

Badsey First School

Inspection report

Unique Reference Number	116651
Local Authority	Worcestershire
Inspection number	312356
Inspection dates	14–15 November 2007
Reporting inspector	Hazel Callaghan

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

Type of school	First
School category	Community
Age range of pupils	4–10
Gender of pupils	Mixed
Number on roll	
School	245
Appropriate authority	The governing body
Chair	Alan Tutton
Headteacher	Elizabeth Spencer
Date of previous school inspection	13 September 2004
School address	School Lane Badsey Evesham WR11 7ES
Telephone number	01386 830325
Fax number	01386 830325

Age group	4–10
Inspection dates	14–15 November 2007
Inspection number	312356

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Badsey is an average sized school and the vast majority of its pupils are from White British backgrounds. The school has a broadly average proportion of pupils with learning difficulties and/or disabilities, but in some classes the number of pupils with special needs is fairly high. Children enter the Reception with a range of abilities but many have language skills and mathematical knowledge that are below average for their age. The school hosts a breakfast club and after-school care that are run by outside providers. A privately run nursery is situated within the school grounds.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Badsey is a good school that provides well for all its pupils. It is at the heart of the village community and plays an extensive part in village life. The school is highly regarded by parents. Words such as 'fantastic' and 'excellent' are frequently used to describe the school and the work of the headteacher and staff. The school has a very strong caring ethos and, within the overall good levels of care, support and guidance, pastoral care and the support given to pupils' personal development are outstanding. This exemplary support builds pupils' confidence and belief in their abilities. They respond very well to the caring attitudes of staff and consequently show each other good levels of care, support and understanding. They are keen to help others whether they are in school, in the local community or as part of the many charities supported by the school. Recently the school council voted that the money available to them for school improvement should be sent to a much less-well funded school in Africa.

Pupils enjoy their lessons and want to do well. These positive attitudes, together with good teaching, enable pupils to achieve well and attain above average standards. Progress is particularly effective in the Foundation Stage, and in Years 1 and 2. Pupils also make good progress in Years 3, 4 and 5 because of the school's successful strategies in raising standards in all aspects of English. Pupils' reading has shown particularly strong improvement and pupils have benefited from many additional helpers who come into school to hear them read. Mathematics has been the subject slowest to respond and the school is now making a determined effort to succeed here as well. Staff have correctly identified what needs to improve and progress in lessons is now good, however this effective learning has yet to have the impact of raising standards in Year 5 from average to above average in line with other aspects of the pupils' work.

The staff have been successful in developing a curriculum that meets most pupils' needs well. Activities are varied and exciting and new initiatives are ensuring that pupils' learning continues to be enriched and their creativity fostered. Pupils showed animation, for example when talking about their visits to the Forest School. The school's many links with other local schools and outside agencies also extend pupils' opportunities to learn new skills. The headteacher welcomes these opportunities and supports staff in developing the wide range of additional activities and after school clubs.

Since the previous inspection, the school has improved in many ways under the headteacher's vigorous leadership. Staff refer to her ability to stimulate ideas and to energise people in developing successful initiatives. The strong school ethos has developed under her guiding hand and the many outstanding aspects of the school provision are as a result of her vision for the school, which is shared by all staff. The school has achieved many other successes, such as the significant improvement in information and communication technology (ICT), and shows the school's good capacity for further improvement.

Effectiveness of the Foundation Stage

Grade: 2

The provision in the Foundation Stage is good and staff actively promote a positive learning atmosphere. Teaching is good and all adults enable children to achieve well. The curriculum is well planned and teachers provide a good mixture of teacher led tasks alongside opportunities for children to explore and investigate for themselves so gaining confidence in their own

abilities. Those with significant learning difficulties and/or disabilities are exceptionally well supported and enabled to play a full part in all activities. Children work and play together happily and there is a strong focus on extending their personal and social skills. The outside areas are very limited in size but this does not restrict the opportunities to develop children's knowledge and skills. The playground, field and adventure playground are all used as additional opportunities for learning. Close monitoring of how children are learning ensures that activities build positively on what they already know and can do. Children have a target that identifies the next stage of learning that is right for them.

What the school should do to improve further

- Raise standards in mathematics by ensuring that activities build effectively on what pupils have already learnt so they make good progress.

Achievement and standards

Grade: 2

Pupils achieve well and reach above average standards in Year 2 and in Year 5. Good progress starts in the Reception classes, especially in children's language and mathematical skills and standards are broadly average when they transfer into Year 1. Pupils continue to make good progress in Years 1 and 2. The school has successfully addressed weaker progress in Years 3, 4 and 5 and achievement is now good in all aspects of English, science and ICT. It is not as effective in mathematics and standards in Year 5 are not as high. The school has recognised the problem and has introduced a number of positive strategies to enable pupils to make better progress, especially in their ability to use and apply their mathematical knowledge. Better progress is already evident in lessons but it is too soon to be having an impact on standards in tests. Pupils with learning difficulties and/or disabilities make good progress from their various starting points because teachers give lots of opportunities to work towards their individual targets. Similarly the more able pupils reach higher standards, especially in English, because their abilities are challenged and their ideas extended.

Personal development and well-being

Grade: 2

Pupils are visibly happy in school and this is reflected in their good behaviour, positive dispositions and good attendance. Pupils are very enthusiastic about their school and the atmosphere throughout is one of purposeful enjoyment. They have friendly and constructive relationships with each other and with adults. They have a strong sense of fairness and of right and wrong. They show a good understanding of cultural diversity and this is successfully developed through visits to various places of worship and through visitors from different cultures to the school. Pupils have a good understanding of how to develop healthy and safe lifestyles. The school's place in the heart of the community enables pupils to feel a sense of belonging and they make an excellent contribution to the life of the school, the village and to worldwide charities. In school, pupils respond well to taking responsibility and older pupils feel proud of their roles as 'playground pals', school councillors or by being involved in the 'Eco Project'. Their personal development is good and they are well prepared for the next stage of learning.

Quality of provision

Teaching and learning

Grade: 2

Teaching has been strong in the Foundation Stage and in Years 1 and 2 for some time and has improved in other years so that it is now good throughout the school. This is especially the case in aspects of speaking and listening, reading and writing. Relationships are good in all classes and pupils are expected to behave well and to attend carefully. Questions that extend pupils' thinking are used successfully. Good progress is now being made in the teaching of mathematics and more opportunities for pupils to investigate and to use their knowledge are making pupils' learning more secure. Weaknesses in the assessment of pupils' standards in mathematics are being addressed and tasks build more effectively on past learning than before. Marking provides praise and encouragement and helps pupils understand how to improve in all aspects of their work. The teaching of music and ICT is a strength across the school as is the support given to pupils with learning difficulties and/or disabilities. Teaching assistants are skilled at supporting pupils of all abilities and they are deployed well so that pupils are given the guidance they require.

Curriculum and other activities

Grade: 2

Interwoven skilfully, literacy and computer skills are used particularly effectively to support pupils' learning in other subjects. The school has identified that the mathematics curriculum is not as effective as other subjects and staff are introducing more problem solving and investigative activities in order to strengthen pupils' knowledge and skills. The school has gained an Arts Mark Award, which recognises the strong focus on developing pupils' creative skills. Opportunities to develop music skills successfully and to work with local artists make a strong contribution to pupils' personal development as well as their sense of achievement. The wide range of activities in physical education and excursions to Forest School add an important physical dimension to lessons. The 'Lads and Dads' initiative in particular has proved useful in engaging and motivating the boys. The school has very close links with other schools, exchanging ideas and expertise. Pupils benefit from an extensive range of extra-curricular activities and visits and visitors to school. During the inspection, for example, pupils really enjoyed a visit from 'Henry VIII' who successfully brought Tudor times to life with his music and dance.

Care, guidance and support

Grade: 2

Pupils are given exceptional pastoral care that makes them feel safe and secure. Parents say that the school is particularly effective at providing emotional and physical support for those in unhappy or challenging situations. The headteacher and all the staff take time to listen and talk to pupils about their work and any concerns they may have. Support for pupils with a wide range of learning difficulties and/or disabilities is particularly effective and external agencies are used very well. Safeguarding procedures, including child protection and health and safety requirements, are secure.

Academic support and guidance are good. Procedures to track pupils' progress are used well to identify those who are falling behind and to provide greater support. Information gathered

is also used well to set pupils targets for their next stage of learning, although the effectiveness of this is not yet fully consistent especially in mathematics.

Leadership and management

Grade: 2

The headteacher is an inspirational leader who has successfully developed her staff into a strong team. The deputy headteacher and other senior leaders support her well. Their skills are complementary and they provide good leadership and management. Comprehensive systems for monitoring pupils' standards and progress lead the school's accurate self-evaluation and identify areas for further improvement, such as those now evident in mathematics. The headteacher has high expectations of her staff and the pupils. She refers to the school as a learning community where everyone has the opportunity to 'shine'. Targets for improvement are challenging but achievable. Governors are very committed to the school. They are well informed and play an important part in planning for the future. Financial management is good and there have been many positive changes to the school building which, together with the wide range of good quality resources, have provided pupils with a stimulating learning environment.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
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?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

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

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	2
The extent to which learners make a positive contribution to the community	1
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?	2
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?	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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
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	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

16 November 2007

Dear Pupils

Inspection of Badsey First School, Evesham, Worcestershire, WR11 7ES

Thank you for making us so welcome and answering our questions when we visited you. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here is a summary of what I found out:

- You make good progress and you usually reach standards above those of most pupils nationally.
- Your behaviour is good. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, fit and healthy.
- You clearly enjoy your lessons. You work hard and try to do your best.
- You are taught well. Your teachers work hard to make sure that you get work that is at the right level for you.
- The headteacher and senior staff lead and manage the school well.
- All the staff look after you exceptionally well so you are safe and happy.
- You have excellent opportunities to contribute to the life of the school and the community, to work with others and to help people around the world.

Even though Badsey is a good school, there are some things it can do better. I have particularly asked the headteacher and governors to:

- Help you make better progress in mathematics by giving you more opportunities to use your mathematics knowledge to investigate problems.

Remember you can always help things along by continuing to try hard and being kind to one another. Thank you again for making us feel so welcome.

Yours sincerely

Mrs Callaghan Lead inspector

16 November 2007

Dear Pupils

Inspection of Badsey First School, Evesham, Worcestershire, WR11 7ES

Thank you for making us so welcome and answering our questions when we visited you. You are rightly proud of your school and what it does for you. You and your parents are correct in thinking that you go to a good school. Here is a summary of what I found out:

- You make good progress and you usually reach standards above those of most pupils nationally.
- Your behaviour is good. You are polite, friendly and helpful to everyone. You understand how to keep yourselves safe, fit and healthy.
- You clearly enjoy your lessons. You work hard and try to do your best.
- You are taught well. Your teachers work hard to make sure that you get work that is at the right level for you.
- The headteacher and senior staff lead and manage the school well.
- All the staff look after you exceptionally well so you are safe and happy.
- You have excellent opportunities to contribute to the life of the school and the community, to work with others and to help people around the world.

Even though Badsey is a good school, there are some things it can do better. I have particularly asked the headteacher and governors to:

- Help you make better progress in mathematics by giving you more opportunities to use your mathematics knowledge to investigate problems.

Remember you can always help things along by continuing to try hard and being kind to one another. Thank you again for making us feel so welcome.

Yours sincerely

Mrs Callaghan
Lead inspector