

Badsley Moor Infant School

Inspection report

Unique Reference Number	106833
Local Authority	Rotherham
Inspection number	324472
Inspection dates	24–25 March 2009
Reporting inspector	Clive Petts

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	5–7
Gender of pupils	Mixed
Number on roll	
School (total)	235
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr John Hirst
Headteacher	Mrs Julia Remington
Date of previous school inspection	3 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Badsley Moor Lane Rotherham South Yorkshire S65 2QS
Telephone number	01709 828665
Fax number	01709 838792

Age group	5–7
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Badsley Moor is a large infant school situated close to the centre of Rotherham. Around a quarter of pupils are from a minority ethnic heritage and include a small number of economic migrants and asylum seekers. A few pupils are at an early stage of learning English. The surrounding community experiences much social and economic disadvantage. The proportion of pupils eligible for free school meals is twice the national average. The number of pupils who have learning difficulties and/or disabilities is well above average. The school has gained the Artsmark Silver Award and a Becta award for information and communication technology (ICT). It is part of an Education Action Zone.

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, which enjoys the trust and confidence of parents. It has some outstanding features such as the care pupils receive and the curriculum, which makes a significant contribution to the school's exceptionally successful promotion of equality and the eradication of intolerance. Parents are very appreciative of the friendly, caring and helpful welcome they receive when they visit. The comment, 'Staff are helpful and caring and have brought out the best in all my children', sums up their views.

Standards at the end of Year 2 are broadly average. All pupils, including those with learning difficulties and/or disabilities and those in the early stages of learning to speak English, make good progress from well below average starting points. Good teaching, combined with a particularly imaginative and creative curriculum tailored to the pupils' needs, enables them to achieve well. Staff link subjects together to very good effect, while maintaining a firm focus on promoting pupils' basic skills. There is excellent provision for information and communication technology (ICT), which is used very skilfully to enhance pupils' work. Although Reception classrooms are rich, stimulating places to learn, the outdoor learning provision requires further improvement.

The pupils' good personal development is reflected in the many positive comments they make about school. Most are willing learners, are keen to participate and appreciate the wide range of visits and visitors. Now and again, a very small number do not pay sufficient attention or listen carefully enough. As a result, their concentration wanders and this sometimes holds back their learning. Pupils feel safe and trust the adults they deal with. Firm emphasis on basic and personal skills prepares them well for the next stage of education. Exceptional pastoral care contributes to the school's success in creating a very positive climate in which all are encouraged to do their best. Excellent collaborative work with a wide range of partners adds to the quality of the school's work. This includes innovative work with the Education Action Zone.

Leadership and management are good. Senior leaders have displayed much determination in tackling past underachievement and improving provision. Consequently, significant progress has been made since the last inspection. For example, the proportion of pupils reaching higher levels in National Curriculum assessments has increased. Good governance results in governors playing an active part in evaluating the school's performance. Since the previous inspection, accelerated progress in reading and writing amongst the more able pupils demonstrates the school's good capacity to improve and sustain the gains made. As a result, the school provides good value for money.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children enter the Early Years Foundation Stage with skills that are well below those expected for their age. Language, listening and personal and social skills are especially weak. A small number are learning English for the first time. Staff have a very good grasp of each child's needs. Good and occasionally, outstanding teaching helps children make good progress. Although many do not reach the expected levels by the end of the Reception Year, they benefit from an exceptionally warm, safe and supportive learning atmosphere created by a skilled team of staff. Vibrant indoor learning opportunities ensure the teaching of basic literacy and numeracy skills are rooted in lively practical activities. These are often guided by the children's own interests,

for example, the creative artwork based on bunches of daffodils brought in by a child. Their good behaviour contributes to children's good progress. For example, in the role-play garden centre, children sit patiently with 'Mrs Greenfingers' before taking turns to select equipment from her basket to write about. The outdoor learning provision lacks this richness and stimulation, which slows pupils' learning. The school has identified this as an area for development. Children with learning difficulties and/or disabilities and those new to learning English make good progress because of the effective help they receive. Children from different cultures share experiences and play and talk together happily. Children's welfare is promoted exceptionally well. There are particularly strong systems in place to help children find their feet in their new learning environment. Parents are really pleased how swiftly their children settle into routines. Leadership and management are good. Leaders make good use of observations and assessment information when planning improvements to the provision.

What the school should do to improve further

- Improve the listening skills and pace of learning of the very small number of pupils who do not pay sufficient attention or listen carefully enough in lessons.
- Improve the quality of provision for outdoor learning in the Early Years Foundation Stage.

Achievement and standards

Grade: 2

Pupils achieve well because teaching is good overall. There are occasional examples of outstanding teaching. From well below average starting points, pupils make good progress through the school because firm foundations in basic and personal skills are established. Pupils with learning difficulties and/or disabilities and those starting to learn English make the same good progress as their classmates. The 2008 national assessments revealed broadly average standards overall, at the end of Year 2. Standards in mathematics were just above average. Those in writing were average, but standards in reading were just below average. Concerted efforts have been made to ensure consistent approaches to assessing pupils' learning, setting challenging targets and enlivening the curriculum. Higher expectations of what pupils can achieve are also evident in classrooms. This underpins the good progress pupils make. School information and inspection evidence indicates that in the current Year 2, pupils' reading and writing skills have improved, with more pupils working at higher levels.

Personal development and well-being

Grade: 2

Personal development is good and pupils enjoy being at school with their friends. Attendance is satisfactory and improving and the persistent absence of a small number of pupils is declining as a result of the school's efforts. Behaviour is good and many pupils display thoughtful and sensible attitudes. Occasionally, a small number of pupils do not concentrate fully on their work, which slows down the pace of their learning. Pupils are aware of the benefits of adopting a healthy diet and exercising regularly. They know how to stay safe, for example, using appropriate wording when searching the internet. School council members value the opportunities they have to make decisions that improve school. Pupils' spiritual, moral, social and cultural development is good. They enjoy the chance to learn about other faiths and customs and display a developing awareness of their multi-cultural world. Pupils are enthusiastic, joining in local community events and finding out about local services. For example, they watched

excitedly as a local fire brigade team ran from the assembly to their tender to answer a real-life emergency.

Quality of provision

Teaching and learning

Grade: 2

Teachers organise lessons well and provide a variety of interesting activities in stimulating classrooms with striking displays. Working relationships between adults and pupils are good. In the best lessons, expectations are high and activities are imaginatively adapted to match individual needs regardless of pupils' particular starting points. Learning is made lively and enjoyable and consequently pupils are attentive for long periods. Pupils, including those starting to learn English, receive good support from capable teaching assistants. Highly effective use is made of specialist agency support, for example, helping those pupils newly arrived in the country to grasp the language. When teaching is less effective, the focus on pupils' listening skills and their concentration slips and staff do not always allow pupils to apply their skills independently. Recently, progress has been boosted, especially in literacy, with the inspired use of cartoon characters to help pupils reflect, communicate, work together and think their answers through when solving problems.

Curriculum and other activities

Grade: 1

The curriculum meets the needs of pupils extremely well. The energy that the school has put into remodelling the curriculum to make it relevant, creative and alive for pupils has been instrumental in helping teachers to raise standards. For example, each pupil carries a sketch pad to record anything that catches their interest or imagination. Excellent attention has been paid to making certain that the curriculum meets the needs of Year 1 pupils who still need to achieve Early Years Foundation Stage early learning goals. The wildlife garden brings learning to life and allows pupils to grasp the benefits an allotment can bring. This adds much to their personal development. Imaginative use of topics across the curriculum, such as a study of Aboriginal art, enhances pupils' experiences of the world. Special programmes for those with learning difficulties and/or disabilities and for those learning to speak English as a new language are especially effective. Strong sporting partnerships with local clubs and schools give pupils the experience of playing rugby and football.

Care, guidance and support

Grade: 1

The excellent care, guidance and support pupils receive have a very positive impact on their learning and development. Their strong sense of safety in school is enhanced by nurture groups and effective use of support services. This all forms a genuine sense of working together to transform pupils' futures, for example, making the most of Education Action Zone expertise and resources. Parents have a great deal regard for the high quality of care. This is justified, as all areas of safeguarding, child protection and arrangements to ensure pupils' health and safety meet current government requirements. A robust system is in place to check on pupils' progress. The information is effectively used to plan lessons, target the required support and intervention to boost pupils' achievement. Pupils are given particularly good advice on how to

improve their work and older pupils are successfully acquiring the skills to respond to this and check the quality of their own work.

Leadership and management

Grade: 2

The headteacher leads the school with strong drive and commitment and is skilfully supported in this by the deputy headteacher. Middle management is developing well and recent changes to roles and responsibilities are bolstering further the strength of leadership. Together, leaders enthusiastically share expertise and add to each other's confidence. All are sharply focused on raising achievement. Robust monitoring and evaluation is in place and this supports school planning well. It also informs target setting to challenge pupils of all abilities and talents. Relationships in school are harmonious and this reflects how well the school promotes community cohesion and prepares pupils for life in a diverse, ever changing world. Governors, senior leaders and staff all share an accurate picture of how well the school is doing, although one or two judgements of its performance are overgenerous. The steady rise in standards since the last inspection, gains in achievement and improvements in provision illustrate leaders' positive impact.

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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?	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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	2
The attendance of learners	3
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

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

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 eliminated	1
How well does the school contribute to community cohesion?	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

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

Inspection of Badsley Moor Infant School, Rotherham, S65 2QS

Mrs Mothersdale and I thoroughly enjoyed our inspection of your school and appreciated your really happy and friendly welcome. We were extremely impressed by the lively family atmosphere and your keenness to learn. We enjoyed talking to the members of the school council, your staff and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. You go to a good school with a number of real strengths. These are some of the things the school does really well.

n You all achieve well and reach standards which are broadly in line with those reached by many other children.

n Teaching is good and occasionally outstanding. Teachers make learning fun and staff help and support you when you need it.

n Your behaviour is good. You get on well with each other and we were very impressed with the sensible attitudes of many pupils.

n The curriculum is outstanding, with lots of 'fun' activities.

n Your school's leaders are determined to continue to improve your school and make sure that you all achieve as well as you possibly can.

n Your headteacher, staff and governors work really hard to ensure you receive the highest quality of care, guidance and support.

We have asked your school to improve your education by making sure you are better prepared to learn by improving your listening skills. We noticed that the outdoor area for the Reception children is not very exciting. We have asked the school to help the children to learn better when they are outside.

You all have an important part to play continuing to improve your school. You can help by attending regularly, taking the advice and guidance of your staff and by working as hard as you possibly can. This will help you achieve even more and reach higher standards.

Thank you for helping us with this inspection. We hope the school will keep on building on its many strengths.