



Badocks Wood Primary School

Inspection Report

Unique Reference Number 109139
LEA Bristol, City of
Inspection number 278136
Inspection dates 12 October 2005 to 13 October 2005
Reporting inspector Paul Sadler RISP

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

Type of school	Primary	School address	Doncaster Road
School category	Community		Southmead
Age range of pupils	3 to 11		Bristol BS10 5PU
Gender of pupils	Mixed	Telephone number	0117 9030050
Number on roll	316	Fax number	0117 9030050
Appropriate authority	The governing body	Chair of governors	Mr Lou Dewland
Date of previous inspection	15 January 2001	Headteacher	Mrs Elizabeth Taylor

Age group	Inspection dates	Inspection number
3 to 11	12 October 2005 - 13 October 2005	278136

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

Badock's Wood Primary School is of average size and serves an area of mainly social housing on the western side of Bristol. The number of pupils has increased in recent years. More than half the pupils are entitled to receive free school meals, which is a very high proportion, suggesting significant deprivation. The proportion with learning difficulties and disabilities is average. Few pupils are of minority ethnic heritage, and fewer still do not speak English as their first language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 4

In accordance with section 13 (3) of the Education Act 2005, HMCI is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school. The school does not give satisfactory value for money.

The school has some strengths. Most pupils and their parents are happy with the school. Pupils' personal and health education is good. The Foundation Stage (nursery and reception classes) provides pupils with a good start to their education. However, this good start is not continued. In Years 1 and 2, pupils make satisfactory progress and reach average standards in reading and mathematics, but not in their writing, where standards are low. In Years 3 to 6 they make little progress and standards at the end of Year 6, which were exceptionally low in 2004, declined further in 2005. This is because teaching and the curriculum do not cater sufficiently for pupils' individual needs, or recognise what they have already achieved. Attendance is very low, with much unauthorised absence.

An acting headteacher has been in post since September 2005. She has carried out an accurate evaluation of the school's strengths and weaknesses and is drawing up plans for improvement. As yet, there has been insufficient time for these to have an impact. The governors, supported by the local education authority, have recognised past mistakes and have begun to implement measures to improve the school. However, because of the deep-seated weaknesses in the quality of education the school provides, there is insufficient evidence that the school has the capacity to improve. There has been no improvement since the last inspection.

What the school should do to improve further

- raise pupils' standards and achievement, especially in English and mathematics, by improving the quality of teaching and the curriculum
- develop the school's capacity to improve by raising the quality of leadership and management at all levels
- improve pupils' attendance at school.

Achievement and standards

Grade: 4

Standards are not high enough and achievement is unsatisfactory. Pupils' rates of progress slow down as they move through the Foundation Stage, Key Stage 1 and Key Stage 2. For pupils aged 11, results in the national tests have been exceptionally low in recent years. The 2005 results in English and mathematics dropped still further. Standards are well below those in similar schools and the school has not got a clear enough plan of action to remedy this. Throughout Key Stage 2 the vast majority of pupils make poor progress because they lack clear, specific targets for improvement and their work is not matched closely enough to their capabilities.

In the tests for 7-year-olds the majority of pupils reach standards which are closer to those expected for their age and the school's test results show gradual improvement over time, although writing is an exception. Progress is generally satisfactory in Key Stage 1. Pupils get off to a good start in the Foundation Stage. When they start in the Nursery or Reception their attainment is very low in most areas of learning. The good provision helps them to make good progress from this very low starting point, although they are still below the expected standards by the end of the Reception Year.

Personal development and well-being

Grade: 3

The school judges pupils' personal development to be satisfactory and the inspection team agrees with this judgement. Pupils' spiritual, moral, social and cultural development is satisfactory, resulting in satisfactory behaviour and attitudes. Most behave well, but a few do not and as a result they do not learn as well as they could. Most pupils enjoy school and feel safe, but a small number are concerned about threatening behaviour they have experienced. Attendance is low and the rate of unauthorised absence is high. The school is working to improve attendance in a number of ways, including making lessons more interesting. It does not check individual absences on the day they occur. The school provides good encouragement for pupils to lead healthy lifestyles and adopt safe practices. They learn about potential risks to health and safety, and how to avoid these. A good number of sporting activities encourage physical fitness. Pupils make a satisfactory contribution to the local and wider communities, for example, through supporting charities and taking part in city-wide initiatives, such as dance festivals. Because achievement is inadequate, particularly in literacy and numeracy, pupils do not develop good enough skills to support them in the future.

Quality of provision

Teaching and learning

Grade: 4

Pupils make good progress in the nursery and reception classes because of effective teaching stemming from the staff's clear understanding of how well they are learning. To some extent, this good teaching continues in Years 1 and 2. Pupils in Year 1 showed above-average abilities in mental maths and interpreting data, having carried out a survey of eye colour in the class. They understood that eye colour might be inherited: 'I'll see if my eyes are the same colour as my mum or dad'. Their writing does not progress at the same rate. In Years 3 to 6 these good learning skills are not built upon and developed further. Activities do not match pupils' needs and they become bored, either because the work is too easy or because they do not understand it. Unlike in the lower years, teaching assistants are not always deployed to give help where it is needed or in a way that enables them to get to know individual needs. They are sometimes used to control the poor behaviour that results from boredom. Many of these weaknesses result from inaccurate or ineffective assessment. Teachers do not

know exactly what pupils can do or what should be done to help them move to the next stage.

There are some signs of improvement in individual classes. Pupils in Year 6 make good progress in their literacy because work is redrafted following careful and helpful marking. Sadly for most, this is too late to enable them to achieve national standards before they start secondary school. Interactive whiteboards have recently been installed in classrooms and some teachers are beginning to use them well. However, pupils get insufficient opportunity to use ICT routinely to improve their work. Although teaching and learning are becoming more effective in some areas, they remain inadequate.

Curriculum and other activities

Grade: 4

The school's curriculum is inadequate because too many pupils do not have learning opportunities that are matched to their needs, interests and capabilities. The planning of the curriculum fails to ensure that there is a clear progression in what pupils are learning. This has a marked effect on the learning achieved by pupils in Key Stage 2, where teachers do not have enough knowledge of what the pupils have learned in the past. As a result, their planning does not help the pupils to build on what they have already done. There is inadequate provision for the basic skills of literacy, numeracy and ICT. Teachers do not plan sufficiently for these skills to be developed in other subjects. This means that pupils are not getting the foundation of basic skills that will help them in their education and employment in the future.

There is a better emphasis on providing education for safety and health. A good programme of health education is provided. There is satisfactory enrichment of pupils' learning opportunities through educational visits and extra-curricular activities. The various clubs and activities outside the school day are popular with pupils and raise their achievement. This, however, is confined to pupils in Key Stage 2 and there are no such opportunities for the younger pupils.

Care, guidance and support

Grade: 3

The school has satisfactory child protection procedures. Potential hazards in school and on visits are identified and risks minimised. Pupils are looked after well, although a few pupils do not feel as secure as they might at playtimes. One parent was very pleased with how her child was encouraged to eat his lunch when what he wanted to do was to rush out and play. Lessons in personal, social and health education help to guide pupils to make the right choices, for example, when under pressure from others of their own age to do something they know to be wrong. However, this good care does not extend to the guidance and support for pupils' learning. This is because assessment procedures do not give teachers enough information to offer activities at the right level for all pupils. Consequently, standards are not high enough.

Leadership and management

Grade: 4

The low standards, weak teaching, poor attendance and inadequate curriculum provision in this school are the result of poor leadership and management in the recent past. As an example, funding for a learning mentor was refused, yet there is powerful evidence that such work improves attendance. Senior managers who have important responsibilities have not been given the training, support and time needed to carry out their duties effectively. The governors have been given conflicting and confusing advice. For instance, it is not clear what targets have been set, making it impossible to monitor progress in achieving them. Data has not been analysed in a way that gives a clear picture of pupils' progress. There has been no improvement since the last inspection.

At a late stage, the local education authority has taken action to remedy these weaknesses. The new acting headteacher has carried out an accurate analysis of the school's strengths and weaknesses. She has drawn up plans for improvement. Partnership with external agencies is improving, such as by accepting the funding for a learning mentor. The governors now have a clear picture of what needs to be done and are making progress, for instance, in supporting and monitoring the work of subject co-ordinators. There are plans to involve parents and pupils more directly in improving the school. Staff recognise the need for improvement but are not clear as to the part they should play. There has not yet been time to show that the capacity for improvement is in place.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	No	NA
Effective steps have been taken to promote improvement since the last inspection	No	NA

Achievement and standards

How well do learners achieve?	4	NA
The standards ¹ reached by learners	4	NA
How well learners make progress, taking account of any significant variations between groups of learners	4	NA
How well learners with learning difficulties and disabilities make progress	4	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	NA
The behaviour of learners	3	NA
The attendance of learners	4	NA
How well learners enjoy their education	3	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	4	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	4	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	4	NA
How well are learners cared for, guided and supported?	3	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	4	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	4	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	4	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	4	NA
How effectively and efficiently resources are deployed to achieve value for money	4	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	No
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

The School Council Badock's Wood Primary School Doncaster Road Southmead Bristol BS10 5PH

14 October 2005

Dear Pupils

The inspectors who visited your school very much enjoyed listening to what you had to say about your school and seeing your work. We want to thank all of you for spending the time to do this. This letter is to tell you what we thought of your school.

We think the best things about your school are:

you enjoy school and your parents like the school

you are taught how to stay healthy and safe

the Foundation Stage (nursery and reception) get a good education

Key Stage 2 have lots of good activities outside normal lessons.

We think your school needs special help to improve by:

helping the teachers to find out more about what you can already do

helping the staff to help you to learn more, especially in English and maths

helping you to come to school every day except when you are ill. You can help by always getting up on time and coming to school

giving the teachers time to do everything they need to do. You can help by not interrupting if they are marking or doing paperwork.

We would like to wish you all the best of luck in the future.

Yours sincerely

Mr Sadler Lead Inspector