

Badsworth Church of England Voluntary Controlled Junior and Infant School

Main Street, Badsworth, Pontefract, West Yorkshire, WF9 1AJ

Inspection dates 5–6 March 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children have a good start to their education in the Reception class and this good progress continues throughout the rest of the school, and by the end of Year 6, pupils' attainment is above average.
- The quality of teaching is good in all key stages and very strong in upper Key Stage 2. In the best lessons, pupils experience excellent pace, challenge and independence.
- Teachers use effectively the information about how well pupils are doing and provide activities which interest and get the best out of them. Teaching assistants give impressive support to pupils who sometimes find the work difficult.
- Behaviour is outstanding. Pupils' attitudes to learning are exceptional. They are polite, helpful, and always eager to do their very best and they feel safe.
- The school's provision for pupils' spiritual, moral, social and cultural development is exceptional and pupils talk very confidentially about 'Consider and Respect Everyone' (CARE).
- Good leadership and management at all levels and an accurate understanding of how well the school is doing have ensured that teaching and pupils' achievement continue to improve.
- Members of the governing body have a good awareness of how effective teaching is and how well pupils are doing, which enables them to have a positive impact on the school's performance.

It is not yet an outstanding school because

- The quality of boys' writing is not as good as it could be.
- Teaching is not yet outstanding overall and as a result, pupils' overall progress is good rather than outstanding.

Information about this inspection

- The inspectors observed 17 lessons or part lessons. Some of these were joint observations with the senior staff. They also heard pupils in Years 2 and 6 read.
- They held meeting with pupils and four members of the governing body. They also had discussions with senior leaders, middle leaders and with a representative from the local authority. In addition, they spoke informally with parents at the beginning of the school day.
- Inspectors took account of the 76 responses from parents to the on-line questionnaire (Parent View).
- They observed the school at work and looked at a variety of documentation, including that about pupils' progress and their attainment, pupils' work, school development planning and the school's procedures for gaining an accurate view of its performance. They also looked at documentation in relation to child protection, safeguarding, behaviour and attendance.

Inspection team

Naila Zaffar, Lead inspector

Additional Inspector

James Kidd

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Most pupils are from White British backgrounds. A small proportion of pupils are from other minority ethnic backgrounds. The proportion speaking English as an additional language is well below average.
- Staff have identified a smaller than average proportion of pupils who are supported through school action because they have a disability or special educational needs.
- A below average proportion of pupils have a statement of special educational needs or are supported at school action plus.
- The proportion of pupils supported through the pupil premium is smaller than average. The pupil premium is extra funding for pupils who are known to be eligible for free school meals, are looked after by the local authority or are children of families in the armed services.
- The school exceeds the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further improve the quality of teaching in order to enable pupils to make outstanding progress overall and to raise their attainment, especially that of boys in writing by:
 - giving pupils, especially boys, more opportunities to talk about their work before they put pen to paper
 - providing more opportunities for pupils to learn independently
 - requiring pupils to find things out for themselves more often
 - embedding opportunities further for pupils to assess and evaluate their own work
 - extending the exemplary classroom practice across the school.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are in line with expectations for their age and through the good teaching make good progress. They learn new skills rapidly through a range of good learning activities. Children receive small group and one-to-one support to enhance learning at a good pace. This demonstrates good achievement from their starting points.
- Good progress continues in Key Stage 1 and Key Stage 2, with particularly rapid progress in Years 4, 5 and 6. In these classes, working in pairs and in small groups, pupils evaluate their learning, and identify the next steps to help them to improve their work further. In an outstanding lesson, pupils' learning was extended through devising their own questions and asking a friend to respond.
- Progress was very strong in a Year 6 mathematics lesson where pupils were using and applying their mathematical skills to solve time problems.
- Good structured phonics (the letters and the sounds they make) sessions provide pupils with the skills to make good progress in reading.
- Pupils read fluently and expressively and they read widely for pleasure. To enable pupils to extend their learning further and to achieve higher levels at the end of Key Stage 1, support is provided in small groups.
- By the end of Year 6, girls' achievement is better than the national average for girls nationally, in both English and mathematics.
- Boys' writing is not as good as it could be. They are sometimes not enthusiastic enough about writing and do not always have enough opportunities to talk about their ideas before they begin to work.
- The school uses the pupil premium funding to provide one-to-one and small group support for eligible pupils. Their progress is monitored closely by the senior leadership team and by the members of the governing body. Data show, and inspection evidence confirms, that these pupils are making the same good progress as their peers and that the gap is narrowing between their attainment and that of other pupils in school.
- Strong focused support from the talented team of teaching assistants ensure that disabled pupils and those with special educational needs make the same good progress as their peers.
- Of those parents who responded to the on-line survey, the majority rightly believe that their children are making good progress.

The quality of teaching is good

- The quality of teaching is good overall, with examples of outstanding practice in Years 4, 5 and 6. In outstanding lessons, there is pace, challenge and independent learning. Pupils evaluate their work in pairs and create the next steps in learning. In the best lessons, teachers expect pupils to always do their best to which pupils respond exceptionally well, showing outstanding attitudes to learning.
- Where teaching is not of such a high standard, pupils are given too little independence and teachers provide too much guidance.
- In the best lessons, there is excellent support from teaching assistants for pupils who find some of the work difficult, effective use of the electronic whiteboard as a teaching and learning tool, and activities provided which enable all pupils to do their best. Similarly, in lessons where teaching is outstanding, teachers use questioning very well to motivate their pupils to think deeply about the work they are doing and pupils are given opportunities to share their ideas in pairs. In a lesson observed, those pupils who had finished their work moved on to another task

to create some questions about their problem-solving work in mathematics and then put them forward to their group. In another lesson, pupils evaluated their work in pairs and in groups and had to come up with the 'Star' and a 'wish' to improve their learning.

- On occasions, pupils are not required to find things out for themselves and, therefore, to take enough responsibility for their own learning and progress.
- In some lessons, teachers did not provide enough opportunities for boys to talk about their ideas before they begin their writing.
- Marking is good. Teachers mark pupils' work in detail, celebrate their successes and provide helpful suggestions about how their work can be improved. Pupils are given opportunities to respond to the helpful comments.

The behaviour and safety of pupils are outstanding

- In all lessons observed, pupils' attitudes to learning were at least good and in a significant number of lessons, they were outstanding. Pupils' conduct is frequently exemplary. They have a high regard for the adults who work with them and for their classmates. Behaviour is typically outstanding.
- Pupils are very well mannered and are courteous to visitors and to others in the school.
- Pupils show great pride in their school and feel safe because they feel that there is always someone in school to talk to if they have any difficulties.
- Pupils have a keen awareness of different kinds of bullying, including cyber-bullying. They say that bullying is rare and is dealt with quickly and effectively if it occurs.
- Pupils have a particularly keen understanding of internet safety.
- Overall, parents believe that their children are safe and happy in school. Staff and members of the governing body feel the same.
- Attendance is above average and persistent absenteeism is below average,
- Safeguarding and child protection policies and practice fully meet current requirements.
- The school promotes pupils' spiritual, moral, social and cultural development outstandingly well. For example, pupils have many responsibilities in school, such as acting as members of the school council, being buddies for younger children at break and lunchtimes and putting forward ideas for charities and taking responsibilities for organising these events.
- Pupils enjoy many after-school clubs, such as cooking, choir, calligraphy and cricket.

The leadership and management are good

- Good leadership and management from the committed headteacher, acting headteacher and senior leadership team ensure that the school continues to provide a good education for all pupils.
- Very impressive systems to check on pupils' attainment and progress throughout the school ensure that all pupils achieve well overall. In addition, subject coordinators analyse and make regular checks on the quality of pupils' work.
- Teaching is good, and outstanding in Years 4, 5 and 6 as a result of rigorous checks on its quality, effective performance management and good professional development for all the staff.
- During the inspection, senior leaders took part in joint observations of lessons and their judgements mirrored those made by the inspection team. Their feedback to staff was clear and developmental. Records show the same effective practice over time.
- Management responsibilities are shared effectively in order to enable all leaders to carry out their duties well. This also means that the staff share the same high ambitions and keen commitment as senior leaders and the governing body.

- There is consistency in applying policies and procedures, for example, in the teaching of phonics.
- Safeguarding and child protection systems and practice fully meet current requirements. The school promotes equality of opportunity well and does not tolerate any form of discrimination.
- The local authority supports the school effectively. It provides training for subject leaders and also training for data analysis. Good liaison with other institutions, for example, through teachers from different schools assessing the same pieces of pupils' work enhances teaching quality and subject leaders' skills.
- **The governance of the school:**
 - Governors are proud of the school. Since the last inspection, they have improved how they check on the quality of teaching and have developed a good knowledge of how well teachers do their work. Members are fully aware of the performance of the school in all areas of its work and hold the leaders to account with increasing rigour. They ensure that performance management arrangements are secure and that teachers' salary progression is linked to improvements in classroom performance and to better pupils' progress. The governing body also keeps a close eye on how pupil premium funding is spent and its impact on pupils' achievement. Governors attend 'governor week' which most recently was linked to a science theme where they had the opportunities to see pupils working and enjoying learning.

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	130964
Local authority	Wakefield
Inspection number	403620

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Janet Sumpter
Headteacher	Matt Letham
Date of previous school inspection	3 October 2007
Telephone number	01977 723395
Fax number	01977 723395
Email address	headteacher@badsworth.wakefield.sch.uk

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