



# Badby School

## Inspection Report

**Unique Reference Number** 121793  
**LEA** Northamptonshire  
**Inspection number** 281101  
**Inspection dates** 2 November 2005 to 2 November 2005  
**Reporting inspector** Mike Capper RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	School Lane
<b>School category</b>	Community		Badby
<b>Age range of pupils</b>	4 to 11		Daventry, Northamptonshire NN11 3AJ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01327 871363
<b>Number on roll</b>	135	<b>Fax number</b>	01327 871363
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Sophie Bell
<b>Date of previous inspection</b>	8 May 2000	<b>Headteacher</b>	Mr Stephen Dadd

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 2 November 2005 - 2 November 2005	<b>Inspection number</b> 281101
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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

This small primary school is situated in the village of Badby. About a third of the pupils come from the village, with the rest coming from further afield through parental choice. The number of pupils joining or leaving the school during the academic year is higher than normal. Pupils are taught in mixed-age classes in Years 3 to 6. The proportion of pupils eligible for free school meals is below average and there are more pupils identified as having learning difficulties and disabilities than in most schools. There are no pupils with English as an additional language. Pupils' attainment on entry to the reception class varies from year to year but is broadly average overall. The headteacher took up post in September 2005.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 2

This is a good school that provides good value for money. The school is well led and managed. Senior managers and governors have a good understanding of how well the school is doing and its effectiveness, and their views are supported by inspection findings. Good teaching helps pupils to progress well throughout the school. Provision in the reception class is good and in their first year at school pupils achieve standards which are slightly better than those found nationally. By the end of Year 6, pupils' attainment is above average, though test results in writing have consistently lagged behind those for other subjects. Attainment in information and communication technology (ICT) is good, although pupils do not use these skills enough in lessons. Pupils' personal development is good. Pupils are happy, well cared for and enjoy coming to school. The new headteacher has very high aspirations for the school, but there is a limited amount of assessment information to help with the setting of targets or to monitor progress from year to year. All members of staff share the headteacher's vision for school development and this means that the school is well placed to improve further.

### What the school should do to improve further

- Raise attainment in writing, especially for more-able pupils.
- Improve the way that pupils' learning is assessed and monitored.
- Give pupils more opportunities to use their ICT skills across the curriculum.

## Achievement and standards

### Grade: 2

Pupils achieve well in the reception class from their starting points and, by the end of the reception year, their attainment is slightly above that found nationally. Children make especially good progress in personal, social and emotional development. They are confident and happy, showing good levels of independence for their age.

In Years 1 to 6, standards are good. Pupils make good progress and, by the end of Year 6, national test results are above the national average. In recent years, standards have been better in mathematics and science than in English, with writing weaker than reading. This is because too few pupils achieve the higher Level 5 in writing.

There are no significant differences between the attainment and achievement of different groups of learners, and those with learning difficulties and disabilities make just as good progress as others. The school sets challenging targets for pupils at the end of Year 6 and, with the exception of writing, these were achieved in 2005. However, the school does not yet set targets for other year groups, making it difficult for the school to assess whether progress is consistently good enough.

Although the number of pupils joining or leaving the school during the academic year is quite high, the good systems for ensuring that pupils settle quickly means that this does not have a significant impact on their progress.

## Personal development and well-being

### Grade: 2

The well-developed personal and social skills of pupils are an important factor in their good achievement. Pupils work hard and behave very sensibly, meaning that little time is wasted in lessons. Pupils are sociable and articulate and they enjoy school.

Attendance is good and pupils are keen to do well.

Pupils' spiritual, moral, social and cultural development is good. Moral and social development is particularly strong. Pupils help each other and are good at taking responsibility. The school council takes an active part in school life. For example, they were involved in the selection of the new headteacher and they have set up an 'environmental group' to look after the school. There are good opportunities for pupils to contribute positively to the community. Through fund-raising pupils show a commendable concern for the well-being of others, both locally and further afield.

Pupils have a good understanding of the importance of healthy lifestyles and they know what they need to do to stay safe. They take an active part in sports activities and can explain why it is important to eat healthy food. Pupils' good basic skills and their high levels of confidence prepare them well for the next stage of their education and eventually for the world of work.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good across the school. In the reception class, good teaching of personal, social and emotional development improves skills quickly. The classroom is well organised and pupils' learning is carefully assessed. High quality individual pupil booklets give a good picture of progress over time.

In Years 1 to 6, there is a good pace to learning in most lessons and pupils are expected to work hard. Purposeful activities such as a visit to the local woods to investigate soils help to make learning interesting and relevant. Teachers group pupils by ability in many lessons, and generally have good expectations of what each group should achieve. However, there are occasions when more could be expected of the most able pupils in a class, especially in their writing, where expectations are not always high enough. In contrast, less able pupils, or those with learning difficulties and disabilities, are supported well by teachers and teaching assistants and make consistently good progress.

Teachers use interactive whiteboards effectively to explain new concepts and to bring activities alive, for example, when showing the pupils how to write a birthday invitation. Individual research topics teach older pupils to take responsibility for their learning. However, throughout the school, teachers do not always do enough to help pupils understand how they can improve their work by setting them targets to show what they should be aiming for.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory overall and generally meets pupils' needs. There is a good focus on developing pupils' basic literacy and numeracy skills but there are missed opportunities for pupils to use their ICT skills in all subjects. This important weakness holds back the pace at which skills can improve. The school successfully promotes healthy and safe lifestyles, for example, by recommending fruit and water rather than snacks and canned drinks at lunchtime.

The local community contributes well to learning and the good links with a nearby field study centre and the local country park have helped pupils to learn about the environment. Pupils take an active part in community events, for example, the handbell club performs to local groups. Pupils enjoy the clubs they attend and are pleased that the headteacher plans to increase the number of clubs in the current year. Older pupils are very excited about the forthcoming residential visit which has been introduced this year.

## **Care, guidance and support**

### **Grade: 3**

Pupils' personal development is well supported. This is a happy school with a welcoming atmosphere where pupils feel secure and happy. Adults show a genuine concern for pupils' safety and learning, including identifying and helping those who are at risk. The new headteacher has recently changed lunchtime arrangements so that all pupils now eat in the hall. This is popular with pupils and helps improve their social skills and also makes supervision easier. There are good procedures for introducing new pupils into the reception class, helping to ensure that they settle quickly.

The academic support given to pupils is satisfactory. Although members of staff have a clear understanding of individual pupils' academic needs, the school has not yet developed a comprehensive system for assessing pupils' progress over time. Individual education plans for pupils with learning difficulties or disabilities are detailed and their regular reviews helpfully involve both parents and pupils.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The new headteacher has quickly established a very clear understanding of the school's strengths and weaknesses and his contribution is already evident in many aspects of its work. For example, the role of senior managers has been developed significantly, enabling them to contribute fully to school leadership, and a large underspend in the school budget is being used well to improve accommodation. There are good plans to improve office accommodation and to replace the old classroom furniture.

The school works very closely with parents and the local community. Parents and pupils are regularly consulted for their views on school life and they play an active part in

planning for school improvement. They are very positive about the way that the school is being led.

There is a clear vision for school improvement that is shared by all staff and the hard-working and effective governing body. The headteacher has accurately evaluated current school effectiveness and has rightly identified the need to strengthen the way that the school uses data to monitor pupils' progress. At the moment, the use of data is underdeveloped, making it difficult for the school to respond to weaknesses such as pupils' weaker achievement in writing quickly enough.

Members of staff work together well as a team. Weaknesses from the last inspection have been successfully addressed and the school is in a good position to improve further.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
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**

Thank you for welcoming us to your school and for showing us your work. You were very polite and friendly.

What we liked most about your school:

• You work hard and produce good work, especially in mathematics and science. • We are very pleased that you enjoy school and behave so well. • The school is good at teaching you about the importance of staying safe and healthy. • Your teachers are very kind and caring. They look after you well and make school fun. • Your new headteacher, teachers and governors are working hard to make the school even better. • Your parents and carers are very pleased that you come to this school.

What we have asked your school to do now:

• We have asked the teachers to help you to learn even more quickly in writing. • We know that you have some good skills in ICT and think that you should have more opportunity to use these skills in lessons. • We think the headteacher and governors need to make more use of all the information they have about how well you are doing to help them improve the school even further.

We thoroughly enjoyed talking to you about your work and watching you learn and we wish you all well for the future.