

Badsey First School

School Lane, Badsey, Evesham, WR11 7ES

Inspection dates 20–21 March 2013

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.

- Pupils leave the school in Year 5 with attainment that is above the levels expected for their age in English and mathematics.
- Pupils make consistently good progress in Reception and through Key Stages 1 and 2 as a result of good teaching.
- Teachers know their pupils well, and plan a variety of stimulating learning activities to engage them in their lessons, whatever their needs and interests.
- Teachers and teaching assistants have good relationships with the pupils, and pupils show an enthusiasm to learn well.
- Teaching assistants give good help and guidance to small groups and individuals, so pupils at all ability levels make good progress.
- Pupils' behaviour in and around the school has improved since the previous inspection and is now good. They feel safe in school.
- Pupils are polite and considerate of others in the school. They appreciate the consistent way in which teachers expect good behaviour in lessons.
- The curriculum provides a variety of learning opportunities, including frequent trips, residential visits, and imaginative use of the school grounds.
- School leaders correctly identify the strengths and areas to develop in the school, and work hard to ensure it is constantly improving.
- School leaders have high expectations for what all staff and pupils can achieve.

It is not yet an outstanding school because

- More-able pupils are not always given more demanding work that has a clear purpose in lessons.
- Teachers' marking varies in quality and does not always show pupils clearly what they need to do in order to improve their work.
- Pupils do not have enough opportunities to ask questions that arise from their own investigations, or to solve problems.
- The existing outstanding practice in teaching is not routinely shared or discussed with all staff.

Information about this inspection

- Inspectors observed 11 lessons, two of which were seen together with the headteacher, and made several other short visits to lessons.
- Inspectors held discussions with the Chair of the Governing Body, a representative from the local authority, and senior and middle leaders. They looked carefully at school documentation relating to attendance, safeguarding and pupils' progress and attainment.
- Conversations were held with pupils, both formally and informally, and a range of pupils' work was reviewed.
- Inspectors took account of 21 questionnaires completed by staff and the 31 responses to the online questionnaire, Parent View. They also considered other communications with parents, and the responses to school's own questionnaire for parents.

Inspection team

Clare Saunders, Lead inspector

Additional Inspector

Margaret Pawlowski

Additional Inspector

Full report

Information about this school

- This is an average-sized first school, where the majority of pupils are of White British heritage.
- The proportion of pupils eligible for free school meals and who receive support from the pupil premium (additional funding from the government to support these pupils) is below average.
- The proportion of pupils who are disabled or have special educational needs and are supported by school action is below average, although the proportion supported by school action plus or a statement of special educational needs is above average.
- Pupils in some year groups are taught in mixed-age classes.
- The school shares its site with a nursery. This is not managed by the governing body, and was not included in this inspection.

What does the school need to do to improve further?

- Make teaching and progress outstanding throughout the school, by making sure that:
 - teachers always give clearly-defined, challenging tasks to more-able pupils
 - marking consistently reinforces the standard of presentation expected in written work, and shows pupils clearly how to improve their work
 - pupils have enough opportunities to respond to these comments
 - pupils have more opportunities to make decisions for themselves in their learning, such as through solving problems
 - the features of existing outstanding practice in teaching are shared as a matter of routine.

Inspection judgements

The achievement of pupils is good

- Children enter Reception with skills, knowledge and understanding that are below the levels expected for their age. They make good progress during their time in Reception, and join Year 1 with standards that are broadly average across the areas of learning.
- Pupils make good progress throughout Key Stages 1 and 2, and leave at the end of Year 5 to go to middle schools with skills in reading, writing and mathematics that are above the levels expected nationally for this age group.
- Pupils who are supported by the pupil premium make good progress in English and mathematics throughout the school, as a result of carefully selected additional support and resources to benefit these pupils. This helps to ensure that their attainment is in line with that of pupils who are not supported by the pupil premium.
- The teaching of phonics (the links between letters and the sounds they make) is effective throughout the school, and pupils become confident and competent readers. Pupils enjoy using the library frequently, and are keen to describe the books they are reading.
- Disabled pupils and those who have special educational needs make good progress. They receive good individual help and guidance and are given work that is closely matched to their individual needs. As a result they thrive, growing in confidence in what they can achieve.
- Pupils who are taught in mixed-age classes make good progress. They benefit from a range of activities that are carefully planned to meet the needs of all age groups in the class.

The quality of teaching is good

- The vast majority of teaching is good, and some is outstanding, for example in Years 3 and 4. In all lessons, positive relationships between teachers, teaching assistants and pupils ensure that pupils learn in a calm, purposeful environment.
- In most lessons teachers make sure that pupils learn quickly using a variety of learning activities that engage and enthuse pupils. Teachers are skilled in quickly establishing what pupils already know and understand, and ask questions skilfully to make sure all pupils are involved in the lesson. Just occasionally, this does not extend to providing work with a clear aim that really stretches the more-able pupils and makes the most of their curiosity and ability to explore things for themselves.
- Teaching assistants are used well. They provide good tuition in small groups and help individual pupils to develop their learning skills at a pace that suits them. For example, in one lesson seen the teaching assistant effectively led her own lesson with a small group of pupils, helping them to understand how to round up numbers and estimate their answers to mathematical problems.
- The quality of marking varies throughout the school. Although much is good, some does not explain clearly enough to pupils what to do in order to improve their work, or what is expected in terms of how should pupils present their work and keep their books neat and tidy. Also, pupils do not always get enough chance to respond to the comments made. School leaders are aware of these inconsistencies and are working on greater consistency across the school.

The behaviour and safety of pupils are good

- The behaviour and safety of the pupils have improved since the last inspection in all aspects of school life and are now good. Pupils are polite and well-mannered. These positive judgements were supported by the views gathered from parents during the inspection.
- At playtimes and at lunchtimes, pupils consider each other's needs and enjoy playing with the variety of equipment available to them.
- Pupils feel safe in the school, and have an appropriate awareness of how to keep themselves safe in a variety of situations, for example when talking to strangers and cycling.
- Pupils are very clear that there is little by way of bullying, and what does occur is mild and is dealt with swiftly by adults in the school. They are confident that there is always someone to talk to if they need to.
- Pupils enjoy their positions of responsibility within the school. For example, pupils in Year 5 act as playground buddies for younger pupils. The school council offers the pupils' views on aspects of school life, for example behaviour, and school leaders listen carefully to them.
- The school offers many rewards for behaviour. Consistently good behaviour in lessons is rewarded with a 'Gold Zone' certificate in assembly, to which parents are personally invited by the headteacher. Pupils enjoy the challenge of trying to achieve these rewards.
- Attendance is broadly average. It has risen as a result of the school's effective actions to encourage and reward good attendance, including the attendance certificates awarded to pupils.
- In lessons, pupils appreciate the consistency with which the behaviour policy is applied by all staff. They are keen to learn and do what the teacher tells them, but they have limited opportunities to use their problem-solving skills to work things out for themselves.

The leadership and management are good

- The inspirational leadership of the headteacher and deputy headteacher, supported by effective middle leaders, has led to improvements in the quality of teaching and behaviour since the last inspection.
 - The curriculum is continually being reviewed to make sure it interests pupils and makes as much use of the school grounds as possible. The outdoor 'forest school' is enjoyed by all pupils. The pond area is currently being developed, and this has led to some imaginative learning opportunities. For example, pupils in Key Stage 1 are exploring why the pond area would make a good home for 'Freckles the Frog', with learning in art, science, literacy and mathematics linked to this theme.
 - The pupils' good spiritual, moral, social and cultural development is supported by regular trips, including residential trips in Years 3 and 5, which enhance their learning and social skills. Music lessons support an appreciation of music, and work with a local potter helps the pupils to produce a variety of claywork.
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- The school works well with parents and carers. The termly class newsletter is helpful and informative, and sets out expectations for a variety of aspects of school life such as homework and what PE kit to bring. Parents commented on how approachable the school is, and they appreciate being invited to class and celebration assemblies.
 - Leaders throughout the school have an accurate awareness of its strengths, and prioritise the right areas to help pupils achieve even more in the future. Progress towards achieving these aims is regularly and rigorously reviewed by leaders and governors.
 - Teaching is monitored effectively and good training for staff has led to teaching being good throughout the school. Performance targets demonstrate high expectations of all staff, and teachers are regularly held accountable for their pupils' performance. However, teachers do not routinely get the chance to see each other teaching, and so share the existing outstanding practice more widely.
 - The local authority provides appropriately 'light touch' support for this good school, recognising the strengths in teaching and leadership that exist.
 - **The governance of the school:**
 - The governors have a clear awareness of the strengths of teaching and pupils' achievement throughout the school. They provide effective support for its leaders, and ask them appropriately challenging questions to hold them to account for various aspects of the school's work and ensure that teachers' pay is linked to their performance. They regularly have training to keep themselves up to date with the latest developments. They allocate finances effectively, including the pupil premium, to ensure that all pupils achieve well. They ensure that the legal responsibilities for safeguarding are met.
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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	116651
Local authority	Worcestershire
Inspection number	405657

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

Type of school	First
School category	Maintained
Age range of pupils	4–10
Gender of pupils	Mixed
Number of pupils on the school roll	238
Appropriate authority	The governing body
Chair	Alan Tutton
Headteacher	Julie Jones
Date of previous school inspection	20 June 2011
Telephone number	01386 830325
Fax number	01386 830325
Email address	office@badseyfirst.worcs.sch.uk

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