

# Badsworth Church of England Voluntary Controlled Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	130964
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	315681
<b>Inspection dates</b>	3–4 October 2007
<b>Reporting inspector</b>	Judy Jones

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	195
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Derek Mathers
<b>Headteacher</b>	Mr Matt Letham
<b>Date of previous school inspection</b>	13 October 2003
<b>School address</b>	Main Street Badsworth Pontefract West Yorkshire WF9 1AJ
<b>Telephone number</b>	01977 723395
<b>Fax number</b>	01977 723395

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This smaller than average school serves the village of Badsworth and the surrounding rural area. There is a Reception class and, as a result of rising numbers, there has been one class for each year group from Year 1 to Year 6 for the last year. Previously, some children were taught in mixed age classes. Over half the children start in the neighbouring private nursery. Most children are of White British heritage and none is at an early stage of learning English. The proportion of children with learning difficulties and/or disabilities is close to average, but of these, the proportion with statements of special educational need is below average. The proportion of children eligible for free school meals is well below average. On entry to the Foundation Stage most children have skills that are in line with expectations for their ages and social skills are particularly strong. The current headteacher has been in post for just under two years and there have been extensive staff changes in the last two years.

## 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 with good capacity to become better still. Standards are above average and children make good progress and achieve well. In the Foundation Stage and in Key Stage 1, children achieve well because they build steadily on prior knowledge and skills. In Key Stage 2, progress, and therefore achievement, is good when taken over the four years, but is uneven; children make faster progress in some years than in others. The system for setting targets is not utilised to its maximum potential and therefore targets for some children are not always based securely enough on prior learning.

Children are keen to learn, enjoy school life and help to build a lively and caring environment within the school's secure framework for good personal development. Excellent systems for guiding and supporting children, whatever their needs enable all to become confident members of the community, keen to take a part in decision making and to shoulder responsibility. Children's spiritual development is particularly strong and in this, the influence of Christian values on the ethos of the school is clearly evident. Links with other agencies and schools are exceptionally good and enable the school to make specific and appropriate provision for individuals, as well as ensuring all children benefit from an enhanced curriculum.

The good curriculum recognises the need to widen children's experience beyond the small world of the village. Trips, short visits and visiting speakers enrich classroom learning and are used skilfully to encourage children to ask questions and explore ideas. Teachers and support staff work closely together to provide good quality teaching that makes children enthusiastic about learning. The leadership recognises that details of the curriculum are in need of review. The current policy for teaching mathematical calculations does not always support pupils in making good progress in this area.

The school is well led. The headteacher has a clear vision of the way the school should develop in the light of changing needs and demands, and communicates this very effectively to all staff. Senior staff and governors share this vision so that there is consistency across all aspects of school life and a strong sense of teamwork and shared commitment. The headteacher and senior managers use data thoroughly to identify areas for improvement, such as writing and numeracy. The school development plan outlines priorities clearly and is an effective tool for driving improvement. Resources are well used and the school gives good value for money.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage is effective, enabling pupils to make good progress. By the end of the Foundation Stage, pupils have reached levels which are above average. Their personal, social and emotional development is particularly good. This is supported by the many and varied opportunities for pupils to work together and to talk about their feelings with one another and with adults. Good teaching enables pupils to make a good start in developing literacy and numeracy skills. Effective use is made of the opportunities for outdoor play, despite the lack of a covered area.

## What the school should do to improve further

- Ensure that the targets set for children enable them to build on prior learning and make consistent progress, especially at Key Stage 2.

- Review the school's calculations policy to ensure that children enhance their progress in mathematics through the use of suitable numeracy strategies.

## **Achievement and standards**

### **Grade: 2**

Pupils achieve well overall. They reach standards which are above average and make good progress through the school. Pupils with learning difficulties and/or disabilities make good progress.

Standards reached at the end of the Foundation Stage and on entry to Key Stage 1 are above average. Skills on entry are above average in many respects, but skills in linking sounds and letters and basic numeracy are broadly average.

At Key Stage 1, standards are consistently above average in the core subjects of reading, writing and numeracy, and assessments at the end of Year 2 are consistent with this. Children express their ideas clearly in speech and can justify their reasons for observations about, for example, the differences between a contemporary hospital and those at the time of Florence Nightingale.

At Key Stage 2, pupils reach above average standards and achievement is good overall. By Year 6 most read and write fluently, work independently and think for themselves. School data show that children make good progress against the targets set. However, for some children in Years 3 to 6 these targets are too low, and this inhibits teachers from challenging them sufficiently, so that progress across these years is uneven. Standards in tests over the past three years have been consistently above average and achievement is good overall, but in mathematics achievement is satisfactory. Children have sound knowledge of multiplication tables and place value, but some of the calculation methods taught do not enable children to work accurately enough.

## **Personal development and well-being**

### **Grade: 2**

Good personal development is evident in all aspects of children's behaviour, attitudes to work and school, and in their relationships with adults and with each other. Children develop well emotionally in a safe environment and through their outstanding spiritual and moral development acquire a good understanding of others' values and beliefs at an early age. In a discussion about an impending visit to a Hindu temple, the children themselves suggested it is important to know the rules for what they should do there so that they could behave with respect. They understand well how to act sensibly and keep safe and are very clear about the value of eating healthily and taking exercise. Children care for each other very well in play areas where their care for each other and safe practices are exemplary. They are considerate of each other in spite of playing vigorous lively games. They enjoy their lessons and are keen to contribute to the life of their school. The school council plays a key role in the life of the school and through its activities prepares children well for future life. The skills of literacy, and information and communication technology (ICT) in particular are a good foundation for their future economic well-being. Attendance is above average and fixed term exclusions are rare.

## Quality of provision

### Teaching and learning

#### Grade: 2

Teaching is good overall and there are some outstanding aspects, particularly in the use of resources and in the relationships between children and adults in the classroom. Children enjoy learning because teachers make lessons lively by breaking down lessons into short activities, and using electronic whiteboards well to stimulate interest and explain ideas clearly. Following a trip to Malham, the class teacher used four pictures taken at different times in the trip to enable children to sequence the activities and write a well structured account of the day. Children develop confidence through frequent opportunities to share ideas with a partner before speaking out to the whole class, and they are encouraged, through the use of clearly explained success criteria for every lesson, to evaluate their own work. Support assistants are very effective, particularly when working with small groups, because they are knowledgeable and have a good grasp of the teachers' ways of working. Work is well marked and children's progress is measured regularly. Action is taken as a result of these assessments to intervene and support when children fall behind. However, assessment information is not used consistently for the process of setting targets, particularly at Key Stage 2, and in some cases targets are not ambitious enough.

### Curriculum and other activities

#### Grade: 2

The curriculum has been revised recently through the introduction of themes that link subjects, such as art and reading, and to give purpose to the many interesting visits that children speak of with great enthusiasm. Within these overarching themes, the subjects are well matched to statutory requirements and spiritual development is enriched through close links with the parish church. Enrichment of the curriculum is a strength: daily assemblies allow children time for reflection and celebration and individual instrumental lessons and sporting activities all enrich the school day and beyond. The school has recently strengthened its approach to emotional development through the Social and Emotional Aspects of Learning (SEAL) project and teachers feel this is already having a positive impact on children's learning.

Since the previous inspection, provision for ICT has improved significantly; children learn basic skills and apply them well to produce presentations and publications. While subject planning is well matched to National Curriculum requirements, some revisions are being made in the light of the latest guidance. This is particularly important in the case of numeracy where aspects of the school's policy on teaching calculations are unhelpful, and this limits the progress made by some children in mathematics.

### Care, guidance and support

#### Grade: 1

Outstanding provision for children's welfare is evident in all the school does. This is reflected in the favourable comments by parents who are pleased that their children settle into school and come happily every day. Pupils report that any incidents of bullying or discrimination are dealt with swiftly and effectively.

The close collaboration between teachers and support assistants means that children are very well known and cared for in a consistent and always kind manner. Specific needs are identified

quickly and suitable provision made. This may involve extra help for some children from support assistants, and additional learning programmes. The school seeks and receives external support from specialists such as educational psychologists when particular needs are identified.

Children are encouraged to work to targets and are involved in setting them. Excellent links with other providers such as the nearby nursery school and other agencies enable them to settle well into the Foundation Stage, enrich their education in all years and prepare them well for the next stage in their education.

All statutory requirements regarding health and safety and child protection are met.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. Leaders and managers at all levels promote the well-being of learners by providing good quality care. The headteacher has a clear idea of how the school should develop and is very effective in identifying what needs to be done to achieve this. He is, therefore, able to give clear guidance to staff and provide support where necessary. School self-evaluation is incisive and accurate and has been used to improve standards and achievement in identified areas, and to draw up an effective improvement plan for the future. Issues from the previous inspection have been dealt with effectively. The effective and decisive leadership indicates good capacity for further improvement.

Arrangements for performance management are secure and training for all staff is well focused and of good quality. This is a factor in the stability and clear direction the school has maintained during a period of considerable staffing change. Subject leaders, several of whom are new to their posts, are very well supported so that they, in turn, can support colleagues effectively and training for support staff is exceptional.

Equality of opportunity is promoted and intervention for those pupils with learning difficulties and/or disabilities helps them to make good progress. Resources are used well and staff deployed well to enable pupils to make good progress. For example, evaluation of pupils' needs have led to reallocation of support staff. Recent developments in the provision of computers and the use of ICT by children and staff have had a positive impact on pupils' learning. Governors know the school's strengths and weaknesses well and are highly effective in maintaining the supporting the school and helping to steer it to greater success.

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**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</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
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

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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

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**Annex B**

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

Inspection of Badsworth Church of England Voluntary Controlled Junior and Infant School,  
Pontefract, WF9 1AJ

Thank you very much for looking after us so well during the inspection. We both enjoyed visiting your lessons, sharing lunchtimes with you, walking round your beautiful grounds and talking to you. You told us how much you like your school and all its extra activities and visits and we could see that you enjoy school and are keen to learn and succeed. You get on very well with each other and with visitors and we think your teachers and helpers set you very good examples. You are growing up into responsible people who have a good knowledge of the world beyond your gates.

You make good progress in your lessons because you have good teachers and helpers who care about you very much. We agree with you that they make lessons fun and use computers and interactive whiteboards very well to make lessons interesting.

We have asked your headteacher to do two things to help you learn even faster. One is to make sure your targets stretch all of you to try even harder, and the other is to help you to find different ways to do some of your numeracy calculations. We feel sure you will continue to do your best and we think you will enjoy rising to the challenge.

With very best wishes for the new school year.