

# Badby School

## Inspection report

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<b>Unique reference number</b>	121793
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	380321
<b>Inspection dates</b>	23–24 April 2012
<b>Lead inspector</b>	Keith Sadler

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

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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>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Banks
<b>Headteacher</b>	Catriona Eckland
<b>Date of previous school inspection</b>	11 December 2008
<b>School address</b>	School Lane Badby NN11 3AJ
<b>Telephone number</b>	01327 871363
<b>Fax number</b>	01327 871363
<b>Email address</b>	bursar@badby.northants-ecl.gov.uk

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<b>Registered childcare provision</b>	Bluebells Pre-School
<b>Number of children on roll in the registered childcare provision</b>	16
<b>Date of last inspection of registered childcare provision</b>	Not previously inspected

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<b>Age group</b>	4–11
<b>Inspection date(s)</b>	23–24 April 2012
<b>Inspection number</b>	380321



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## Introduction

Inspection team

Keith Sadler

Additional Inspector

This inspection was carried out with two days' notice. The inspector observed twelve lessons led by eight different teachers or practitioners. He held meetings with members of the governing body, staff, parents and carers, and groups of pupils. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at a wide range of documentation. This included: the school's analysis of pupils' progress; teachers' lesson plans; the school development plan; leaders' monitoring records; and pupils' work. The inspector took account of the response to the inspection questionnaires completed by 48 parents and carers, together with those from staff and pupils.

## Information about the school

Badby is smaller than the average-sized primary school. The large majority of pupils come from homes beyond the village, mainly from the nearby town of Daventry. Most pupils are from White British heritage and the proportion known to be eligible for free school meals is well below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is average. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress.

'Bluebells', the pre-school on the site for up to 16 three-year-old children, is managed by the governing body and was included in this inspection. In addition, the school's breakfast and after-school clubs are also managed by the governing body and were included in this inspection.

The current headteacher is due to retire at the end of the current term. A new headteacher has been appointed to take up post in September 2012. The school has gained National Healthy School status.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school. The inspection findings confirm parents' and carers' overwhelmingly supportive views of the school. It is not yet outstanding because, although teaching is good, it is not sufficiently strong to promote consistently rapid and sustained progress for all pupils.
- Pupils achieve well. Standards are above average in writing and mathematics and are high in reading. A smaller proportion of pupils achieve the higher level in writing than in reading. This is because pupils' grammar and presentation skills are not sufficiently advanced.
- Teaching is of good quality. There is a positive climate for learning in all classrooms, including the pre-school. Staff ensure that work is matched well to the pupils' varying learning needs. Pupils say that they enjoy learning because teachers make lessons fun. Teachers use assessments well to plan work, although the targets they provide for pupils, particularly for writing, are too narrow. Consequently, pupils are not clear about what they need to do to reach the next level in their learning.
- Pupils' behaviour attitudes to learning are good. They know and respect the rules and understand the impact of their actions on others. As one Year 6 pupil said, 'We consider different values each term and we live them too.' They feel safe because they know that the staff care for them.
- Leadership and management are good. Senior staff and the governing body have a good understanding of the school's strengths and weaknesses because pupils' progress is tracked effectively and there are good procedures in place to monitor provision. Even so, subject leaders do not make a sufficiently strong contribution to these processes because many are new to their responsibilities. Effective procedures for the management of performance ensure that professional development is targeted well.

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

- Lift the quality of teaching from good to outstanding by:
  - ensuring that pupils' targets in English and mathematics are precise and cover all aspects of the curriculum so that pupils always know how they can improve their work. To be completed by April 2013
  - strengthen pupils' use of grammar in their writing
  - improving pupils' handwriting skills by applying the school's policy to use cursive script in all classes.
  
- By April 2013, strengthen the contribution that all subject leaders play in the school's monitoring and evaluation procedures.

## Main report

### Achievement of pupils

Pupils achieve well and make good progress in all classes. Pupils' attitudes are positive and they thoroughly enjoy learning. Inspection findings support most parents' and carers' view that their children make good progress. Because staff place a high priority in ensuring that children are taught letters and sounds systematically, standards in reading are particularly high. Although all groups of pupils achieve well, fewer more-able pupils reach the higher National Curriculum level in writing than they do in reading. This is because more-able pupils, particularly those in Years 5 and 6, do not regularly use sufficiently sophisticated grammar in their writing. When pupils are taught aspects of grammar, such as the use of compound and complex clauses, they make good use of this for a short period of time. However, these features are not always present in subsequent work. Pupils' productivity in extended writing is hampered because not all teachers adopt the school's policy to use cursive script. Writing in print limits the quantity of work pupils produce. Nonetheless, pupils speak enthusiastically about their writing, and they are particularly proud of their topic-based writing, such as that produced last term about the sinking of the *Titanic*.

Children's attainment on entry varies each year as year groups are small. They make good progress in all areas of learning, both in the pre-school and in the Reception Year, though their progress is particularly strong in their personal and social development. This is because both the pre-school and Reception class have a warm and encouraging atmosphere and the children are helped to feel secure and confident. Throughout the school, pupils benefit from a consistent and structured approach when learning to read. Pupils in Years 1 and 2 have a good knowledge of letters and sounds. Even those that struggle to read employ well-embedded strategies to build words. By the end of Year 2, attainment in reading is above average and it is high at the end of Year 6. Many pupils in Year 6 are reading long novels and talk clearly and authoritatively about the reasons why they enjoy certain types of books and some of the authors they find engaging.

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Teachers make good use of the wide range of good-quality data which tracks pupils' progress. This ensures that work is usually matched well to pupils' learning needs and that all groups of pupils achieve well. Assessment information and specialised resources are used well to support disabled pupils and those with special educational needs. As a result, these pupils also make good progress.

### **Quality of teaching**

All the lessons seen during the inspection were of good quality. This confirms the positive views of teaching held by most parents and carers. Teachers and teaching assistants are consistently successful in motivating pupils. The teaching of reading is particularly strong because it is structured and systematic. Pupils are grouped according to their abilities so sessions are focused specifically on their needs. Pupils said that they thoroughly enjoy learning. One pupil in Year 6 reflected the views of many, saying, 'Our teachers make learning fun and they give us exciting things to do. And they make us laugh!' Teachers' high expectations for pupils' progress and behaviour fosters secure relationships and also effectively promotes the pupils' spiritual, moral, social and cultural development. Their social development is particularly well catered for in most lessons because staff make good use of 'talking partners' and provide many opportunities for them to work in groups. This was evident in a mathematics lesson in which the pupils in Years 3 and 4 were learning about the properties of three-dimensional shapes. The teacher provided the pupils with interesting and challenging activities that were cleverly designed to meet the needs of pupils of differing abilities. The most-able pupils worked closely together and applied their knowledge of the properties of shapes well to make three-dimensional models, with some making complex shapes such as pentagonal prisms.

The curriculum provides an effective framework for teachers' planning. At the last inspection, pupils did not have sufficient opportunities to write across many subjects. This weakness has been successfully removed. Pupils now have many opportunities for writing in their science, history and geography work because teachers effectively link the focus of their literacy development to whole-school topic themes. The current topic on 'What a Performance' was enlivened by a visiting juggler during the inspection who taught younger pupils circus skills. Lessons are typically characterised by brisk pace with teachers providing a good range of activities that capture the pupils' interest well. However, there is a weakness. Although teachers' marking of work is comprehensive and thorough, their setting of targets is not sufficiently precise and complete. For example, numeracy targets generally focus on only the number aspect of mathematics and these frequently relate to learning multiplication tables. In writing, targets are too vague, such as 'use advanced punctuation'. Furthermore, they do not sufficiently cover all aspects of the writing curriculum. As a result, pupils are not clear about what they have to do to reach the next level in their learning. Improvements in the use of data ensure that work is matched well to pupils' learning needs. This is particularly the case for disabled pupils and those with special educational needs. A key factor in the good teaching of these pupils is that work is matched well to their learning needs and the targets set in their individual education plans.

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## **Behaviour and safety of pupils**

Pupils' good attitudes to learning and hardworking approach are important factors in their enjoyment of school and their good achievement. The large majority of pupils concentrate well and support each other, for example when working collaboratively in the many group tasks teachers plan. Pupils say that behaviour is good and that they feel safe in school. This is reflected in the parents' and carers' views, who are unanimous in saying that their children feel safe. Inspection findings confirm these views. The strengths in pupils' behaviour found at the last inspection have been maintained. School records show few incidences of poor behaviour and pupils' behaviour in class and around the school is consistently good. Pupils who have concerns are confident that all the adults will help them. They say that any rare incidences of bullying of any kind are dealt with swiftly and effectively by staff. Pupils are aware of the various risks they face in and out of school, such as when using the internet or when walking and cycling, and how to respond to these. Pupils are aware of different types of bullying, including cyber bullying, and know how to deal with these. There is sensitive support for pupils and families whose challenging circumstances may make them vulnerable. A number of parents and carers made appreciative comments about how well the staff have helped their children to become confident and secure learners with high self-esteem. Others were fulsome in their comments about how well the pre-school provides for their children's social and emotional development. Parents also appreciate the good-quality breakfast and after-school clubs.

## **Leadership and management**

The headteacher, governing body and staff share high ambitions for the school. They have a realistic and accurate understanding of its strengths and priorities for further development. The headteacher has successfully built on the strengths found at the last inspection and successfully driven improvements. The curriculum has been revised and previous strengths have been improved upon, particularly in ensuring that many opportunities are planned to provide pupils with writing activities across topic themes. Its contribution to pupils' spiritual, moral, social and cultural development is a strength of the school. The curriculum for disabled pupils and those with special educational needs is good and its impact is monitored closely. The analysis of information about each pupil's progress is much more rigorous and frequent. As a result, it is used more promptly and effectively to meet pupils' individual learning needs. Discrimination of any kind is not tolerated and the school's commitment to the development of equal opportunities is evident.

A considered and strategic approach to professional development has improved the consistency of good teaching across the school. The current focus to develop subject leaders' roles and responsibilities has begun well. Even so, the full-time teachers have each taken on new responsibilities and do not yet contribute sufficiently well to the whole-school monitoring and evaluation procedures. Teamwork is strong and staff morale high because all members of staff know that their views and opinions

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are valued. Governance is good with governors playing a full role in the life of the school. The governing body also ensure that all child protection and safeguarding regulations are met in full. The improvements in teaching and pupils' achievement and the positive response to previous development points demonstrate the school's good capacity to secure further improvement.



## 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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**

25 April 2012

Dear Pupils



**Inspection of Badby School, Badby, NN11 3AJ.**

Thank you for making me so welcome when I came to inspect your school. I was pleased to hear about the many positive things you had to say about the school. Thank you to those who completed questionnaires. I particularly enjoyed watching the infants learning all those new circus skills and I was pleased to see how quickly you learned them.

Yours is a good school. Your teachers work hard to make lessons interesting and they plan many exciting activities for you. This helps you to make good progress in your learning. Those of you who find learning hard make good progress because the teaching assistants support you well.

You told us that your school is a happy place and that the adults look after you well. I agree with you and so do your parents and carers. I was impressed about how well you get on together. Your behaviour is good and you feel safe in school. I think that your headteacher leads the school well and she is greatly helped by all the staff.

Even in a good school like yours, there are things to improve. I have asked your teachers to make sure that the targets that they give you for your next steps in learning cover more parts of English and mathematics than they do now. I have also asked that they make sure that your grammar skills are improved. At the moment, too many of you do not use cursive script in your handwriting and so I have asked that you use joined-up writing all the time in your work. Finally, I have asked that all your teachers make sure that they check each others' teaching and your progress in the subjects that they are responsible for.

You can help by making sure that your handwriting follows the school's way of doing it. Thank you for taking time to talk to me and I hope that you continue to enjoy your education.

Yours sincerely

Keith Sadler  
Lead inspector

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