

Badock's Wood Community Primary School

Doncaster Road, Bristol, BS10 5PU

Inspection dates 14–15 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school

- All groups of pupils make good progress from their low starting points. They reach broadly average standards of attainment by the end of Key Stage 2.
- The high number of pupils who are eligible for the pupil premium and those who are disabled or have special educational needs make good and at times exceptional progress because of the carefully thought out support they receive.
- Teaching is good and getting better. Many lessons are fast paced and lively, and teachers expect a lot from their pupils. This means pupils are keen to learn and achieve well.
- Pupils behave well, get on with each other and feel completely safe at school.
- Different subjects are organised well and help pupils to develop into thoughtful and confident young people.
- The headteacher, senior leaders and governing body are highly effective in bringing improvements to teaching and achievement.
- The training and development of staff and procedures for checking how well the school is doing have been significantly developed.
- Leaders check the school's work thoroughly, hold staff to account for pupils' performance and are strongly focused on improving provision.

It is not yet an outstanding school because

- There is not enough outstanding teaching because not all teachers stretch the more able pupils as much as they could. Teachers do not always involve all pupils when questioning and pupils are not always given enough chances to learn for themselves.
- Too few pupils reach the higher levels in national tests at the end of Year 6 in mathematics and writing. There are too few opportunities for them to develop more difficult writing and problem-solving skills.

Information about this inspection

- This inspection was carried out with a half-day's notice.
- Inspectors observed 22 lessons or parts of lessons, amounting to 15 hours in total. All 13 classroom teachers present at the time of the inspection were observed teaching.
- Inspectors listened to pupils read and observed an assembly. They paid short visits to all classrooms with senior staff when numeracy and literacy were being taught and to look at how well disabled pupils and those with special educational needs were learning.
- Discussions were held with senior and middle leaders, staff, members of the governing body, an officer from the local authority and different groups of pupils.
- Inspectors observed the school's work and looked at the school's self-evaluation and planning documents, external evaluations of the school's work, policy documents, pupils' work and questionnaires returned by 24 members of staff. Inspectors noted that there were no responses to the on-line questionnaire (Parent View), but spoke to groups of parents and carers at the beginning and end of the school day.

Inspection team

Michael Merchant, Lead inspector	Additional Inspector
Simon Kingwell	Additional Inspector
Marianne Phillips	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school. Children in the Early Years Foundation Stage are taught in the Nursery and in two Reception classes.
- The very large majority of pupils are of White British heritage.
- The proportion of pupils supported through school action is below average, as is the proportion of pupils supported at school action plus or with a statement of special educational needs.
- Just under half of all pupils are known to be eligible for the pupil premium, additional money from the government for pupils in local authority care or known to be eligible for free school meals, which is much higher than the proportion typically found nationally.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school does not use any alternative provision for its pupils.
- Very high numbers of pupils join or leave the school mid-way through the school year.
- There are well-advanced plans to join the adjacent children's centre with the school.

What does the school need to do to improve further?

- Make sure that pupils make faster progress in writing and mathematics to reach above average standards by:
 - ensuring that pupils are provided with more challenging problem-solving tasks that extend their learning towards higher levels
 - giving more opportunities for pupils to practice their writing and comprehension skills in all subjects and topics that they study.
- Ensure that more teaching is outstanding across the school by:
 - making sure that teachers plan tasks in lessons that always stretch and support the more able pupils to learn more in lessons
 - using questioning more carefully so that all pupils are fully involved in question and answer sessions and the understanding of all is challenged
 - encouraging pupils to be more active and inquisitive in class.

Inspection judgements

The achievement of pupils is good

- Children enter the nursery with skills and abilities that are well below those expected of their age. Good quality teaching and a rich, lively and inspiring classroom and outdoor area ensure they make good progress. They enter Key Stage 1 with skill levels much closer to expectations.
- All groups of pupils make good progress across the rest of the school to reach standards of attainment that are broadly average by Year 6. Achievement has improved steadily over the last three years, particularly in reading. Pupils' reading skills at the end of Key Stage 1 have improved and many are enthusiastic readers. This is because of the detailed and well-thought-out programme for teaching reading in Key Stage 1 and the well-taught guided reading sessions which have been introduced across the school.
- High numbers of pupils join the school mid-way through the school year with reading skills that are well below those expected. They quickly make up lost ground and soon make progress similar to that of their classmates because the school provides support that is just right for them.
- Too few pupils are reaching the higher levels in tests taken at the end of Year 6, particularly in writing and mathematics. This is because some pupils still have difficulty in expressing their ideas in writing when they have read a piece of text and find solving number problems expressed in words difficult.
- Disabled pupils and those with special educational needs and those whose circumstances make them vulnerable make good and occasionally exceptional progress. This is as a result of high quality care and attention as well as good teaching and well-directed additional support.
- The progress of pupils supported by the pupil premium is similar to that of other pupils in the school. Additional staff have been bought in to give extra help to these pupils, and the school checks thoroughly to make sure that this extra support is working. For instance, in the national tests taken at the end of Year 6 in 2012, the average points score of pupils entitled to the pupil premium was slightly higher than that of other pupils in school.
- The school's strong efforts to work closely with families to improve attendance and so boost progress have been rewarded. Pupils who have been affected by low levels of attendance in the past are now making much faster progress, especially in their reading.

The quality of teaching is good

- Good teaching and learning over time have resulted in pupils making faster progress than they have previously.
- Nearly all teachers show high degrees of confidence in the way they organise and structure their lessons, and relationships between adults and pupils are strong.
- Where teaching is most effective, teachers are enthusiastic and lessons are exciting. They easily capture and hold pupils' interest. In an outstanding Year 3 numeracy lesson, pupils made excellent gains in their number skills as the teacher prompted them to work in pairs and small groups to find ways of dividing odd and even numbers into halves. The teacher's lively explanations and sharp, probing questions and encouragement of pupils' curiosity enabled all groups to make exceptional progress in their number work.
- Where learning was seen to be good or better, teachers apply new ideas, such as arranging their classes into groups based on pupils' ability in different subjects. This is helping to make sure that the work set is at a level that stretches each pupil and is neither too easy nor too hard.
- There is very strong partnership between teachers and other adults in classes. The additional funding the school receives through the pupil premium has meant it can increase staffing levels and provide more support in lessons. This is helping these pupils to close the gap between their attainment and other pupils nationally.

- Teachers' marking of pupils' work is helpful and constructively written. Pupils know their individual targets, which are clearly displayed in their exercise books, and most know precisely what they need to do to reach them.
- Teaching is not yet outstanding because:
 - some teachers are still not providing sufficient work that really stretches the high-ability pupils, especially in mathematics and in their writing, and this is preventing higher numbers of pupils gaining the higher levels in tests at the end of Year 6
 - teachers sometimes talk too much in lessons and over-direct the tasks pupils undertake, which limits the time pupils are actively and independently learning
 - some teachers still rely on volunteers putting their hands up rather than targeting questions to individual pupils, which makes it easy for some pupils not to take part in question and answer sessions.

The behaviour and safety of pupils are good

- A very positive atmosphere exists in the school now and relationships are strong. Pupils enjoy school greatly, feel safe and most are eager to learn in lessons. They have a high regard both for their classmates and for the adults who work with them.
- Pupils told inspectors that behaviour is getting better and better. This is supported by the records the school keeps. The improvement is due to the way in which nearly all teachers apply the school's policies on ensuring good behaviour, which pupils say they understand and is fair.
- The school's positive promotion of pupils' spiritual, moral, social and cultural development is a key factor in pupils' good and sometimes exemplary behaviour. Pupils' understanding of right and wrong and their social skills are developed well so that they work cooperatively and develop an awareness of their similarities and differences. As a result, pupils get on well together and show considerable support for one another regardless of age, gender or ethnicity.
- All staff and parents agree about the quality of behaviour. They confirm that bullying is very rare and is dealt with well on the few occasions when it appears. This includes all forms of bullying, including name-calling and bullying on the internet.
- There are, however, still a few instances of silly behaviour in lessons, which spoils the learning of others, especially when the teaching is less than inspiring.
- An improving picture of attendance and punctuality reflects determined leadership and management. Imaginative and rigorous strategies have been successful and attendance this term is much higher than at the same time last year.

The leadership and management are good

- The leadership provided by the headteacher is very strong and provides clear direction and purpose. He has a highly visible presence around the school and leads the school with enthusiasm, dedication and a clear commitment to improvement, especially in relation to the progress pupils make. Morale among staff and pupils has been successfully raised and the confidence of parents increased. Consequently, staff now feel part of a successful team.
- The senior leadership team shares this sense of purpose and determination to make the school successful. The quality of teaching is getting better because of the excellent coaching and mentoring skills of the headteacher and his deputy, who have a very clear vision of what makes effective teaching. Teaching is being robustly monitored and the arrangements for checking the performance of teachers are strong.
- Teachers have clearly identified areas for improvement and they are receiving effective support from a local authority advisor and from their more effective colleagues. Leaders ensure there is a good match between how well teachers are paid and how well pupils learn.
- At the time of the inspection, there was no evidence of any discrimination and the school makes

sure all pupils are treated equally. For instance, progress for all groups of pupils, given their different starting points, is broadly similar, indicating that the school's commitment to equal opportunities is borne out by its practice. The school fosters good relations with parents and other agencies.

- The good progress the school has made is reflected in the reduced level of support the local authority now deems it necessary to provide.

- **The governance of the school:**

- The governing body is committed to the improvement of the school and takes its responsibilities seriously and has a far-sighted vision for the school. For instance, they have been influential in helping the nearby children's centre successfully merge with the school. There is a strong partnership between the governing body and the senior leadership team, which results in them having a good knowledge and understanding of how well groups of pupils are achieving and how well teachers are performing. Governors are actively involved in checking the work of the school and they are beginning to challenge the leadership team as well as provide support. They attend training regularly to develop their skills. Funding to the school is carefully checked, especially that received through the pupil premium, to ensure that it is used well to have the best impact on pupils' achievement. Governors also ensure that pay decisions for staff are fair and reflect their good teaching and pupils' progress.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	109139
Local authority	City of Bristol
Inspection number	405218

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

Type of school	Primary School
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	228
Appropriate authority	The governing body
Chair	Linda Waldren
Headteacher	Zak Willis
Date of previous school inspection	11–12 May 2011
Telephone number	0117 9030050
Fax number	0117 9030051
Email address	badocks.wood.p@bristol.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

