

Badger Hill Primary School

Inspection report

Unique Reference Number	111620
Local Authority	Redcar and Cleveland
Inspection number	310644
Inspection dates	10–11 June 2008
Reporting inspector	Denis Goodchild

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	230
Appropriate authority	The governing body
Chair	Mr Tony Bullock
Headteacher	Mrs Heather Rowe
Date of previous school inspection	1 November 2004
School address	Marston Road Kilton Lane Brotton Saltburn-by-the-Sea TS12 2XR
Telephone number	01287 676289
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Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size school. The school serves an area characterised by a range of housing that includes housing association, privately owned and privately rented properties. The proportion of pupils eligible for free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities is below average. The number of pupils leaving or joining other than at the start of the school year is below average. Almost all pupils are from a White British heritage. A new headteacher was appointed and took up post in January 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with some good features. It provides satisfactory value for money.

The school places a high priority on pupils' personal, social and emotional development. Pupils therefore acquire a maturity and ability to establish constructive relationships and develop good attitudes to learning. As a result, their behaviour around school is excellent and they work hard in lessons. They enjoy coming to school and attendance is good. They have a good understanding of what constitutes a healthy lifestyle and the importance of exercise and making healthy food choices. Pupils contribute effectively to the life of the school as play leaders and as members of the school council. They willingly support local and national charities, and demonstrate a concern and respect for the needs of others.

The national assessment results in 2007 for Year 2 pupils were broadly average. Evidence shows that standards in the current Year 2 are very similar; progress is good because of good teaching. Progress is satisfactory in Key Stage 2. Results for Year 6 pupils in the 2007 national tests were broadly average but the proportion of pupils achieving the higher levels was below average. In the current Year 6, school records show that standards are again average, with a slight increase in the proportion of pupils achieving the higher levels, but still below the number expected.

Teaching is satisfactory overall, leading to pupils' satisfactory achievement. Progress is good where teachers accurately match activities to pupils' needs. This is not consistent across the whole school and the more able pupils at times are not sufficiently challenged. This slows progress. The good skills-based curriculum promotes pupils' personal development very well and also enjoyment of learning. It is effective in providing pupils with appropriate social, study and thinking skills so that they are well prepared for the future. Very good relationships underpin the good care and support for all pupils. Pupils are very confident that they have someone to go to, should they have any concerns. Teachers' marking is positive but does not regularly identify what pupils need to do to improve nor is it consistent across the school. This slows the progress for a significant number of pupils.

Leadership and management are satisfactory. The new headteacher has an accurate view of the school's work. Her good leadership, with effective support from the senior leadership team, has identified appropriate areas of development. However these are relatively new and it is too early to judge their impact on achievement and standards. For example, a rigorous electronic system for tracking pupils' progress is in place and a programme of lesson observations has yet to commence. Governors give good support and know the schools' strengths and weaknesses, but their contribution to the strategic development of school improvement is not fully developed.

Effectiveness of the Foundation Stage

Grade: 2

Provision in the Foundation Stage is good and children get off to a good start to their education. Most children start the Nursery with skills that are below those typical for their age particularly in communication, literacy and language development. Good progress means the majority reach and some exceed the expected levels by the end of Reception.

Good links with parents and approachable, caring staff help children settle in very quickly. Areas are bright, cheerful and well organised, and routines are quickly established so that children soon acquire very good learning habits. There are many opportunities for children to exercise choice and to work in groups or independently. Staff are good at organising activities

which stimulate the children and promote enjoyment of learning through play. Effective use is made of the outdoor area which presents new challenges and helps to further develop skills. Staff work very well together for the welfare of the children and regularly check and record children's progress. They are not complacent and are constantly seeking ways to further improve provision

What the school should do to improve further

- Raise pupils' achievement by Year 6.
- Improve the level of challenge for more able pupils.
- Increase the proportion of good teaching.
- Ensure that marking is consistent across the whole school and is rigorous in identifying what pupils need to do to improve.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards are broadly average and achievement is satisfactory. In the national assessment results for 2007, Year 2 standards were average. Current standards in Year 2 are close to average; pupils have made good progress and achieved well compared to their starting points. Year 6 standards in 2007 were broadly average. In the 2007 tests, the proportion of more able pupils achieving the higher levels was below average. Standards in the current Year 6 are again close to average and this represents satisfactory achievement. Whilst there has been an increase in the proportion of pupils on track to achieve the higher levels, there is still some way to go to meet the challenging targets set. Pupils with learning difficulties and/or disabilities make satisfactory progress because of the sensitive support of teaching assistants.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Their behaviour is outstanding; they show considerable respect and courtesy to adults and to each other. They are attentive in lessons, quickly settle down to tasks and work well together in groups. Pupils enjoy coming to school and the interesting and varied activities on offer. Attendance is good. Pupils feel free from any form of intimidation and are confident that any concerns will be swiftly dealt with. They have a good understanding of how diet and exercise contribute to a healthy lifestyle but admit they do not always make the best decisions about what they should eat. Pupils make a good contribution to their community through their work on the school council and as play leaders. They willingly take on responsibilities and support others less fortunate than themselves through fundraising events for a range of charities. Their maturity and ability to forge constructive working relationships with others prepare them well for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with some good elements but also some inconsistencies. Very good relationships mean that pupils want to please and are very well behaved, and so lessons are productive. Teachers use computers well to support teaching and in presenting new skills and strategies. They have good subject knowledge and lessons are well prepared. Teaching is most effective where teachers have accurately matched activities to meet the needs of the pupils as seen in a very good Year 2 English lesson. The introduction was sharp and precise, activities enthusiastically demonstrated and well prepared resources supported pupils' learning. Pupils knew what they were going to learn and were able to use and apply skills during their independent work. They therefore made very good progress in organising ideas for an extended piece of writing. Activities and teaching styles are not always accurately matched to the needs of the more able. On occasions, the pace of teaching is too slow, questioning does not probe and challenge pupils' thinking and pupils have insufficient time to use and apply what they know. This slows progress.

Curriculum and other activities

Grade: 2

The curriculum is good. It is very effective in promoting pupils' personal, social and health education and their understanding of how to stay healthy. The school is currently updating plans to further extend the skills-based curriculum which successfully promotes enjoyment of learning. The curriculum is also sufficiently flexible to be adapted to take account of learners' different needs, although this is not always evident in some lessons. Work to extend the curriculum to cater for the needs of most able pupils is under way and has already successfully involved many of these pupils in competitions such as the Lego challenge and school productions. Personalised learning plans for pupils with learning difficulties and/or disabilities support their inclusion into the life and work of the school. A very good range of additional activities, visits and visitors enriches the curriculum and provides opportunities to build on and acquire new skills. Basic skills in literacy and numeracy are developed across the curriculum and are well supported by teachers' use of computers and interactive whiteboards.

Care, guidance and support

Grade: 3

Good pastoral care and support for all pupils, including the most vulnerable, underpin their impressive personal development. Teaching and support staff know their pupils well and many parents report that staff will do all in their power to resolve any problems as soon as they are recognised. Procedures for safeguarding pupils and child protection arrangements are robust and meet national requirements. Health and safety procedures are well established, so pupils work in a safe, stimulating and secure environment. Attendance is monitored rigorously and the school works hard to discourage parents from taking family holidays in term time. A first day response to persistent absence has improved the attendance of some pupils. There are some examples of effective use of marking that gives pupils clear advice on how to improve. However, this is not consistent across the school and a significant group of pupils do not have the benefits of this advice.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The good leadership of the headteacher, with the effective support of a knowledgeable senior management team, has instilled a determination to improve achievement across the whole school and has provided a clear direction for school improvement. The headteacher has managed the process of change in a sensitive manner so that all staff are receptive to new ideas and morale is therefore high. The school places a high priority on the personal development and care of pupils, and enjoys the full confidence of parents and carers.

Monitoring and evaluation of the school's performance are satisfactory and management has identified appropriate areas for development. Managers check pupils' performance, track their progress and use this information to set challenging targets. The school correctly identified the need to refine this process and to check pupils' progress on a more regular basis. A new system is now in place but it is too early to judge its impact on pupils' achievement. Whilst some paired observations of lessons occur, there is as yet no formal monitoring of teaching so that best practice is identified and shared across the school. Plans are in place to rectify this.

Governors are very supportive of the headteacher and staff, and have a good understanding of the work of the school. Delegation of responsibilities and committees is appropriate though, as yet, the governing body is not fully involved in the strategic planning for school improvement. Satisfactory improvement since the last inspection, good staff morale and clear understanding by the leadership of what needs to be done indicate a satisfactory capacity to improve.

You say that you are happy in school and particularly like the activities, visits and visitors which make learning enjoyable. We were very impressed at the way the school encourages you to cooperate and show respect to each other. We think this helps you to grow into the confident, mature children we saw in Year 6. You get on very well with adults and each other and your behaviour is excellent, so well done all of you.

You are very attentive in lessons and work hard. You make satisfactory progress overall and sometimes good progress when work is set at the right level. This is especially so when teachers really challenge you to explain your answers. We have asked the school to make sure that all the lessons are good all the time. Your teachers work very hard at providing activities that interest you but we have asked the school to ensure that the activities are also challenging so that you improve much more quickly and attain higher standards. I know that the school has already taken steps to carefully check your progress and to make sure all of you get the help you need.

Once again thank you for your help. Your new headteacher and teachers are working very hard to make your school even better and I am sure you will play your part.

Good luck for the future.

Denis Goodchild

Lead inspector

Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	1
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	2

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?	2
How well are learners cared for, guided and supported?	3

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.

Annex A**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

Annex B**Text from letter to pupils explaining the findings of the inspection**

12 June 2008

Dear Pupils

Inspection of Badger Hill Primary School, Redcar and Cleveland, TS12 2XR

Thank you for making us very welcome when we visited your school. We really enjoyed seeing you hard at work and enjoying your time in school. A special thanks to the pupils who talked to Mr Farrow and me, and who provided us with lots of information about the school. You say that the teachers take very good care of you. We agree and so do your parents. Teachers give you lots of advice about how to stay healthy and safe. They also tell you how to improve your work but we think that this could be better. So we have asked the school to make sure that all of you get the benefit of good advice so that you can make more rapid progress.

You say that you are happy in school and particularly like the activities, visits and visitors which make learning enjoyable. We were very impressed at the way the school encourages you to cooperate and show respect to each other. We think this helps you to grow into the confident, mature children we saw in Year 6. You get on very well with adults and each other and your behaviour is excellent, so well done all of you.

You are very attentive in lessons and work hard. You make satisfactory progress overall and sometimes good progress when work is set at the right level. This is especially so when teachers really challenge you to explain your answers. We have asked the school to make sure that all the lessons are good all the time. Your teachers work very hard at providing activities that interest you but we have asked the school to ensure that the activities are also challenging so that you improve much more quickly and attain higher standards. I know that the school has already taken steps to carefully check your progress and to make sure all of you get the help you need.

Once again thank you for your help. Your new headteacher and teachers are working very hard to make your school even better and I am sure you will play your part.

Good luck for the future.

Denis Goodchild

Lead inspector