are attentive because the work is engaging; a few sit quietly and work slowly. Pupils' attendance has improved significantly because of the trenchant action taken by the school to work with families and set high expectations, not just for attendance but also for punctuality. This good work continues and rightly so.

Work to improve the quality of teaching is clear, appropriately focused and having a positive impact. All teaching observed during this visit was either satisfactory or good. Some teachers and leaders are new to the school or their posts, yet routines and expectations have already been securely established. Systems for encouraging good behaviour are applied consistently and unobtrusively. Teachers know what they should expect of pupils' learning and lessons are planned that will provide tasks at generally the right levels of challenge. They are working at increasing the ways in which pupils can be more independent in their learning but more remains to be done here. Marking has some good features. Pupils understand why their work is marked as it has been but do not always use the teachers' comments to improve it.

Leadership and management, including governance, have several strengths. Most notable are the accuracy of self-evaluation, the resolute stance being taken by all staff to raise pupils' achievement, and the well-formulated plans for further school improvement. The headteacher and deputy headteacher provide a strong lead and keep a close check on teaching, making accurate observations of its quality. They also check each pupil's progress through robust systems that might nevertheless benefit from some further refinements to aid speedy analysis. All staff know that much more remains to be done to raise standards and to ensure that teaching is predominantly good or better by using assessment information well to offer pupils greater challenge and develop their learning skills. Staff work with enthusiasm and a shared vision. Good teamwork is very apparent. Procedures for safeguarding pupils are good in many aspects but minor administrative alterations are required in some records.

The local authority has supported the school appropriately in recent years with intensified support from January to July 2010. The statement of action written after the January 2010 inspection generally met requirements but an amendment was needed to the processes for monitoring actions taken and evaluating their impact. These processes have been undertaken appropriately. The school has valued and benefited from the work of consultants and advisers from the local authority, including that of the School Improvement Partner, over matters of teaching and learning, the management of staff, governance, and in managing a deficit budget for which there is a recovery plan. The local authority has also brokered and encouraged links with local schools to share good practice. The local authority now views the school as one that is itself capable of sustaining further improvements. It has reduced support while still keeping the school's work closely under review.

I hope that you have found the inspection helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Wiola Hola
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in January 2010

- Raise standards of attainment in English and mathematics throughout the school by:
 - ensuring that information about how well pupils are doing is used effectively to plan work that meets the needs of all and challenges them to achieve their very best
 - ensuring that all teaching stimulates and motivates pupils so that the pace of their learning increases and they demonstrate greater enjoyment of learning
 - providing more opportunities for pupils to develop as independent learners.

- Improve the quality of teaching and learning in Years 1 and 2 by:
 - raising the expectations that teachers have of what pupils can achieve in relation to both attainment and behaviour
 - improving the quality of marking and feedback to pupils about how they can improve their work to match that seen in Years 5 and 6.

- Develop a wider range of strategies to improve pupils' attendance by working even more closely with parents and the local authority.