

Badby School

Inspection report

Unique Reference Number	121793
Local Authority	Northamptonshire
Inspection number	327569
Inspection date	11 December 2008
Reporting inspector	Marion Wallace

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	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	120
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	Sarah Brooks
Headteacher	Stephen Dadd
Date of previous school inspection	2 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	School Lane Badby Badby NN11 3AJ
Telephone number	01327 871363
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Badby School is a small village primary school. Almost all pupils are White British. No pupils from minority ethnic families are at an early stage of learning English. The percentage of pupils with a range of learning difficulties and/or disabilities is lower than average. The percentage of pupils with a statement of special educational need is above average. Children start school in the Early Years Foundation Stage (EYFS) in the Reception class. Pupils are taught in mixed-age classes in Years 1-6. The proportion of pupils entitled to free school meals is below the national average. The school has gained the Healthy Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Badby is a good school that is popular with pupils and parents. One parent summed up the views of many, saying, 'Children really enjoy school, Badby provides a happy school environment, the school nurtures a sense of responsibility and care of others.'

Achievement throughout the school is good. Most children enter Reception with the skills and knowledge expected for their age but this can vary with small year groups. Children make good progress in Reception and enter Year 1 with standards that are above average. From Reception to the end of Year 2, pupils experience good teaching and, consequently, the majority of pupils attain standards that are above average.

Pupils continue to make good progress in Years 3 to 6, reflecting good teaching. Standards in English, mathematics and science are above average. Standards in writing in Year 6 have not always been as high because writing skills have not been sufficiently developed in the past. Strategies to tackle this are proving effective and standards are improving rapidly although the use of writing across the curriculum is less well developed. More able pupils make good progress, as do those pupils who have learning difficulties and/or disabilities. Pupils' progress in literacy, numeracy and information and communication technology (ICT) is good.

The curriculum is good. Pupils enjoy the many enrichment opportunities, theme days and 'Day 10', where pupils work in mixed age groups to explore creative aspects. Throughout the school, assessment, target setting and marking are effective. They are used consistently well to ensure teachers plan interesting work at the correct level to help pupils to improve their work. Teachers are well organised although pace and expectation of what pupils can produce are not always consistent. Pupils are well cared for and there is a strong focus on valuing and supporting all pupils. The school's focus on equality and inclusion is good. Procedures to track pupils' academic progress are good. All child protection, risk assessments and safeguarding procedures are robust and all statutory requirements in place.

Pupils' personal development and well-being, together with their spiritual, moral, social and cultural development are good. Relationships are strong and, consequently, attitudes are extremely positive, attendance excellent and behaviour good. Pupils develop good social skills through the many opportunities to work with each other and, when asked their views about the school, a typical comment was, 'It encourages me to be more independent.' Pupils know how to stay safe and healthy, and participate enthusiastically in sporting activities. Community cohesion is good. Pupils make a positive contribution to their school, local and global communities. They demonstrate good awareness of other faiths, cultures, ethnicity and socio-economic aspects. Preparation for pupils' future economic well-being is good.

The good leadership of the headteacher has successfully improved the learning environment. Senior leaders and governors have an accurate understanding of the school's strengths and areas for development. The school has made good progress since the last inspection and has good capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision in the EYFS is good. Parents comment on how well children settle into school life because induction is good. The learning environment is warm, friendly and fun and consequently children enjoy coming to school and they develop a good attitude to their learning.

The care and attention to welfare is good. Children experience a wide range of activities and make good progress in all areas of learning. Purposeful activities engage and interest the children and effectively cover all areas of learning. There is a good balance between activities the children choose for themselves and those led by the teacher. Learning outdoors is effective. Children are encouraged to take responsibility, organise themselves and others, and learn new skills. They develop good levels of confidence and behaviour because relationships are good and they enjoy the activities provided. Activities are well matched to children's ability. Teaching is good and adults use questions well to develop children's thinking and skills but occasionally expectations of what children produce could be greater. Children learn about their world; they talk enthusiastically about Christmas in Australia and Argentina and they make attractive pictures to celebrate Divali. The co-ordinator manages the EYFS well and the transition from EYFS to Year 1 is good.

What the school should do to improve further

- Extend the use of writing across the curriculum.
- Ensure teachers are consistent in their expectations and pace of learning.

Achievement and standards

Grade: 2

The school successfully enables all groups of pupils to achieve well. Inspection evidence and school data show clearly that the number of pupils on course to reach the expected and higher levels continues to improve. The 2008 provisional test results showed that standards at the end of Year 6 were above average in reading, mathematics and science and average in writing. Rigorous assessment and tracking, swiftly followed by successful intervention at all levels, ensured good improvement in writing. All pupils are on course to meet their targets. Pupils make good progress and reach standards that are above average in Years 1 and 2 in reading, writing, mathematics and science. The 2008 teacher assessments showed that standards at the end of Year 2 were above average at the expected and higher levels in reading and writing. They were broadly average in mathematics. Inspection evidence and the school's own tracking systems indicate improvement in mathematics this year because of rigorous tracking and successful intervention.

Personal development and well-being

Grade: 2

Pupils greatly enjoy all school activities and appreciate the friendships and 'family atmosphere' of the school. This is reflected in excellent levels of attendance. Pupils work and play well together. They are polite and demonstrate mature sensitivity to the needs and views of others. Pupils have very positive attitudes because the school's emphasis on developing these aspects has been very successful. As a result, relationships with peers and adults are very good. Pupils feel very safe and secure and they say that any instances of bullying are dealt with well. They make a good contribution to the school and local community. Members of the school council have well-defined roles and they are pro-active in working towards school improvements. Many contribute to the new 'Badby Bee' magazine produced by pupils for their fellow pupils. Pupils demonstrate a mature awareness of global warming and suggest simple ways in which everyone can contribute towards improving their world. Pupils have a good understanding of their local community, taking part in community events such as 'Rose Day'. Pupils' good understanding

of the importance of a healthy lifestyle is reflected in the school's 'Healthy School' status but the contents of some lunchboxes are still not as healthy as they could be.

Quality of provision

Teaching and learning

Grade: 2

Planning in the mixed age classes is effective and takes account of pupils' different abilities. Lessons have a clear focus and are interesting. Consequently, pupils think that learning is fun. Teachers are well supported by good quality teaching assistants and this all contributes to the promotion of good learning. Occasionally, the level of pace and expectation slips and pupils do not always produce as much work as they could. The staff know and track pupils' progress well and the methods used to record progress are effective. Relationships are very good. Electronic whiteboards are used well to engage pupils' attention, involve pupils in their own learning and to consolidate learning.

Curriculum and other activities

Grade: 2

The good curriculum is well organised and well matched to pupils' abilities in the mixed age classes. Pupils learn through a wide range of activities, including French and drama. The provision for pupils with learning difficulties and/or disabilities is good. The school acknowledges pupils who have special gifts and talents and there are extension classes for the more able pupils. The range of visits and activities outside lessons is good and enriches pupils' cultural experiences. The school offers a good range of sporting and outdoor activities and parents play a strong role in running and organising after-school clubs. Imaginative use of the curriculum through themed days, such as the project on Greece and the fortnightly 'Day 10' enable pupils to develop their creative skills and extend their knowledge of the wider world. Numeracy and ICT are used well to enhance learning but writing is less well developed across the curriculum.

Care, guidance and support

Grade: 2

The school provides a safe and secure environment, which effectively nurtures pupils' learning, personal development and well-being. Staff take good action to safeguard all pupils. Parents are encouraged and guided to support their children's learning. Very positive attitudes and good behaviour reflect the good support and guidance for pupils' personal development.

Academic guidance is good. Older pupils have good knowledge of their targets but younger pupils are less certain of their targets. The quality of marking is good and gives pupils clear guidance to improve their work. Pupils with learning difficulties and/or disabilities make good progress because of the quality of support they receive but the quality of their individual education plans needs to be updated.

Leadership and management

Grade: 2

The school is led very well by the headteacher who gives a strong steer to the school. He is well supported by senior and all staff who work well together. There is a clear sense of purpose

and vision to raise achievement and improve provision. The school know their strengths and weaknesses and all staff contribute to the well- considered plans for school improvement. These are informed by a clear review of all aspects of the school's work. The use of assessment procedures, tracking and target setting to raise standards is good. Any dips, such as those in writing and mathematics, are identified and successful measures put in place. A stronger focus on writing is leading to marked improvements but pupils' use of writing in other subjects is less well developed. The school's promotion of community cohesion is good. There are strong links with the local community and the school works effectively to increase pupils' understanding of other faiths, ethnicity, culture and socio-economic aspects. The governors make a positive and enthusiastic contribution in supporting and challenging the school.

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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?	2
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?	2
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	2
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	1
The attendance of learners	1
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?	2
How well are learners cared for, guided and supported?	2

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	2
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**

12 December 2008

Dear Pupils

Inspection of Badby School, Badby NN11 3AJ

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. It was good to see how enthusiastic you were to improve your school environment and we really enjoyed reading your new school magazine 'Badby Bee'. You told us that Badby is a good school and we agree with you.

These are the things we found that your school does well:

- You get off to a good start in Reception and continue to make good progress through the school. As a result, you reach above average standards by the end of Year 6 because teaching is good.
- You all enjoy learning very much and your attendance is excellent.
- You make good progress in your personal development. Your behaviour is good. You are sensible and caring to others and you are very aware of safety aspects.
- You enjoy and benefit from the extra-curricular activities, visits and visitors.
- Your school cares about you very much and teaches you a lot about how to be healthy and care for others.
- Your school council is a well-organised group and is working well to make sure that you all get a say in how to improve your school.
- Your headteacher and senior teachers lead the school well and all the staff work effectively together to make sure that the school is an exciting place. They constantly try to make it even better. They check your progress carefully and extra help is given to those who need it. What we have asked your school to do now:
 - Extend the use of writing in other subjects.
 - Ensure teachers always have very high expectations so that you always produce as much as you possibly can all the time.

You can help by continuing to work really hard. Thank you for a very enjoyable and memorable visit to your school and best wishes for your future.

Yours faithfully

Marion Wallace

Lead Inspector