

Badsey First School

Inspection report

Unique Reference Number	116651
Local Authority	Worcestershire
Inspection number	357999
Inspection dates	30 June 2011–1 July 2011
Reporting inspector	Michael Farrell

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

Type of school	First
School category	Community
Age range of pupils	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	247
Appropriate authority	The governing body
Chair	Alan Tutton
Headteacher	Julie Jones
Date of previous school inspection	14 November 2007
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Introduction

This inspection was carried out by three additional inspectors. They observed fourteen lessons taught by nine teachers, and two assemblies; meetings were held with groups of pupils, parents, staff, partners, and the Chair of the Governing Body. Inspectors observed the school's work, and looked at school development planning, special education records, safeguarding policies, data on pupils' progress and other documents, and examined 103 parental and carer questionnaires.

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

- What is the impact of teaching in mixed-age classes on pupils' progress, and how does the school monitor this?
- How effective are the school's procedures for identifying and providing for pupils with special educational needs and/or disabilities and ensuring they make enough progress?
- How suitable is cross-curricular planning?

Information about the school

The school is of average size. It has a high proportion of pupils with special educational needs and/or disabilities, including a high percentage with a statement of special educational needs. The needs represented include emotional and behavioural difficulties, and speech and language disorders. The great majority of pupils are from White British backgrounds. A small number of children are looked after by the local authority. A privately run nursery is sited within the school grounds that is subject to a separate inspection. The school presently has an acting headteacher and an acting deputy headteacher who have been in post since September 2010.

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

3

Main findings

Badsey First School is a satisfactory school. Pupils make good progress and achieve well. Teaching and assessment, the curriculum and the care pupils receive are good. This applies also to mixed-age classes. The school effectively monitors the progress of pupils using a tracking system introduced in the autumn term 2010, enabling staff to intervene where pupils are slipping behind. Lessons are planned well, relationships in class are positive, and teaching assistants contribute well when working with individual pupils and small groups. Sometimes lesson introductions are too long and teachers do not always deploy teaching assistants as fully as they should in this part of the lesson, slowing pupils' progress. Behaviour seen in lessons is good, although some parents and carers state this is not always the case. Outside behaviour is sometimes too boisterous because supervision is not proactive enough, there is not always enough for children to do, and the very large area of ground makes supervision difficult. This makes behaviour satisfactory overall.

The school's procedures for identifying special educational needs and/or disabilities are effective. These pupils make good progress, and the teaching interventions they receive, are carefully recorded. The curriculum is planned well and care is taken to ensure activities are interesting and relevant. Planning across the curriculum is secure and developed especially well for information and communication technology (ICT). The majority of parents and carers are very positive about what the school provides, for example in noting their child enjoys school. A significant minority of parents and carers express concerns about several areas and some feel strongly about these. The school does make efforts to respond to parents' and carers' concerns, but these are not always seen as going far enough.

Self-evaluation is accurate and the school knows its strengths and weaknesses well. This is because the school monitors teaching and progress with care, including thorough monitoring by people outside the school. The acting headteacher and acting deputy headteacher have worked hard since their appointment and have the full support of staff. Many aspects of the school's performance have been maintained since the previous inspection. This gives the school a satisfactory capacity to improve further.

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?

- Ensure that as many lessons as possible are good by:
 - making sure teachers always deploy teaching assistants fully
 - ensuring that lesson introductions are not too long.

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- Improve pupils' behaviour, especially at lunch and break times, by ensuring:
 - supervision is more proactive
 - pupils have more to do
 - the area in which they play is arranged so that pupils can always be seen.
- Ensure parents and carers are fully engaged in the life of the school, including by:
 - organising a series of focus group meetings where parents and carers can express their views and any concerns
 - demonstrating the school's full and measured response to these.

Outcomes for individuals and groups of pupils**3**

Children enter the Reception class with a varied range of skills and capabilities, some of which are below the levels expected for their age. They make good progress in this key stage and enter Year 1 attaining average levels. Different groups of pupils, including boys and girls and pupils who are looked after by the local authority, make good progress. They achieve well and reach standards that are above average. Pupils readily mention activities they enjoy in the school, including topic work and arts activities, and parents and carers recognise how much their child enjoys school. Pupils with special educational needs and/or disabilities make good progress and achieve well because their progress is monitored well and well-focused teaching interventions are put in place. In an English lesson on performance poetry for older pupils, progress was good and pupils achieved well because the teacher used open questions well to encourage pupils' responses. Through voice and action, the teacher conveyed enthusiasm which carried pupils along, so that they showed real appreciation of the poems. In a problem solving/physical education lesson for younger pupils, speaking and listening and working together were encouraged well because the activity captured pupils' interest. Pupils really enjoyed solving the problem of how they were going to get from an imaginary island to a safe point without stepping in water by arranging various items of equipment.

Pupils feel safe in school and know they can talk to an adult if they have a problem. This is also reflected in pupil questionnaires. Parents and carers also say they are very confident about pupils' safety. Most pupils consider behaviour is good, but a significant minority of pupils and parents and carers disagree. Inspectors observed good behaviour in lessons, but at lunchtimes and break times behaviour is sometimes too boisterous. Pupils are aware of the importance of healthy eating and enjoy the many opportunities for physical exercise and activities. They are also, depending on their age, aware of the importance of emotional and mental health. Pupils contribute to the village community, for example through strong links with the local church, and the school is seen as an important presence in the local community. Their contribution to the wider national and global community is not as developed as well. Attendance is above average, reflecting pupils' enjoyment of school. Pupils' workplace and related skills are developed well because of the contribution of good progress in literacy, numeracy and ICT, and good opportunities to learn about the world of work. Pupils' spiritual, moral and social development are better than their cultural development.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
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	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
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	2
Taking into account:	
Pupils' attendance ¹	2
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?

Good teaching and assessment leads to good progress and achievement. Among strengths are strong relationships, clear planning, efforts to make the activities relevant to everyday life and interesting, and the good contribution of teaching assistants when they are working with individuals and small groups of children. Good questioning by teachers contributes well to on-going assessments of pupils. When lessons are satisfactory, the introduction part of the lesson is too long and teachers do not always deploy teaching assistants fully. This slows the pace of lessons and progress.

Different parts of the curriculum are imaginatively put together and provide a good range of activities which capture pupils' interests and meet their needs well. This supports the good progress made by pupils and contributes well to the good aspects of personal development, including healthy lifestyles and feelings of safety. After-school activities are very popular and enjoyed by pupils. Partners contribute well to the curriculum. Short, medium and long-term planning fits together so that the curriculum is coherent and builds well on previous learning. Cross-curricular links are particularly strong for ICT, which is used well in different lessons. A range of visits and visitors enrich the provision.

Pupils are very confident that they are well cared for, as indicated by their questionnaires and discussions with inspectors. The newly developed tracking system is helping ensure that any pupils who are falling behind are identified and action is taken. The school works closely with a range of agencies and other schools to support and aid the progress of

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pupils in ways it cannot do alone. Pupils are known well as individuals and this contributes strongly to pupils' smooth progress through different phases of the school and to the next stage of their education. The school can point to strong examples where it has effectively supported children whose circumstances may make them vulnerable.

These are the grades for the quality of provision

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

How effective are leadership and management?

The overall effectiveness of the school is satisfactory, in part because outcomes for pupils are satisfactory. Leadership and management of teaching and learning are satisfactory and lessons are carefully and accurately monitored both formally and informally. The acting headteacher has worked hard to introduce and improve systems, for example a clear tracking system for pupils' progress and modifications to the school's 'golden rules'. The governing body have members who offer a range of skills and provide satisfactory challenge and support to the school. Engagement with parents and carers is satisfactory. Many are very pleased with what the school provides, but in some areas a significant minority of parents and carers have concerns. Other schools, agencies and organisations contribute to the good academic progress of pupils and to good aspects of their personal development.

The school promotes equality of opportunity well so that any signs of discrimination are acted upon and, where a pupil begins to slip behind, interventions are put in place. The school's single central record of staff complies with requirements, access to the site is controlled, and child-protection procedures are fully embedded in the school's work. However, inspectors found several minor issues relating to safeguarding. These have been discussed with the school in order for it quickly to put them right. Community cohesion is satisfactorily promoted because the school knows its pupils and their various needs and situations well. However, planning and evaluation for this area is not as rigorous as it should be, particularly in helping pupils to understand the different cultures and backgrounds of the wider national and global communities.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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 make good progress, especially in developing good attitudes, using numbers as labels for counting, and linking sounds to letters. In a lesson involving different activities around a 'Gingerbread man' theme, children made good progress in speaking and listening, writing and reading together and in imaginative role-play. This was because the session was planned well and structured so that children really enjoyed the activities. In another lesson, on a mini-beast theme, pupils made good progress in counting and categorising and in building constructions. They behaved well because there was plenty for them to do and they could see they were succeeding. Teachers plan and assess progress with great care, and the range of activities captures children's interest. The ethos is welcoming and relationships are good. The joint leaders of the provision work together very closely and thoroughly examine the data on children's progress to ensure children are doing as well as they should.

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 Stage	2

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Views of parents and carers

Parents' and carers' views were gathered from parental questionnaires, meeting parents and carers, and from telephone conversations. The strongest positive areas were that their child enjoys school; the school encourages a healthy lifestyle and keeps their child safe. The strongest areas of disagreement included the extent to which the school deals with unacceptable behaviour where a significant minority disagreed. Some parents and carers felt the school did not always listen to concerns about behaviour. Inspectors observed behaviour and how it is managed in lessons and at lunchtimes and break times, and looked at the school's procedures and practices. They found that behaviour and the way it is managed is good in lessons but that at lunchtimes and break times behaviour is not always as good as it should be, partly because supervisors are not always proactive enough, despite training.

A significant minority of parents and carers considered their child is not making enough progress and the school was not meeting their child's needs. Inspectors scrutinised test results over previous years and examined the school's data, spoke to pupils, observed lessons, and examined records of the progress of pupils with special educational needs and/or disabilities. They found that pupils make good progress and that the school meets individual needs well.

A significant minority of parents and carers consider that leaders and managers do not always take account of their suggestions and concerns. Inspectors discussed examples of these concerns with the school and looked at what it had done. They found that the leaders and managers recognise that they can do more, for example, by arranging focused meetings so concerns can be voiced and noted and by subsequently clearly demonstrating how they have responded to concerns.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badsey First 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 103 completed questionnaires by the end of the on-site inspection. In total, there are 247 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	45	44	43	8	8	5	5
The school keeps my child safe	52	50	43	42	6	6	2	2
My school informs me about my child's progress	36	35	51	50	12	12	4	4
My child is making enough progress at this school	41	40	39	38	20	19	3	3
The teaching is good at this school	41	40	48	47	8	8	4	4
The school helps me to support my child's learning	39	38	47	46	15	15	2	2
The school helps my child to have a healthy lifestyle	49	48	50	49	2	2	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)	37	36	41	40	12	12	1	1
The school meets my child's particular needs	40	39	41	40	19	18	3	3
The school deals effectively with unacceptable behaviour	31	30	44	43	15	15	9	9
The school takes account of my suggestions and concerns	31	30	44	43	17	17	5	5
The school is led and managed effectively	39	38	42	41	14	14	7	7
Overall, I am happy with my child's experience at this school	43	42	41	40	13	13	5	5

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.



4 July 2011

Dear Pupils

Inspection of Badsey First School, Badsey WR11 7ES

It was good to meet you when my colleagues and I inspected your school recently. Thank you for talking to us and telling us your views of what the school provides.

Badsey is a satisfactory school. You are taught well and you make good progress. The school cares for you well. The curriculum is good and you told us about the activities you enjoy, including the extra activities after school. Your behaviour is satisfactory but sometimes you play too roughly at lunchtimes and break times.

I have asked staff to do the following things to make the school even better.

Make sure that the introductions to lessons are not too long and that teaching assistants are fully involved from the start.

Help you to improve your behaviour, especially at lunch and break times.

Make sure your parents and carers are more involved in the life of the school and respond to any concerns they may have.

You can all do your part by making sure that you always try to behave well including at lunch and break times.

Thank you again for making us welcome.

Yours sincerely

Michael Farrell

Lead inspector

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