

INSPECTION REPORT

BADGERBROOK PRIMARY SCHOOL

Whetstone, Leicester

LEA area: Leicestershire

Unique reference number: 119978

Headteacher: Miss H Chiswell

Reporting inspector: Mr A C Jolly
(8750)

Dates of inspection: 25th – 26th September 2001

Inspection number: 197727

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Badger Drive Whetstone Leicestershire
Postcode:	LE8 6ZW
Telephone number:	0116 2752 353
Fax number:	0116 2866 363
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs M Moran
Date of previous inspection:	29 th September 1997

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school has 388 pupils aged between 4 and 11. It has grown by one-third since the last inspection. The school is larger than average and further expansion is predicted. It serves the rapidly expanding village of Whetstone to the south of Leicester. Almost all the pupils come from local owner occupied housing. The percentage of pupils known to be eligible for free school meals is well below the national average. Pupils enter the school in either the September or the January of the year in which they are five. The percentage of pupils identified as having special educational needs and with statements is above the national average. Baseline tests on entry to the school show attainment is above average in speaking and listening, number and personal development and average in reading, writing and other elements of mathematics. There are more boys than girls in every year, except Year 3, markedly so in the foundation stage, Year 2 and Year 6. The percentage of pupils for whom English is an additional language is just above what would be generally found.

HOW GOOD THE SCHOOL IS

Badgerbrook Primary School is a good school where pupils attain above average standards in English, mathematics and science by the time they leave the school. It is a very stimulating learning environment where there is a strong commitment to ensuring that all pupils derive the greatest benefit from their education,

Teaching is always at least sound and usually very good in the final two years. The school is very well led by the headteacher, with valuable support from the governors. The school is providing good value for money.

What the school does well

- Standards are well above average in English by the time the pupils leave the school.
- Standards are well above average in mathematics by the time the pupils leave the school.
- Pupils have very favourable attitudes to school.
- The teaching is consistently very good in Years 5 and 6.
- The school values all its pupils and provides an attractive, caring environment for them.
- The school has an extensive range of facilities and resources.

What could be improved

The standard of able pupils' writing at the end of Key Stage 1.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September, 1997. Since then it has devised a Curriculum Planning Framework, with firm allocations of time, schemes of work and short-term plans that include specific learning objectives. Standards have improved in geography and information and communication technology. A clear teaching and learning policy has been adopted and is being monitored thoroughly against agreed criteria. Assessment and records are now more precise. These form a sound basis for planning for English, mathematics and science.

The enlarged senior management team now functions effectively according to a clear definition of roles and responsibilities and a better understanding of the necessary monitoring and evaluation processes. The school has made significant improvement in analysing its needs and planning its strategy accordingly. The issue of overcrowding in Years 5 and 6 has been addressed successfully by relocating year groups in the school.

The quality of teaching is better than in the last report when one-fifth of teaching was judged to be unsatisfactory. Teaching is now always at least satisfactory and often good or very good. Although the trend in results at the of Key Stage 1 was unfavourable from 1997 – 1999, test results have improved in both 2000 and 2001. Standards have risen consistently in Key Stage 2. Thus the school has made substantial improvements since the last inspection.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with				Key
	all schools			similar schools	
	1998	1999	2000	2000	
English	A	B	A*	A	Well above average A
mathematics	A	B	A	A	Above average B
science	A	C	A	B	Average C
					Below average D
					Well below average E

This table shows that the school has attained standards consistently above average in Key Stage 2 National Curriculum tests at the age of 11 in English, mathematics and science. The results for English in 2000 were outstanding, placing the school in the top 5% of schools nationally. In mathematics and science the results were also well above average for 2000. Results for science at least matched the national average between 1997 and 1999. In English and mathematics the results have been above the national average for the last three years. Results were maintained at high levels for 2001 in all three subjects at the end of Key Stage 2.

The latest Key Stage 1 results for 2001 showed significant improvement. Standards in reading and mathematics have been above average since 1999 and all pupils attained the nationally expected levels at the end of Key Stage 1 in 2000. However, overall standards of pupils' writing do not compare well with schools in similar contexts because too few able pupils attain the higher Level 3 of which they are capable.

Achievement is sound overall in the Foundation Stage and Key Stage 1 and good in Key Stage 2. The school has set realistic and ambitious targets for the future. The current work seen in Year 6 in English, mathematics and science is above average.

Pupils with special educational needs and those for whom English is an additional language make good progress.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils are very keen and eager to learn.
Behaviour, in and out of classrooms	Behaviour throughout the school is very good.
Personal development and relationships	Relationships throughout the school are very good and enhance personal development.
Attendance	Very good.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Sound	Sound	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The teaching in all lessons is at least sound and in over half of the lessons it is good or better. It is at its best in Years 5 and 6 where the teaching is usually very good and never less than good. The key skills of numeracy and literacy are very well taught, resulting in above average standards by the time the pupils leave the school. The teaching is well targeted at the needs of all pupils, except for writing for able pupils in Key Stage 1. Almost all lessons are well planned and organised. In English lessons teachers often find interesting ways to stimulate the pupils' interest. In all subjects they build carefully on what the pupils have learnt previously. The teachers plan effectively for all pupils and are suitably aware of the different needs of the gifted, those for whom English is an additional language and pupils who have special educational needs.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum with a worthwhile range of learning opportunities.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs.
Provision for pupils with English as an additional language	The school makes appropriate provision for pupils for whom English is an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes good provision and provides a range of suitable opportunities to enhance the pupils' personal development. There is an effective emphasis on values that promote respect for cultural and religious differences.
How well the school cares for its pupils	This is a caring school where pupils are well supported. There are good procedures for health and safety, child protection and anti-bullying.

The curriculum meets all statutory requirements. The school is particularly successful in meeting the varying personal and social needs of its pupils. It provides a sound range of extra-curricular opportunities. The partnership with parents is effective in developing pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is very well led by the headteacher who is supported effectively by her deputy and key staff.
How well the governors fulfil their responsibilities	The governors fulfil all their statutory responsibilities and have successfully increased their involvement in monitoring the school's performance.
The school's evaluation of its performance	The school has progressively developed policies to evaluate its performance and has put effective systems in place.
The strategic use of resources	The school makes effective use of the resources at its disposal. Although the carry-forward was slightly higher than desired, the surplus has been carefully planned into the budget.

The headteacher has shown considerable vision and skill in managing the expansion of the school. The school applies effectively the principles of Best Value in the way it plans its priorities on the basis of measures of its performance.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour is good. • The school has high expectations. • Teaching is good. • The school is well managed and led. • The school helps their children to become mature and responsible. 	<ul style="list-style-type: none"> • The range of activities outside lesson. • The amount of homework.

The inspection team agreed with the positive points raised by parents. It judged that the range of activities outside lessons was similar to what is available in most primary schools. Although a significant minority of parents responding by questionnaire was dissatisfied with the amount of work to be done at home, the inspection team agreed with the views expressed at the parents' meeting, that homework arrangements were broadly appropriate.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils attain well above average standards in English at the end of Key Stage 2

1. Test results in English for 2000 were outstanding when compared with schools both nationally and schools in a similar context. The comparison was based on their attainment in Year 6 set against that when they were in Year 2. Both boys and girls attain well when compared nationally.
2. Reading is a real strength of the school with 96 per cent attaining the nationally expected level at the end of Key Stage 2. Pupils read fluently both individually or together in shared reading sessions, showing both sensitivity and understanding.
3. The pupils, particularly the oldest ones, are articulate in commenting in response to demanding questions. Pupils listen earnestly and politely to both the teacher and their classmates.
4. The oldest pupils' writing is almost always well punctuated and many pupils use effectively a wide and vivid vocabulary. They are used to writing in different forms and thus are able, for instance, confidently to convert prose sections of 'Peter Pan' into dialogue for a play.

Pupils attain well above average standards in mathematics at the end of Key Stage 2

5. Standards in mathematics at the end of Key Stage 2 tests in 2000 are good, even in comparison with schools in similar contexts. In 2001 the percentage of pupils attaining the nationally expected level rose by a further six per cent and two-fifths of pupils attained the higher level.
6. Information gained from test results and other assessments is carefully analysed to highlight areas for further development and to place older pupils in an appropriate ability group to meet their needs.
7. The oldest pupils are very competent at problem-solving, reflecting the teachers' emphasis on mathematics in practical situations. They also show the benefit of regular practice of mental mathematics with swift and accurate responses to calculations. Furthermore they can explain the mathematical processes used for calculation. They have a strong grasp of numeracy.

The teaching is consistently very good in Years 5 and 6

8. A major factor in the above average standards at the end of Key Stage 2 is the consistently very good teaching in Years 5 and 6, which causes an acceleration in their progress.
9. In all subjects pupils are encouraged to use the correct terminology. The criteria for assessing their work is shared with them frequently so they understand exactly what is required for high standards.

10. Numeracy and literacy lessons have a clear structure and the teachers extend and challenge each different ability group. A very well taught English lesson brought 'Oliver Twist' to life for a Year 6 class. The teacher had prepared gruel in a bowl and when she produced it in a ladle there were audible gasps and groans from the pupils as they empathised with Oliver in the Victorian workhouse. This imaginative approach reflects the willingness of teachers to use a range of strategies to stimulate the pupils. The pace and challenge of the teaching, built upon strong relationships, ensures a systematic development of their learning.

Pupils have very good attitudes to school

11. The pupils are friendly, polite and enthusiastic. They are courteous to both adults and each other, making a most positive contribution to the calm and ordered atmosphere in the school.

12. Behaviour is very good. The pupils are interested in their lessons and work productively. They relish the many opportunities to take responsibility, such as carrying out a range of jobs in the school as monitors. Older pupils organise activities for the younger ones and mix with them very well at lunchtime and playtime.

13. In the dining hall and during assemblies, behaviour is often excellent with pupils exercising responsibility and self-discipline. At both these times of the day there is an appropriate, civilised atmosphere.

The school values all its pupils and provides an attractive, caring environment for them

14. Badgerbrook Primary School is a very attractive, modern school but its warm, welcoming ethos derives from more than its very well planned and decorated buildings. Displays throughout the school are of high quality and many are deliberately positioned to enhance pupils' self-esteem.

15. The school is very sensitive to the needs of all its pupils. The teachers and learning support assistants are effective in enabling pupils with special educational needs to take a full part in the National Curriculum. In a lesson in information and communication technology a larger font was created on the computer for a visually impaired pupil. A physically disabled pupil receives appropriate help. Learning support assistants are also sensitive to the needs of particularly reticent children. The school ensures it is well informed about the needs of pupils for whom English is an additional language and makes necessary links with community organisations.

16. Equal opportunities are provided for boys and girls, with for example, a flourishing chess club showing both groups fully engaged in planning their next moves. There is no evidence of boys' underachievement and they perform equally as well in English as mathematics and science.

The school has an excellent range of facilities and resources to develop pupils' learning

17. The school has all the facilities needed for a primary school. It has bright classrooms, which are full of resources. All classes for example show the benefit of a plentiful supply of reading books and dictionaries. The library is a well-stocked, welcoming room, which is

separate but also readily accessible. There is a music studio to facilitate opportunities for practical music.

18. The school has recently developed a computer suite, which has 16 networked computers. A technician, who is partly funded from a national scheme, assists with this. Each class has at least 50 minutes a week to work on the computers.

19. The school has good outdoor facilities for physical education with a field and playground and a reasonably sized hall. It makes the best use of its accommodation and resources to ensure the pupils receive the broad and balanced curriculum necessary for a primary school.

WHAT COULD BE IMPROVED

The standard of able pupils' writing at the end of Key Stage 1

20. For the last two years very few pupils have attained the higher level for writing in the Key Stage 1 National Tests. This has a detrimental effect on the overall average points score for writing in these tests. In 2000, although the points score was in line with the national average, it was well below the average points score found in schools in similar contexts.

21. This underperformance by able pupils in writing is not reflected in inferior results by able pupils in mathematics and reading: it is an isolated problem. Part of the cause can be seen in the pupils' work in Year 2 where insufficient opportunities are taken to provide more challenging writing tasks. For instance pupils finishing a task in a Year 2 lesson were allowed to colour in worksheets rather than to write more related to the short exercise they had completed.

22. The school is aware of this deficiency and has clear and specific strategies to improve standards. However it needs to supplement these with higher expectation in lessons and by setting clearer targets for able pupils

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

Improve the standard of writing by able pupils at the end of Key Stage 1 by:

- providing more challenging writing tasks for the main activity part of lessons;
- raise expectations by providing opportunities for teachers to see good examples of what able pupils can achieve;
- setting clearer targets for pupils aimed at the higher National Curriculum level in writing;
- commenting more consistently when marking pupils' writing on how they can attain higher standards;
- continuing to implement the strategies outlined in the School Action Plan to raise standards in writing.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

22

Number of discussions with staff, governors, other adults and pupils

6

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Un-satisfactory	Poor	Very Poor
Number	0	5	7	10	0	0	0
%	0	23	32	45	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than four percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)

388

Number of full-time pupils known to be eligible for free school meals

5

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs

10

Number of pupils on the school's special educational needs register

104

English as an additional language

No of pupils

Number of pupils with English as an additional language

14

Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission

14

Pupils who left the school other than at the usual time of leaving

5

Attendance

Authorised absence

	%
School data	3.6
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	29	32	61

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	25	26
	Girls	29	31	32
	Total	55	56	58
Percentage of pupils at NC level 2 or above	School	90(89)	92(88)	95(89)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	25	25	26
	Girls	29	32	31
	Total	54	57	57
Percentage of pupils at NC level 2 or above	School	89(86)	93(89)	93(95)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	22	23	45

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	20	22
	Girls	21	18	21
	Total	42	38	43
Percentage of pupils at NC level 4 or above	School	93(80)	84(75)	96(82)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	20
	Girls	20	18	20
	Total	37	37	40
Percentage of pupils at NC level 4 or above	School	82(75)	82(66)	89(77)
	National	70(68)	72(69)	79(75)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	1
Black – other	0
Indian	8
Pakistani	0
Bangladeshi	0
Chinese	4
White	319
Any other minority ethnic group	10

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Perma- nent
Black – Caribbean heritage	-	-
Black – African heritage	-	-
Black – other	-	-
Indian	-	-
Pakistani	-	-
Bangladeshi	-	-
Chinese	-	-
White	-	-
Other minority ethnic groups	-	-

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes**Qualified teachers and classes: YR-Y6**

Total number of qualified teachers (FTE)	17.2
Number of pupils per qualified teacher	24 : 1
Average class size	25.6

Education support staff: YR-Y6

Total number of education support staff	15
Total aggregate hours worked per week	287

Financial information

Financial year	2000/01
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	£
Total income	723,353.0
Total expenditure	707,191.0
Expenditure per pupil	1,729.07
Balance brought forward from previous year	19,169.0
Balance carried forward to next year	35,331.0

Recruitment of teachers

Number of teachers who left the school during the last two years	4.3
Number of teachers appointed to the school during the last two years	3

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

409

Number of questionnaires returned

182

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	37	3	1	0
My child is making good progress in school.	55	39	6	0	0
Behaviour in the school is good.	49	46	4	0	1
My child gets the right amount of work to do at home.	36	42	18	2	3
The teaching is good.	52	46	1	0	1
I am kept well informed about how my child is getting on.	34	48	18	1	0
I would feel comfortable about approaching the school with questions or a problem.	61	33	3	2	1
The school expects my child to work hard and achieve his or her best.	65	34	1	0	0
The school works closely with parents.	40	51	8	1	0
The school is well led and managed.	62	32	2	1	3
The school is helping my child become mature and responsible.	52	42	4	1	1
The school provides an interesting range of activities outside lessons.	28	43	15	7	6