

# Badby School

School Lane, Badby, NN11 3AJ

**Inspection dates** 28–29 January 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- Progress has improved in the school and is now consistently good for all groups of pupils.
- Attainment rose at Key Stage 1 in 2013 and was above average. Attainment had remained broadly average at Key Stage 2 but is starting to rise as pupils now make faster progress in this key stage.
- Teachers have good subject knowledge and set work for pupils of different ability levels in lessons. This means that they all make good progress. Teaching assistants work well with teachers and question pupils well to help them in their learning.
- Pupils are given opportunities to discuss their work together in lessons and pupils do this enthusiastically, which helps their progress.
- Pupils have positive attitudes to learning in all classes. They are routinely polite, courteous and helpful to each other.
- Pupils say that they feel safe in school and their above-average attendance shows they enjoy coming to school.
- Leaders, managers and governors, with the clear leadership of the headteacher, have accelerated pupils' progress and raised the quality of teaching. Governors have a good understanding of the school and are able to give valuable support and challenge to staff.

### It is not yet an outstanding school because

- Checks are not always made regularly enough on pupils' progress throughout lessons. On occasions, progress slows when some pupils lack motivation because they worked on activities for too long, or have understood the skills and do not have something to challenge them further.
- Teachers do not check that pupils act on the comments they write when they mark pupils' work.
- Although pupils sometimes have opportunities to learn from each other, there are not enough opportunities for them to improve their progress in this way.

## Information about this inspection

- The inspector observed teaching in nine lessons or part-lessons. Most of these observations were carried out jointly with the headteacher.
- Meetings were held with the headteacher, other staff, governors and a local authority representative.
- The inspector spoke to pupils about their views of the school and examined their work in books.
- The inspector talked to parents about their views of the school when they dropped off their children in the morning. The 41 responses to the online Parent View survey were also considered.
- The inspector reviewed the records of pupils' recent attainment and progress, the school's evaluation of its work and plans for the future, behaviour, safeguarding and attendance records and minutes of meetings of the governing body.

## Inspection team

Susan Williams, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Most pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well below average. The proportion supported at school action plus or with a statement of special educational needs is just below average.
- The proportion of pupils for whom the school receives the pupil premium funding (additional funding for pupils known to be eligible for free school meals, children looked after by the local authority and pupils with a parent in the armed forces) is well below average.
- The school meets the government's current floor standards, which are the national minimum expectations for attainment and progress in reading, writing and mathematics.
- The governing body runs a 32 place pre-school, with 25 children currently on roll, which was inspected as part of this inspection.
- The headteacher took up her post in September 2012.
- The school is due to become an academy as part of a multi-academy trust in April 2014.

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

- Improve teaching so that it is outstanding overall by ensuring that:
  - checks to move learning forward are made more regularly to speed up progress in lessons
  - pupils have more opportunities to learn from each other and make better progress
  - teachers check that pupils act on the advice they are given in teachers' marking, to correct their mistakes and improve their work.

## Inspection judgements

### The achievement of pupils is good

- Progress has accelerated across the school and is consistently good for all pupils, including the most able. Attainment rose in 2013 at the end of Key Stage 1 and was above average in reading, writing and mathematics.
- Children start at the pre-school with skills and knowledge typical for their age. Adults provide a wide range of activities which develop children's skills well in all areas of learning. For example, children enjoyed developing their skills cutting out shapes they had coloured in, and they made good progress in their understanding of ordering patterns, because they were encouraged effectively by adults. Children continue to make good progress in Reception, with the majority reaching a good level of development in all areas of learning to prepare them well for Year 1.
- The school has developed a consistent and effective approach to the development of reading. Pupils enjoy reading and are able to use the strategies they have learnt to help them sound out words. In the screening check in phonics (letters and their sounds) in 2012 and 2013, pupils did well and a well above-average proportion reached the expected level.
- Attainment has remained broadly average over the last three years at Key Stage 2. Although progress dipped in Year 6 in 2012, this accelerated in 2013 and pupils currently in the school are making consistently good progress. The headteacher has high expectations for pupils' progress and has set much higher targets for pupils' progress in the school.
- Disabled pupils and those who have special educational needs receive extra help in lessons from teaching assistants. This helps them understand the work. They are supported in developing their learning with skilful input and questioning which helps them to make good progress. This contributes to how the school effectively promotes equality of opportunity for all pupils' learning.
- The funding for pupils known to be eligible for the pupil premium is used well to give extra one-to-one tuition in English and mathematics and extra support for eligible pupils in classes. There is also some support for them to access clubs and additional activities to enrich their experience of school. As numbers are small, it is not possible to compare the attainment of these pupils with others without the risk of identifying individual pupils. Across the school, eligible pupils make the same good progress as their classmates.

### The quality of teaching is good

- The teaching of English and mathematics across the school is equally strong. Strengths of teaching are the positive relationships between staff and pupils which support pupils' positive attitudes to learning. Pupils are given good opportunities to discuss their ideas together, which they do enthusiastically. For example, in a Year 4 and 5 lesson, pupils discussed their ideas for a new god. They engaged in discussion quickly and sensibly, shared their ideas, and developed their understanding of religion well.
- Teaching assistants work well with pupils in all classes. They use questioning well to develop ideas and are flexible in how they work supporting groups of pupils in their learning. For example, in a Year 3 and 4 mathematics lesson on angles, a teaching assistant questioned pupils about their knowledge of shapes and encouraged them to share and discuss their knowledge, keeping all pupils in the group interested and engaged in learning and supporting their good progress.

- Teachers have good subject knowledge, so their explanations are accurate. They link new learning with what pupils already know so they are able to understand new ideas quickly. In a Year 3 and 4 literacy lesson on the topic of Vikings, where pupils were writing recounts, the teacher linked pupils' use of punctuation and sentence structure, and encouraged them to use their knowledge to make sentences more complex and interesting. Routines to engage pupils in their learning are particularly effective and, in this lesson, the teacher chanted 'ready to rock' to the pupils' enthusiastic responses 'and roll' before pupils started work.
- Teachers make sure that they plan and adapt work for pupils of different levels of ability, including the most able. This means that tasks are neither too easy nor too hard, so all are challenged and make good progress.
- Children in the Early Years Foundation Stage are taught well. For example, teachers link children's learning of mathematical shapes with activities where they use shapes to build structures such as shelters and igloos. Children enjoyed this activity, which enhanced their physical development as well as their understanding of shapes. Children collaborate well with each other and are well supported by adults.
- On occasions, pupils' learning slows in lessons when they come to the end of activities or have been working on activities for too long and teachers do not check and intervene quickly enough to move on so they make more rapid progress.
- Pupils are interested in hearing about each other's ideas but they do not get enough opportunities in lessons to learn from each other and so improve their progress. Although work is marked regularly, teachers do not ensure that pupils act on the comments teachers write when teachers' mark work.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good. They are well behaved in lessons and around the school. They are polite and courteous to each other and adults. The school is effective in promoting positive relationships and ensuring that there is no discrimination. Pupils and parents confirm that the good behaviour seen during the inspection is typical.
- Pupils have positive attitudes to learning. They work well together in groups and discuss their ideas together enthusiastically. Teachers promote these positive attitudes with high expectations and fun routines which encourage the class to work together.
- The school uses a range of rewards which pupils value, and which promote both good behaviour and hard work. Pupils are given merits for good work and these are changed into house points, which are collected as coloured marbles in jars and the house with the most marbles is celebrated in assembly each week. Pupils are rewarded for good behaviour in the playground and support staff reward pupils with golden tickets for good manners and polite behaviour. Pupils exchange these for a treat from the headteacher's treasure chest. Class teachers also reward 'stars of the week' for exceptional progress.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school and the vast majority of parents responding to the online survey agree. Pupils know how to keep safe on the internet, on roads and are clear about procedures for fire drills. Pupils say that bullying is not a concern and that if they were worried about something they could talk to staff who would help. They know about different forms of bullying, including cyber-bullying, physical

bullying and name-calling. The behaviour log has very few incidents and has details of how these are followed up by the school, dealing with issues firmly and sensitively, and involving parents as appropriate.

- Attendance is above average and pupils are punctual to school.

## **The leadership and management are good**

- The headteacher has set high expectations for the progress of all pupils in the school and has focused on developing teaching. Her vision and high standards are shared with other staff. They have led to improvements in teaching and pupils' achievement, and have maintained high standards of behaviour. Development plans are well focused on the most important issues and based on robust, accurate self-evaluation.
- The management of the performance of staff is thorough. Targets are linked to the school development plan, the quality of teaching and pupils' progress, with more challenging targets for staff who are paid more.
- Subject leaders are being supported in developing their roles and are now more involved in monitoring the quality of teaching and in leading developments in their subject areas. This has led to improved teaching and rates of pupils' progress.
- The development of pupils' skills in literacy and numeracy is the major focus of the school's work, with other subjects taught discretely, and all subjects are taught equally well. Music is a strength of the school, with opportunities for pupils to learn stringed instruments and for Year 6 pupils to learn samba. Pupils' spiritual, moral, social and cultural development is well promoted and pupils are particularly positive about themed days, including the day when they learnt about different countries.
- Sports are strong, and the school offers a wide range of clubs, including athletics, rugby, golf, netball, basketball, cricket and rounders. Pupils take part in local and regional sporting events. The school is using the new sports funding to develop the physical education subject specialists' skills with training so that they can support the development of the teaching of physical education across the school. There are plans to use the local leisure centre to enable sports to be taught more effectively and there are plans to introduce quickstick hockey so pupils can take part in local competitions to further develop their health and well-being. The full impact of the funding is not clear because the school only received it recently.
- The local authority has provided effective support to monitor the school's progress each term and to develop the teaching of mathematics last year.
- **The governance of the school:**
  - There are some long-standing members of the governing body who are very committed to the school. They understand the published data on the school and receive regular updates about pupils' progress. They are aware that progress improved in 2013. They know how pupil premium funding is being spent and how much difference this is making. They receive updates on the management of the performance of staff and understand the links between salary progression and teachers meeting their targets and pupils making good progress. They know about the quality of teaching in the school and where support has been provided to improve performance or address concerns in the past. Budgetary procedures are thorough, with the expertise of a finance professional chairing the committee. Governors ensure that arrangements for pupils' safeguarding meet statutory requirements.

## 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

<b>Unique reference number</b>	121793
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	440579

This inspection was carried out under section 8 of the Education Act 2005. This inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Banks
<b>Headteacher</b>	Lindsey Evans
<b>Date of previous school inspection</b>	23 April 2012
<b>Telephone number</b>	01327 871363
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