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Mr Z Willis
The Headteacher
Badocks Wood Primary School
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Dear Mr Willis

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when I inspected your school on 13 January 2009, for the time you gave to our phone discussions, and for the information which you provided before and during my visit. Please thank the pupils, staff and chair of governors who gave their time to our discussions.

Since the last inspection, when the school was removed from special measures, there has been a change of leadership. There was a short period of interim headship from January 2008. Then, a new headteacher took up an acting post from April 2008 and was subsequently appointed to the substantive post from September 2008. A new deputy headteacher was appointed from September 2008. There have also been other staff changes. The school is now fully staffed for the first time in some years.

This letter will be posted on the Ofsted website. Please inform the Regional Inspection Service Provider of any factual inaccuracies within 24 hours of the receipt of this letter.

As a result of the inspection on 11 and 12 December 2007, the school was asked to:

- improve lesson planning so that activities are more precisely matched to the pupils' needs, in order to raise standards in English, mathematics and science and information and communication technology
- take steps to share good practice and raise the quality of teaching to the level of the best
- continue to work with parents and the wider community to tackle poor attendance.

Having considered all the evidence, I am of the opinion that at this time the school is making satisfactory progress in addressing the issues for improvement and in raising the pupils' achievement.

Despite a period of turbulence following the unexpected resignation of the headteacher, the school is now settled and has begun to move forward on all the issues raised at the last inspection. The new headteacher rightly took a firm stance on improving pupils' behaviour. Timely assistance from a specialist behaviour team resulted in the whole school and parents being clear about what is expected and how any unacceptable behaviour will be tackled. Teachers manage classes well. The pastoral lead teacher gives additional successful encouragement to pupils who sometimes find school tough. The approach to personal, social and emotional education has been strengthened and pupils are developing an ability to work through issues without losing their tempers. Their respect for staff and each other is growing. The vast majority of pupils are more focused on learning. Behaviour is now satisfactory; it still requires vigilance and a few pupils would benefit from even more emotional support.

Standards overall remain significantly below those expected nationally. However, there have been improvements in the outcomes for the children leaving the Early Years Foundation Stage and the school's 2008 Key Stage 2 results also showed a small overall improvement, most notably in English. The progress pupils make between Reception and Year 2 is still too slow in all subjects with poor outcomes at the end of Key Stage 1 in 2008. This was partly due to the unsettled staffing for this year group.

The new deputy headteacher has rigorously reviewed the school's tracking of pupil progress and, together with the headteacher, is holding teachers to account for any pupil making less than the expected progress each term. A new electronic tracking system has helped staff identify pupils' progress with more precision. The accuracy of teacher assessments is also closely monitored. The quality of teaching and learning is regularly evaluated and, as a consequence, teachers' planning is improving with more appropriate tasks for pupils with different speeds of learning. Those with learning difficulties and/or disabilities are appropriately supported. In a few classes group work lacks sufficient challenge during literacy lessons and pupils' learning and progress is not rapid enough. Across the school pupils are still reluctant to take the initiative and are inclined to seek constant reassurance.

Teachers are improving aspects of teaching and learning both as a result of focused staff meetings and by moderating pupils' work together. This academic year teaching and learning are solidly satisfactory and four out of ten lessons are good. In order to try to accelerate pupil progress the local authority is offering the school good support through the Intensifying Support Programme and by allocating a very experienced School Improvement Partner to support the new leadership team.

Poor attendance continues to be tackled vigorously. A number of parents are being prosecuted and procedures and monitoring are tight. The attendance rate still

remains well below the national average but is slowly improving towards the target set by the local authority. The breakfast club is very successful and is well led. This effectively encourages children to come to school, engaging successfully with parents and the wider community. The leader listens to what pupils want and responds thoughtfully. For example, as school finance is very tight, she helped pupils to raise money for sports equipment. Pupils really appreciated this. They express confidence in the improvements that the new leadership team has made and most are happy at school. The school's self-evaluation is accurate and the capacity to improve further is satisfactory. The governors have supported the school well through a difficult transition.

I hope that you have found the visit helpful in promoting improvement in your school.

Yours sincerely

Mo Roberts
Her Majesty's Inspector