

# Badgerbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	119978
<b>Local Authority</b>	Leicestershire
<b>Inspection number</b>	379927
<b>Inspection dates</b>	15–16 September 2011
<b>Reporting inspector</b>	Joseph Peacock

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mitzi Moran
<b>Headteacher</b>	Josie Russell
<b>Date of previous school inspection</b>	16 October 2006
<b>School address</b>	Badger Drive Leicester LE8 6ZW
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<b>Age group</b>	4–11
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons and observed 14 teachers. They held meetings with the headteacher, governors and staff, talked to parents, carers and pupils, and looked at school planning and assessment data. They observed the school's work and looked at documentation including minutes of governors' meetings, improvement planning and that relating to safeguarding and pupils' welfare. They scrutinised 98 questionnaires returned by parents and carers, and those returned by staff and pupils.

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

- How effectively are the quality of teaching and the curriculum closing the gap between boys' and girls' attainment in reading and writing and raising the attainment of those with special educational needs and/or disabilities?
- Are all senior staff and governors involved and effective in identifying the school's strengths and areas for development?
- In Reception, how effectively are children, especially boys, helped to improve their early writing skills?

## Information about the school

The school is much larger than the average primary school. About 16 per cent of pupils choose to travel to the school from out of the normal catchment area and there are not always enough places for those who wish to attend. Most are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is average but the number with a statement of special educational need is below average. Very few are known to be eligible for free school meals. The school has a number of awards including the enhanced Healthy School Award and the International School Award.

Day care is provided before and after school and this will be inspected and reported on separately.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

This is an outstanding school with outstanding leadership, management and governance. As a result, high standards have been sustained since the previous inspection. A typical view from a Key Stage 2 pupil is that the school is just about perfect, except for the small cloakrooms and in a meeting with Key Stage 1 pupils, 'love it' echoed around the group. Parents and carers are equally positive, praising the high quality of teaching and unanimously agreeing, in the returned questionnaires, that they are happy with their children's experiences at the school.

The inspirational leadership and management successfully motivate every member of staff to meet the learning needs of pupils. As a result, the quality of teaching and learning is excellent and this has resulted in most pupils making outstanding progress from their starting points on entry. This includes pupils with special educational needs and/or disabilities who are exceptionally well supported in class. Pupils' attainment is high in English, mathematics and science by the end of Year 6. The level of care, guidance and support is outstanding and ensures every pupil is treated equally and made to feel special. Rigorous assessments on a regular basis ensure any dip in performance by any group of pupils is quickly identified and decisive action taken to improve it. Writing has been a focus for improvement recently and standards are rising. Although attainment is consistently above average by Year 2, the proportion attaining above average standards in writing is lower than in reading and mathematics. The outstanding curriculum ensures that pupils have challenging and interesting tasks to complete. Other experiences such as sporting activities, music and extra-curricular clubs add considerably to pupils' enjoyment of school.

Children in the Reception class have a good start to school. This is due to the effective leadership and management of the Early Years Foundation Stage and the consistently good quality of teaching. Careful planning, following an accurate assessment when children start school, ensures that learning is closely matched to the individual needs of the children. Early writing skills are not as well developed as other areas when children enter Reception and staff sometimes miss opportunities to promote these skills as children work and play.

Pupils' behaviour is exemplary in lessons and around school ensuring all feel perfectly safe and respected. The outstanding level of attendance, maintained over the past four years reflects pupils' pride in their school and how much they enjoy their learning. 'Teachers make learning fun' was a widely held view among pupils. All

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aspects of pupils' personal development, including their spiritual, moral, social and cultural development are outstanding, reflecting the high quality of care, guidance and support provided for pupils by staff.

The improvement from a good school to an outstanding one has largely been achieved through the headteacher's inspirational leadership and management. Staff listen to parents and carers and are in tune with their expectations, working together closely to ensure those expectations are fulfilled. An excellent and very productive partnership with other local schools and agencies that offer specialist help to some pupils has also played an important role in helping to sustain the high standards. Self-evaluation of the school's effectiveness, although too modest in some cases, is y accurate. Frequent monitoring and challenging evaluations show that the headteacher, all staff and the highly effective governing body have a clear ambition to continue improving outcomes and provision. Consequently, the school has outstanding capacity to sustain improvement.

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

- In Reception, raise attainment in early writing skills by giving children more help and encouragement to write as they work indoors and out.
- Increase the rate of progress for all pupils in writing to ensure more achieve above average standards by the end of Year 2.

**Outcomes for individuals and groups of pupils****1**

In the vast majority of lessons, there is a calm, purposeful atmosphere for learning. Pupils' invariably listen attentively and are keen to learn. Their concentration rarely wavers and they always try to do their best to complete tasks set for them.

By Year 6, attainment is significantly above average with well over half of pupils attaining above average standards in reading, writing and mathematics. A recent subject survey by Her Majesty's Inspectors in science also found that pupils' attainment was significantly above average. High standards have been maintained for three of the past four years. The dip in 2010 to above rather than significantly above average was linked to a specific year group with a higher than average proportion of pupils with special educational needs and/or disabilities. This particular year group had also experienced more staffing turbulence than others as they moved through the school. Any dips in performance are immediately identified by the rigorous and highly effective monitoring procedures and staff quickly respond with a range of effective strategies. Intervention programmes effectively raise attainment for those finding mathematics difficult. Particular attention has been focused on improving writing by Year 2 as relatively few pupils attain above average standards. Although there is some improvement, pupils performance in writing is below that in reading and mathematics. Pupils with special educational needs and/or disabilities

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make the same exceptional progress as other pupils. They often have individual support in class. Detailed lesson planning ensures that their specific learning needs are being effectively met.

Pupils are a credit to themselves, their parents, carers and the school. Their politeness and consideration for others are exemplary. Outstanding behaviour is a key factor in how successfully they learn in lessons. All thoroughly enjoy school and this is reflected in their consistently high attendance. Pupils take full advantage of the many opportunities offered to them by, for example, attending many of the clubs and sporting activities that the school organises. Most have an excellent understanding of staying fit and healthy, and keeping themselves and others safe. They also develop an excellent understanding of responsibility through their roles as buddies looking after others or duties on the pupil council. Year 6 pupils regularly organise and lead school assemblies on cultural themes. The school is an integral part of the local community and pupils are especially successful when taking part in local music or sporting competitions. The full trophy cabinet is impressive. Taking on additional responsibilities in school and the local community considerably extends their social development. Excellent attitudes to learning and competent skills when using information and communication technology ensure that pupils are extremely well-prepared for their future learning.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

The excellent quality of teaching is a key element in the success of the school.

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

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Teachers and learning support assistants are totally committed to meeting the needs of every pupil. Pupils show high levels of engagement and an enthusiasm for learning that is a joy to see. Staff communicate their high expectations and pupils rise to meet them, approaching challenging tasks with zeal and relish. Additional strengths responsible for pupils’ outstanding progress and maintaining the school’s high standards are: the use of assessment information to inform the next steps in learning; pupils’ detailed knowledge of their targets; and, opportunities to work independently or collaboratively with others in lessons. The recent national award for the seamless use of modern technology by teachers to enhance pupils’ learning is yet another factor promoting successful and enjoyable learning.

The high quality of the curriculum is not only ensuring consistently high standards in literacy and numeracy but also that pupils are excited about their learning. A creative curriculum is well-established with topics such as ‘ourselves’ and ‘around our school’ that integrate skills from different subject areas. Memorable experiences recently include the opportunity to dress up as Romans and a careers week with 21 visiting professionals to inspire pupils. ‘Blood, guts and gore and we loved it!’ wrote one pupil following a talk by a bio-medical scientist. Staff expertise in music and a strong emphasis on sporting activities result in many successes for the choir and teams within the local community. The curriculum is also enhanced by Spanish lessons, a residential visit and extra-curricular clubs such as knitting and chess.

Pupils are exceptionally well cared for, guided and supported in a very positive atmosphere that enables them to feel perfectly safe and confident. Parents and carers are equally positive about how well their children are cared for and looked after by staff. Provision to help the few pupils whose circumstances may make them vulnerable is outstanding. A wide range of partners with specialist knowledge and expertise make a major contribution, guiding and supporting staff and pupils. Their contribution, with the efforts of staff, ensures that pupils with special educational needs and/or disabilities successfully overcome barriers to learning and achieve their true potential. Transition arrangements into school and between classes are a strength and ensure pupils settle quickly and make friends. Excellent attendance is successfully promoted by staff and extremely well supported by parents and carers who clearly value what the school provides each day for their children.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	1
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

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The effectiveness of leadership and management is well illustrated by the excellent reputation the school enjoys with parents and carers. This reputation is fully justified. Staff work as an effective team, ensuring high standards are maintained year on year. Their drive and determination to eliminate any weaknesses relies on an accurate assessment of their own and pupils’ performance. All are fully involved in carefully monitoring and evaluating pupils’ progress and the quality of teaching and learning. The governing body is extremely well informed and has a very clear view of the school’s strengths and where improvements can be made. Governors are just as passionate about the school as staff and use their considerable expertise to help the school evaluate how effectively it is meeting its targets. Any identified dips in performance by any groups of pupils or staff, immediately become a focus of attention.

Relationships with parents and carers are highly effective. Parents’ and carers’ views are regularly sought and acted upon. Improving information about completed homework is a recent example of how the staff listen and respond to parental concerns. Many parents and carers were keen to let inspectors know how highly they rated their close involvement with the school and the ‘fantastic’ education it provides for their children.

The school has good arrangements for making sure that the pupils are as safe as possible. Pupils’ knowledge of staying safe is enhanced by the outstanding care and support they have from staff. The school has recently gained a second International award in recognition of its work in developing the pupils’ understanding of communities beyond their own. Through assemblies, visitors and the curriculum, pupils have an excellent awareness of different cultures in this country and abroad.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## Early Years Foundation Stage

Children enter Reception from a wide range of pre-school settings with knowledge and skills that are broadly similar to those of a similar age. The exception is in linking letters and sounds and writing which are both below the levels expected. The effective leadership and management of this key stage ensure that children’s individual needs are accurately assessed and that they enjoy the challenging activities provided for them. All make good progress in all areas of learning and enter Year 1 with above average skills, except in writing, which is average despite some good progress.

Transition arrangements into school are a strength. The close partnership between home and school and with the many pre-school settings, ensure children are happy to come to school and settle quickly. There are high expectations for behaviour and the calm atmosphere for learning that these generate ensures class routines are soon established and children develop excellent attitudes towards learning. Resources are used imaginatively indoors and out in the spacious and well-organised outdoor area. When an inflatable dinghy in a seaside role play area deflated, for example, the teacher encouraged children to imagine that they were shipwrecked. In all activities, there is a good balance between child-initiated and adult-led activities. Children particularly enjoyed finding letters hidden outdoors and making ‘secret’ areas with camouflage netting. However, opportunities for early writing skills are not always promoted effectively during these fun activities.

The solid foundations laid in Reception make a major contribution to children’s successful learning as they move through the school.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

## Views of parents and carers

Parents and carers who returned their questionnaires were extremely positive about all aspects and clearly hold the school in high regard. Everyone who replied, for example, agreed that they were happy with their children’s experience at the school. Many made additional comments and were particularly appreciative of the headteacher, the approachability and dedication of staff and the way they are involved in supporting their children’s learning. ‘I am proud that my child is part of

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this fantastic school' and 'it is a very happy school with a strong focus on learning' are typical comments. Inspectors fully endorse all the positive views of parents and carers. A very few disagreed that unacceptable behaviour was dealt with effectively. This was investigated and inspectors found that behaviour is outstanding and pupils do not share parents' concerns. They feel perfectly safe in this friendly, happy school.

### Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badgerbrook 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 390 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	69	70	28	29	1	1	0	0
The school keeps my child safe	79	81	18	18	0	0	0	0
The school informs me about my child’s progress	43	44	52	53	3	3	0	0
My child is making enough progress at this school	44	45	50	51	2	2	0	0
The teaching is good at this school	63	64	33	34	0	0	0	0
The school helps me to support my child’s learning	52	53	46	47	0	0	0	0
The school helps my child to have a healthy lifestyle	69	70	29	30	0	0	0	0
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)	50	51	43	44	0	0	0	0
The school meets my child’s particular needs	50	51	44	45	2	2	0	0
The school deals effectively with unacceptable behaviour	49	50	40	41	4	4	0	0
The school takes account of my suggestions and concerns	41	42	49	50	2	2	0	0
The school is led and managed effectively	57	58	39	40	0	0	0	0
Overall, I am happy with my child’s experience at this school	65	66	33	34	0	0	0	0

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



19 September 2011

Dear Pupils

### **Inspection of Badgerbrook Primary School, Leicester, LE8 6ZW**

All the inspectors really enjoyed their visit to your school. You go to an outstanding school. We can see why you all say that you cannot wait to come to school each day. Your teachers and their helpers work very hard to make school exciting and a happy place for everyone. All of you are to be congratulated on how superbly well you behave in your lessons and around school. It was truly impressive to see how kind and thoughtful you are to one another.

You, your headteacher and all the staff are to be congratulated on sustaining the high standards in reading, writing and mathematics by the time you leave in Year 6. We hope that all the efforts teachers and their helpers are making to help more of you achieve above average standards in writing by the end of Year 2 will pay off soon. The really interesting things planned for you to do in lessons make sure every day is enjoyable and challenging. I can see why your attendance is so high and none of you want to miss a single day with your friends at school.

The youngest of you do well in Reception and have many activities to enjoy in the classroom and outside. It was good to see how much you used computers and cameras when you are working. The only thing that is not as good as everything else is your writing. We are asking all the adults who work with you to take every opportunity possible to encourage you to write. Hopefully this will help your skills improve.

Inspectors could see how proud you are of your school and your achievements, especially in sport and music. Your trophy cabinet was bulging with cups and shields! Your parents and carers seem just as pleased about your school judging from their comments when we met them and their responses in the questionnaires.

We do hope you continue to enjoy school, and help it to stay outstanding by working just as hard in all your lessons.

Yours sincerely

Joseph Peacock  
Lead inspector

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