

Badocks Wood Primary School

Inspection report

Unique Reference Number	109139
Local Authority	Bristol City of
Inspection number	356482
Inspection dates	11–12 May 2011
Reporting inspector	Ian Hancock HMI

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	240
Appropriate authority	The governing body
Chair	Linda Waldrem
Headteacher	Zak Willis
Date of previous school inspection	12 May 2011
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors observed 11 teachers, visited 16 lessons and held discussions with governors, staff, the School Improvement Partner and groups of pupils. They observed the school's work, and looked at a wide range of documentation including the school's analysis of pupils' attainment and the progress they make, data on attendance, plans for improvement, and policies such as that for safeguarding. Inspectors analysed 104 questionnaires completed by parents and carers, as well as 99 questionnaires from pupils and 23 from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The extent to which the school has improved pupils' achievement and addressed weaknesses in teaching.
- How well assessment information is used to support learning, challenge pupils and develop their independence in lessons.
- How well leaders and managers have raised expectations and demonstrated sufficient capacity for further improvement.
- How successfully the school has raised attendance.

Information about the school

The school is a larger-than-average primary school. It has an Early Years Foundation Stage which includes a Nursery and Reception class. The proportion of pupils known to be eligible for free school meals is well-above average. The vast majority of pupils are of White British heritage and there are few who speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average. The school runs a breakfast club.

At its previous inspection in January 2010, the school was judged to require a notice to improve. This was because significant improvement was required in relation to attainment in English and mathematics, the quality of teaching and learning in Key Stage 1, and attendance. The monitoring visit in October 2010 found the school was making satisfactory progress in addressing the issues for improvement.

The school has recently become an Investor in People organisation and been awarded the Financial Management Standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. This is a satisfactory school. It is improving strongly and is well on the way to resolving the issues raised at the last inspection when its overall effectiveness was judged to be inadequate. This is because leaders and managers at all levels, including the governing body, have worked industriously to secure the necessary changes. The school has drawn on the effective support of the local authority and has maintained the good rate of improvement while this support has been progressively withdrawn.

Pupils' overall attainment remains low, but it is improving strongly and securely. The school's most recent assessment information for 2011 shows that attainment in Year 6 is now broadly in line with the national average. However, there remain some groups of pupils who are not attaining as well as they should be, for example those in Year 5, and pupils' writing remains weak. One reason for this is the legacy of previous underachievement. It is also because the quality of pupils' learning and their rate of progress in a few lessons are not yet good enough for them to regain lost ground. Nevertheless, observations of pupils' learning in lessons and their work in books confirm that most pupils make good progress across the school.

Pupils are doing better because of the good teaching they now receive. This is due to successful recruitment, an extensive programme of staff training and regular meetings to review the progress pupils make. However, the improvements are not yet fully established across all year groups and the strong features of most lessons are weaknesses in some. While pupils are generally active in lessons, they are not yet sufficiently involved in assessing their own learning and are not always clear enough on how their learning in lessons relates to their targets.

The Early Years Foundation Stage provides the youngest children with a strong start. The emphasis on developing early literacy skills continues into Key Stage 1 where it is supplemented by a targeted programme of individual support for reading. These approaches are making a difference and the school has rightly begun to extend aspects of them into Key Stage 2.

The good quality care, guidance and support pupils receive ensure that they feel safe and that those with additional needs are beginning to make better progress. Although levels of attendance are still low, they have improved markedly as a result of the concerted and ongoing action taken by the school in partnership with external agencies to reduce rapidly the number of persistent absentees.

The headteacher, ably assisted by the deputy headteacher and other leaders, has introduced extensive systems for monitoring the work of the school and holding staff to

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account. As a result, a thorough, self-critical approach now permeates the school leading to a far more accurate view of the school's strengths and weaknesses. Aspirations are high and ambitious plans for improvement are in place. These robust structures and the substantial strides made since the last inspection demonstrate the school's good capacity for continuing improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- By July 2012, raise attainment, particularly in writing, so that it is at least in line with the national average by:
 - extending the teaching of early literacy skills into Key Stage 2
 - increasing opportunities for pupils to be involved in evaluating their own work and that of others so that they develop as independent learners
 - strengthening the link between pupils' targets and their learning in lessons.
- Ensure that the good features of the most effective lessons are present in all lessons so that pupils make consistently good progress across all subjects and year groups.
- Improve attendance by reducing the proportion of pupils who are persistently absent from school so that overall attendance reaches at least the national average by July 2012.

Outcomes for individuals and groups of pupils

3

In lessons, pupils enjoy learning because high quality relationships with their teachers build their confidence and encourage them to extend themselves. A notable example was seen in a Year 1 class where pupils enthusiastically responded to a series of challenges set by the teacher. Pupils took great pride in the demands of the work and were keen to 'smash' their targets. One pupil reported that the teacher, 'gives us hard work, but we think we can do it!'

Pupils join the school in the Early Years Foundation Stage with skills often well-below those expected for their age and make increasingly good progress thereafter. The recent improvement in pupils' attainment has been most noticeable in reading, reflecting a strong focus on the development of early literacy skills. Pupils with special educational needs and/or disabilities make satisfactory progress overall and an increasing proportion make good progress, particularly in mathematics. The achievement of most pupil groups such as those in receipt of free schools meals is broadly similar to their peers. However, pockets of underachievement remain in some year groups.

Pupils feel very safe in school and have a well-developed understanding of how to keep themselves safe in a range of situations. Their satisfactory understanding of health issues is limited by a lack of opportunities to play an active role in health promotion activities. While pupils generally behave well in lessons and around the school, their views gathered during the inspection confirm that behaviour is satisfactory rather than good. Most pupils attend school regularly as result of the uncompromising stance the school has taken to

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promote good attendance. Nevertheless, there remain a small, but significant number of persistent absentees.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The school has worked vigorously to improve teaching and ensure that pupils are appropriately challenged. Teaching is consistently strong in some year groups, for example in Year 6. In the main, lessons are carefully planned to meet the varying needs of all pupils and are characterised by a brisk pace and a good balance of teacher instruction and active learning. A good example of this was seen in a Key Stage 1 class where pupils rehearsed their ideas by acting them out before receiving the teacher's input and beginning to write with sustained concentration and enjoyment. Pupils know their targets, although they do not always make sufficient use of them in lessons and there are limited opportunities for them to assess their own work. On occasions, pupils' progress is hindered by a lack of pace and unnecessary or overlong teacher instructions.

The recently revised curriculum takes much better account of pupils' interests and provides a range of enrichment activities through visits and visitors. Provision for music and sport makes a strong contribution to pupils' learning. Pupils appreciate the changes and report they are learning more in lessons as a result.

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The school makes good provision for pupils' care, guidance and support. Skilled and committed adults provide clearly targeted support for pupils whose circumstances may make them vulnerable. Strong links with external agencies ensure that pupils receive prompt access to specialist advice at times of need. Recent improvements are making a difference: for example, there has been a significant reduction in the number of exclusions.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The principled and determined leadership of the headteacher has successfully raised aspirations and instilled a shared sense of purpose across the school. While many leaders are new to their roles, they have been well supported by the local authority and are successfully implementing new ways of working. For example, the expectation now is that teaching should be accurately tailored to pupils' abilities in order to reduce the need for intervention programmes. Procedures for monitoring and reviewing pupils' achievement are comprehensive and teachers understand that they are accountable for pupils' progress. This is reflected well in the steady improvements which have been made in the quality of teaching and learning. The governing body is astute and knowledgeable, providing effective support and rigorous challenge in equal measure. Their participation in monitoring activities is exemplary.

The school has robust arrangements for keeping children safe. Policies are clear and amended to reflect recommended practice. Well-trained staff ensure that procedures are followed and appropriate records are maintained. The school knows its community well and has involved parents and carers in identifying its specific characteristics and needs. Although there are no international links, pupils have opportunities to interact with those from other communities. The school's committed actions to promote equality have reduced the number of exclusions and racial incidents. Notwithstanding this, the school knows that there is more to do to improve attendance and address the remaining pockets of underachievement.

The school goes to significant lengths to welcome parents and carers and to assist them in supporting their children's learning. For example, the popular breakfast club provides an opportunity for parents and carers to eat with their children.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in the Early Years Foundation Stage settle in well due to the secure routines and the good quality care they receive. They then make good progress helped by high quality assessments. Exemplary record keeping ensures that support and teaching are precisely matched to individual children's needs. There are good systems in place to keep parents and carers informed including workshops which are increasingly well attended.

The industrious leadership of the deputy headteacher has promoted a common understanding among staff who work as an effective team across both classes. Adults place a high priority on developing children's independence. A noticeable example of this was seen in the Nursery where two children had created a mess while sorting objects. The skilful questioning by an adult resulted in both children willingly taking responsibility for their actions and working cooperatively to load the objects off the floor and wheel them away in a trolley. A strong focus on developing early communication and literacy skills is having similar success. However, displays are not always fully utilised because they lack a common theme or reflect a limited range of children's achievements.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation	2

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Stage	
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Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was much higher than the national average for primary schools. Of these the very large majority expressed positive views on all aspects of the school. Nearly all responses agreed that the school kept their children safe and was well led. Equally positive views were expressed about their children's enjoyment of school, the progress they made and the quality of teaching they received. These views are similar to those of the inspection team. A very small number of negative responses and comments were received. These were brought to the school's attention and, where appropriate, are commented on in this report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badock's Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 104 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	43	53	51	5	5	1	1
The school keeps my child safe	51	49	51	49	0	0	2	2
My school informs me about my child's progress	26	25	67	64	7	7	3	3
My child is making enough progress at this school	33	32	64	62	5	5	1	1
The teaching is good at this school	31	30	67	64	1	1	1	1
The school helps me to support my child's learning	26	25	71	68	6	6	1	1
The school helps my child to have a healthy lifestyle	24	23	70	67	6	6	2	2
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	26	66	63	3	3	1	1
The school meets my child's particular needs	30	29	66	63	6	6	1	1
The school deals effectively with unacceptable behaviour	26	25	58	56	13	13	3	3
The school takes account of my suggestions and concerns	26	25	61	59	14	13	1	1
The school is led and managed effectively	28	27	73	70	1	1	1	1
Overall, I am happy with my child's experience at this school	36	35	61	59	4	4	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 May 2011

Dear Pupils

Inspection of Badock's Wood Primary School, Bristol BS10 5PU

Thank you for making us welcome when we came to inspect your school recently. We enjoyed talking to you and watching you learn in lessons.

Congratulations! Your school has got better since the last inspection and no longer requires significant improvement. It is now a satisfactory school which means that some things are going well, but there are some things that could be better. Your headteacher, governors and staff have worked really hard so that more of you now achieve the expected levels in English and mathematics. Your teachers have made lessons better and your attendance has improved.

We have asked your teachers to help more of you reach the levels expected for your age, particularly in writing. They will do this by making all lessons as good as the best ones, setting small steps to help you reach your targets and by involving you more in assessing your work. We have also asked adults in the school to work with others to improve the attendance of those who miss the most school.

You can help by working hard and coming to school as often as you can.

Yours sincerely

Ian Hancock

Her Majesty's Inspector

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