



Badger Hill Primary School

Inspection Report

Unique Reference Number 121470
Local Authority York
Inspection number 292127
Inspection dates 31 January –1 February 2007
Reporting inspector Honoree Gordon HMI

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

Type of school	Primary	School address	Crossways
School category	Community		Hull Road, York
Age range of pupils	4–11		North Yorkshire YO10 5JF
Gender of pupils	Mixed	Telephone number	01904 410213
Number on roll (school)	142	Fax number	01904 416917
Appropriate authority	The governing body	Chair	Mr J Cryans
		Headteacher	Miss A Hellam
Date of previous school inspection	10 September 2001		

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

Description of the school

Badger Hill School is a community primary situated on the outskirts of York, near the university. The school roll has fallen in recent years and this has led to some staffing changes. There is a breakfast club and after-school club on-site, run independently by an external provider.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The quality of education at Badger Hill School is satisfactory. The school takes good care of its pupils and it guides and supports them well. The pupils enjoy school and parents' views indicate that they, too, are satisfied with the education their children receive. Pupils' personal development is good. The school does much to promote a healthy lifestyle and it offers a good range of clubs and activities. The pupils generally show good attitudes to learning and behave well. The curriculum is satisfactory, with some good features, notably the provision for music and the range of enrichment opportunities offered through links with other educational establishments, such as a neighbouring secondary school and the university.

Pupils' achievement is satisfactory, including in the Foundation Stage. The standards reached at the end of Year 6 are average, but progress is better in Key Stage 1 than in Key Stage 2. The school recognises that some pupils, particularly boys, should be making faster progress overall. The quality of teaching is satisfactory and sometimes it is good. The teachers work well together. They have benefited from improved resources and a programme of professional development, but more needs to be done. In some lessons teachers do not manage time well and the range of activities is too restricted. This slows the pace of learning and so holds up the rate at which pupils make progress.

Leadership and management are satisfactory. Much has improved recently, despite budgetary constraints and major staffing changes. The new headteacher has brought a sense of urgency to the drive for improvement. Effective systems and procedures have been established which underpin the school's focus on improving achievement. For example, there is a clear, school-wide strategy for improving literacy and evidence that is having a positive impact on standards. There are good records of how pupils are doing. These demonstrate the progress individual pupils are making and teachers are now able to intervene at an earlier stage than before where there may be a risk a pupil will underachieve. The school has benefited from good advice and support from the local authority and it has good capacity to improve further.

What the school should do to improve further

- Improve the rate of pupils' progress in Key Stage 2.
- Improve boys' progress.
- Improve further the quality of teaching.

Achievement and standards

Grade: 3

Pupils enter the school with average levels of attainment. They make satisfactory progress, reaching standards equivalent to national averages by the time they leave. Standards in science and in information and communication technology (ICT) are good.

Standards in mathematics are average at both key stages, but in English pupils do better at Key Stage 1 than at Key Stage 2.

Progress in Key Stage 2 is not fast enough, particularly in English. Pupils are strong in reading but not in written work and the school has rightly been focusing on improving literacy. Structured approaches, such as teaching spelling, handwriting and specific techniques to improve the quality of written work, are showing positive impact. This has yet to be seen in the end-of-key stage test results, but the school's interim data show the difference being made.

Pupils with learning difficulties and/or disabilities and pupils for whom English is an additional language also make progress in line with both national and the school's expectations. However, boys do not do as well as they should. There are times when some of them do not concentrate enough and this holds back their progress. This relates partly to some remaining shortcomings in the teaching which the school has begun to tackle.

Personal development and well-being

Grade: 2

The provision for pupils' personal development and well-being is good. Attendance is above average and behaviour is good. The school promotes a healthy lifestyle in its pupils, for example through encouraging healthy eating and through good opportunities for exercise and sport, including encouragement to walk or cycle to school. For a relatively small school, there is a good range of extra-curricular activities: these are popular with the pupils. Pupils are confident and cheerful, with good attitudes to learning. Where concentration falters, it is usually related to the length or pace of the lesson. The provision for pupils' spiritual, moral, social and cultural education is good, with specialist input to assemblies and religious education. Pupils know the school rules well and they relate to one another and the staff with consideration and respect.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall. Inspectors observed some good lessons. Teachers are focusing well on the development of literacy. Regular practice of handwriting and spelling is helping pupils to improve. It is clear that the teachers are benefiting from recent professional development, including visits to other schools and the advice of consultants. For example, they have grown in confidence and competence in the use of interactive technologies to enliven lessons and promote learning. Teachers plan their lessons well, using a consistent format. They share learning objectives with pupils at the outset. Teachers check what pupils have learnt and use this information wisely to feed into their planning for the next lesson.

Pupils generally make satisfactory progress in lessons. They are keen to learn. However, in some lessons the pace is too slow and the level of challenge too low, which hinders overall progress. Teachers do not show sufficient awareness of pupils' different learning styles and the range of tasks and activities in lessons is at times too restricted. As a result pupils, usually boys, sometimes become inattentive.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory, with some good features: for example pupils in Key Stage 2 learn French and there are also short courses in Chinese and German. Pupils can learn a musical instrument, including keyboard, guitar, recorder and strings. All pupils in Year 4 are learning to play the clarinet. There are good opportunities to perform in and outside school.

The school is part of the primary link teacher programme with the adjacent secondary school. This provides specialist teaching and facilities in physical education, science and art and design. Older pupils walk to the nearby University of York for regular timetabled lessons such as music workshops.

The core subject leaders for literacy and numeracy have a good overview of their subjects. The curriculum is linked well, allowing pupils to develop and use their ICT skills in a number of different subjects. There is a good number of extra-curricular clubs for a school of this size.

Care, guidance and support

Grade: 2

The care, guidance and support provided for pupils are good. There are effective strategies for promoting their health and safety and their social well-being. Pupils all integrate well and inspectors agree with them that the atmosphere in school is very friendly. The school works very well with parents and other agencies to ensure that pupils make progress. Good quality care is evident also through provision for off-site visits and visitors into school, clubs and extra activities. There are thorough procedures for assessing the progress pupils make. Pupils themselves get involved and know how to move their learning on: for example, when teachers mark work they often indicate three good features and one 'wish' for how to improve it. Staff and pupils share targets with parents and review these regularly.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. The leadership of the headteacher is good: she has made a big difference in a short time, despite falling pupil numbers and major staffing changes. She enjoys considerable support from parents and staff. Parents recognise an open and welcoming atmosphere in school. The new senior leadership team is cohesive and forward-looking, with clear and

effective strategies for improving achievement. The school is well aware of what it needs to work on next. The twin focus on improving pupils' writing skills and the quality of teaching is well under way. Significant progress has been made in establishing effective systems for assessing and tracking how pupils are doing. The school has harnessed the support and advice of outside agencies and the local authority, forging excellent links with other educational establishments and agencies to extend what it can provide. Standards have been maintained and a drive is on to improve the rates of progress made by some pupils. The governing body has been restructured and governors are beginning to provide more challenge and close support to the school. Academic targets are ambitious, but the school is determined to try to meet them.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I am writing to thank you for your help when we came to inspect your school. We were able to talk to lots of you. I want to let you know what we think about Badger Hill.

We are happy with what we saw. You told us you enjoy coming to school and that everyone is very friendly. We agree. So do your parents. We think the teachers and the other adults look after you well. You have got a good headteacher.

The teachers work hard to try to make your lessons interesting. We have asked them to keep doing this. You told us you like the new interactive whiteboards because they make the lessons fun. It is nice that you have got some new reading books, too.

There are some exciting things for you to do at school. It is good that you can go out on visits and that sometimes you go to the secondary school and the university for lessons.

We think that you behave well and that you try hard with your work, so we can see that you are making satisfactory progress. Your test results are fine. You do well in science. We think the teachers are right when they say that you need to get better at writing and spelling. We would like to see some of the boys get better results, so you all need to keep trying your best!