

Badsley Moor Infant School

Badsley Moor Lane, Rotherham, South Yorkshire, S65 2QS

Inspection dates 13–14 June 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		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils of all abilities make good progress through school in reading, writing and mathematics. They use their skills well in other subjects.
- Children in the Early Years Foundation Stage make a good start to their learning and are well prepared for Year 1.
- Disabled pupils and those with special educational needs also achieve well. They work with confidence because of the good support and guidance they receive from teachers and teaching assistants.
- Pupils who speak English as an additional language make good progress because language and literacy skills are at the core of the most of the school's work.
- Pupils are well behaved and say they feel safe. They are polite, friendly and cooperative.
- The quality of teaching is good. It is sometimes outstanding. Teachers know the needs of their pupils and the subjects well. They make lessons exciting and active.
- The very good use of the outdoors and Forest School activities makes a strong contribution to pupils' personal and social development.
- The headteacher provides clear and enthusiastic leadership. She is well supported by an effective and committed senior management team and good governing body. The school plays a leading role in the development of education in the local area.
- The quality of teaching, learning and achievement has improved well since the last inspection and, as a result, the school is well placed to continue to develop.

It is not yet an outstanding school because

- Occasionally, teachers do not encourage pupils to write at sufficient length or to take enough care in presenting their work.
- Teachers do not always ensure that pupils follow the guidance in the overall good marking to improve their own work.
- A few opportunities are missed to further develop pupils' independence and self-reliance in their learning.

Information about this inspection

- The inspectors observed 16 lessons including two joint observations with the headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Vice-Chair and other members of the Governing Body, a representative of the local authority, and members of staff including senior leaders and other leaders with particular responsibilities. Inspectors also heard pupils read from Year 1 and Year 2.
- Inspectors took account of 27 responses to the on-line questionnaire (Parent View) and the outcomes from the school's consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Peter Marsh

Additional Inspector

Gill Curtis

Additional Inspector

Full report

Information about this school

- The school is similar in size to the average primary school.
- The proportion of pupils from minority ethnic backgrounds is well above average.
- The proportion who speaks English as an additional language is also above average.
- The proportion of pupils known to be eligible for pupil premium funding (additional funding for those who are eligible for free school meals, children from service families and those children who are looked after by the local authority) is above average.
- The proportion of pupils supported by school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also average.
- Approximately half the teachers are new to the school since the previous inspection.

What does the school need to do to improve further?

- Improve the already good quality of teaching to outstanding by:
 - ensuring that teachers always expect pupils to be as productive as they can in their writing and to present all their work to a high standard
 - making sure that pupils act on the guidance from marking and feedback to improve their own work.
- Improving pupils' independence and self-reliance in their learning further by building on the focus of learning outdoors and the Forest School activities.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and understanding which are generally well below those typical for their age. They make good progress through the Early Years Foundation Stage in all areas of learning. Children's early reading, writing and number skills are particularly well developed and they use them well.
- Pupils of all abilities make good progress through the rest of the school. By the time they leave in Year 2 standards in reading, writing and mathematics have been largely average and above since the last inspection. Pupils are well prepared for the next stage in their education.
- The school responds strongly to variations in standards pupils reach. For example, in 2012, despite good progress overall, the outcomes of national assessments in reading and mathematics were below average, particularly for boys. This was partly a result of particular staffing issues. The school's rigorous review that followed these outcomes led to initiatives in teaching reading and mathematics, such as targeted support work for parents. As a result, both boys and girls in Year 2 are currently working at nationally expected standards and a good proportion above.
- Disabled pupils and those who have special educational needs make good progress from their starting points. In particular, they achieve well in reading and writing skills which enable them to fully participate in all the school has to offer.
- Pupils with English as an additional language also achieve well because of the consistent priority given to the acquisition of literacy skills running through all their work.
- The large proportion of pupils known to be eligible for free school meals make good progress and the gap between their achievement and that of other pupils is reducing. They are keen to succeed and close the gaps in their standards which are generally less than a term below average.
- Pupils enjoy reading. They make good progress in recognising different groups of letters and how they blend together to form words. They have a good understanding of the characters and the setting of a story through class themes based on popular children's authors such as Roald Dahl and Julia Donaldson.
- Pupils make good progress in writing. They write for a wide range of reasons, structuring their sentences well and spelling accurately. For example, in Year 1 pupils wrote engaging diaries in the first person in the character of the 'Rainbow Fish'. Occasionally, a few pupils do not write as much as they could.
- Pupils' mathematical skills are developed well. They make good progress in understanding place value and use this knowledge to solve money and measurement problems.
- Pupils are increasingly developing good learning skills. For example, through their Forest School work they learn to collaborate on solving problems and making decisions.

The quality of teaching is good

- Literacy and mathematical skills are taught well through direct and carefully focused lessons. There is a strong focus on developing pupils' reading and writing skills running through all the school's work. Pupils have many opportunities to read out loud to adults and to each other and details records are kept to aid their progress.
- Pupils have precise targets to work towards which teachers share with them. These help build basic skills systematically. Teachers make good use of accurate assessments to plan lessons and build systematically on pupils' earlier learning over time.
- The classrooms and corridors are used well to provide motivating and informative displays and engaging learning activities. For example, the good use of mathematical displays extends pupils' mathematical vocabulary and reinforces their calculation skills.

- Lessons are often imaginative and exciting. Teachers and the effective teaching assistants use puppets, drama, games and information and communication technology (ICT) effectively to hold pupils' attention and lead them into new skills and concepts. For example, in design and technology pupils in Year 2 create and produce designs for their own biscuits in their role as Oompa Loompas in the story of 'Charlie and the Chocolate Factory'.
- The use of the outdoors by all pupils has significantly improved since the previous inspection. As well as role-play and problem-solving opportunities in the Forest School, pupils' written and other work is enriched by the frequent chance to work outside in the shade of the pirate ship canopy. This has a particularly positive impact on boys' learning.
- Staff make good use of links between different subjects to make learning purposeful and engaging. This has been well developed since the previous inspection.
- Mathematical skills are systematically taught. Teachers make good use of quizzes and puzzles, including the use of ICT, to enable pupils to practise and improve their mental calculation skills.
- Although the quality of teaching is good it is not yet outstanding overall.
- On a few occasions, teachers do not always expect pupils to write enough in the time they have and to take enough care that their work is neatly and accurately presented.
- Although the overall quality of marking is good teachers do not always ensure that pupils follow the guidance given and improve their own work and develop their independent learning skills.

The behaviour and safety of pupils are good

- Relationships are very good. As a result, pupils work together well and take care of each other.
- The school is calm, friendly and orderly. Pupils are well behaved throughout the school. They listen attentively to teachers and their peers and attend regularly.
- Pupils take their responsibilities seriously as school councillors seriously and on the eco-group. They listen to the views of other pupils and contribute well to the daily life of the school.
- The school works well with parents of pupils who have social, emotional or attendance concerns. They make good progress in helping them manage their own behaviour. Consequently, poor behaviour is rare and there have been few exclusions.
- Pupils feel safe and their parents feel they are well cared for. There is very little bullying and pupils know who to turn to if they have a worry. Pupils make a good contribution to the maintenance of school rules and are sensitive to the needs of others.
- The pupils respond well to the strong spiritual, moral and social guidance they receive. They enjoy presenting their work and ideas in celebration assemblies which are well attended by their proud parents.
- Very occasionally, when the teaching is not engaging enough, a few pupils lose concentration.

The leadership and management are good

- The experienced headteacher provides clear and purposeful leadership. As a result, there is good team work amongst the staff and their morale is high.
- The school makes good use of accurate measures of pupils' progress to plan for future improvements and to raise achievement. Detailed analysis of different groups of pupils, such as those receiving pupil premium funding, guides the priorities for all staff work.
- Senior staff regularly observe lessons, hold discussions with pupils and analyse the quality of their work in order to build effectively on the school's strengths successfully.
- A particular strength of the school is in supporting the development of staff leadership skills so they provide good role models to others. Consequently, the headteacher and several other senior staff provide guidance and support to other schools in, for example, the teaching of reading, Early Years Foundation Stage and assessment skills.

- Staff are held accountable for the progress their pupils make and are subject to fulfilling stringent criteria in order to achieve the next salary level.
- The school receives an appropriate 'light-touch' support from the local authority. The school has a central role in the Clifton Learning Partnership which organises support for local schools.
- The school tackles any rare issues of discrimination well and this contributes to the harmony within the school community.
- The many learning opportunities for all pupils through strong links between subjects and the very good use of the outdoors and Forest School contributes to their good learning and social skills. Very occasionally opportunities to build on these skills are missed in lessons.
- Some staff are new to their leadership roles and are yet to have a full impact on their areas of responsibility.
- **The governance of the school:**
 - The governing body is well led. It is well informed through high quality reports from the headteacher and increasingly by their own systematic review of data and checks on the school's work. Members of the governing body are passionate about their roles and fully committed to improving the school further. They are involved in the school's self-evaluation and understand the quality of teaching. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They ensure that safeguarding procedures meet requirements and contribute to good record keeping.

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	106833
Local authority	Rotherham
Inspection number	412572

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

Type of school	Primary
School category	Community
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	266
Appropriate authority	The governing body
Chair	John Hirst
Headteacher	Julia Remington
Date of previous school inspection	24 March 2009
Telephone number	01709 828665
Fax number	01709 838792
Email address	badsley-moor.infant@rotherham.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 2013

