

# Badocks Wood Primary School

## Inspection report

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<b>Unique Reference Number</b>	109139
<b>Local Authority</b>	Bristol
<b>Inspection number</b>	337227
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Stephen Lake

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	262
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Linda Waldren
<b>Headteacher</b>	Zak Willis
<b>Date of previous school inspection</b>	11 December 2007
<b>School address</b>	Doncaster Road Southmead Bristol BS10 5PU
<b>Telephone number</b>	0117 903 0052
<b>Fax number</b>	0117 903 0051
<b>Email address</b>	headbadockswoodp@bristol.gov.uk

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Royal Exchange Buildings  
St Ann's Square  
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent around 50% of the time looking at learning. They visited 21 lessons and made short visits to a further 16. Thirteen teachers were observed. Inspectors held meetings with governors, staff, pupils, a representative of the local authority and met with parents in the school playground. They observed the school's work and looked at the most recent school self-evaluation, the school development plan, governors' minutes, the school's assessments of pupils' attainment and progress, records held on potentially vulnerable pupils and those with special educational needs and/or disabilities, school policies, and reports from the local authority and the School Improvement Partner. Inspectors analysed questionnaires completed by pupils, staff and 21 parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the impact of the revised curriculum and the new assessment procedures to determine if these are helping teachers challenge pupils to achieve better, particularly in English and mathematics
- the achievement of boys, especially in Years 1 and 2, to determine whether teaching is sufficiently challenging and stimulating
- the identification of, and support for, pupils with special educational needs and/or disabilities to determine if this is well targeted and improving attainment
- the impact of revised Early Years Foundation Stage provision on outcomes for children in these classes
- the effectiveness of leadership and management in bringing about and sustaining change.

## Information about the school

Badocks Wood is a large primary school. Most pupils are White British. A few pupils come from other ethnic backgrounds, mainly Eastern European and African. Very recently a small number of pupils from Traveller families have joined the school. Very few pupils speak English as an additional language. The proportion of pupils known to be entitled to free school meals is extremely high and the school runs a Breakfast Club on the site every morning. The Early Years Foundation Stage includes nursery provision. The entire senior leadership team, including the headteacher and deputy headteacher, are new to their posts in the last eighteen months.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main findings

In accordance with Section 13(3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to attainment in English and mathematics throughout the school, the quality of teaching and learning in Years 1 and 2, and attendance.

Pupils' achievement is inadequate. Although children make a good start in the Nursery and Reception classes, their learning slows significantly in Years 1 and 2 because too much teaching in these year groups is inadequate. In too many lessons work is not matched closely enough to pupils' needs and expectations of what they can achieve are too low. Marking in Years 1 and 2 does not give pupils enough information about how they can improve their work. In contrast, significant improvements have taken place in Years 3 to 6. The new assessment procedures are used more effectively to plan work that matches pupils' needs more closely and, in Years 5 and 6, pupils make good and sometimes outstanding progress. Nevertheless, the extremely low attainment at the end of Year 2 means that, despite the improved progress in Years 3 to 6, attainment by the end of Year 6 remains exceptionally low. The much improved provision for pupils with special educational needs and/or disabilities means that these pupils make good progress.

The school is improving rapidly as a result of the strong leadership of the headteacher and the new and effective leadership team. The school has an accurate view of its strengths and weaknesses. There is a shared commitment to improving the education that pupils receive and raising attainment. The improved curriculum is much more closely matched to the needs of pupils, although it is not delivered consistently well. Pupils enjoy school. They are looked after appropriately and the sound advice they receive means that pupils know how to stay safe and healthy. The impact of the improved assessment procedures can already be seen in the better learning and progress in Years 3 to 6 and in the Early Years Foundation Stage. Behaviour has improved significantly and is satisfactory. Stronger links have been made with parents. Attendance, although well below average, has improved.

Despite all of the evident improvements, the school has a considerable history of underachievement to overcome. Inconsistency remains in the implementation of many of new initiatives. Nevertheless, although it is too early to see the full impact of the steps taken to raise attainment, there is substantial evidence to show that the school has satisfactory capacity to improve.

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## What does the school need to do to improve further?

- Raise standards of attainment in English and mathematics throughout the school by:
  - ensuring that information about how well pupils are doing is used effectively to plan work that meets the needs of all and challenges them to achieve their very best
  - ensuring that all teaching stimulates and motivates pupils so that the pace of their learning increases and they demonstrate greater enjoyment of learning
  - providing more opportunities for pupils to develop as independent learners.
- Improve the quality of teaching and learning in Years 1 and 2 by:
  - raising the expectations that teachers have of what pupils can achieve in relation to both attainment and behaviour
  - improving the quality of marking and feedback to pupils about how they can improve their work to match that seen in Years 5 and 6.
- Develop a wider range of strategies to improve pupils' attendance by working even more closely with parents and the local authority.

## Outcomes for individuals and groups of pupils

**4**

In many lessons, especially in Year 6, progress in English and mathematics is now good. Very challenging but realistic targets have been set for attainment at the end of Year 6 and pupils are well on their way to achieving these, although attainment is still well below average. Pupils in Year 5 have even higher targets much closer to average and are on track to achieve these. Much of this success is due to higher teacher expectations of what pupils can achieve. This challenge is inconsistent especially in Years 1 and 2, where the pace of learning is often too slow, too few opportunities are taken to make learning enjoyable and pupils, particularly boys, are not effectively motivated to work. Where teaching fails to motivate pupils, low-level disruptive behaviour from those pupils limits the progress that they and others make.

Attainment in information and communication technology is below average and this, together with the very low attainment across other subjects and low attendance, limits the early preparation that pupils get for their future economic well-being. The progress made by pupils with special educational needs and/or disabilities has improved. The good leadership and management in this area ensure better assessment of pupils' needs and a closer match between these and the work set. It is too early to make a secure judgement about the progress made by children from Traveller families. The small proportion of pupils from minority ethnic groups, including those who speak English as an additional language, make the same progress as other pupils.

Pupils say the new behaviour policy has ensured that there is almost no bullying in school now, and they trust teachers to deal with any that might happen. The vast majority say they feel safe. Pupils are polite, friendly and courteous. They make a

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satisfactory contribution to the life of the school by taking on responsibilities, such as on the school council. Pupils clearly know right from wrong and show respect for themselves and others. Pupils' understanding of the local community and the wide range of cultures found there is satisfactory, although their wider knowledge of international cultures is more limited.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>3</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>3</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The implementation of the new behaviour policy and the clear guidance given to pupils about how to behave and take responsibility for their own learning are having a positive effect. As one teacher commented, 'I can now concentrate on teaching instead of managing behaviour.' Teachers, especially in Years 3 to 6, are starting to implement the new curriculum but pupils are still not secure independent learners. Many require considerable support in order to access it fully. The support from teaching assistants given to pupils with special educational needs and/or disabilities is good, but elsewhere the impact of their support is variable. On occasions, some teaching assistants do the work for the pupils rather than guiding and supporting them to do it themselves.

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teaching assistants are not always used effectively to support teachers in managing low-level disruptive behaviour. Where this happens, opportunities to increase the pace of learning are limited.

In Years 1 and 2, although some good teaching takes place, there is too much inconsistency between classes. Teachers' expectations of what pupils can achieve are too low and assessment information is not used well enough to plan tasks matched well to pupils' needs. Pupils are not given enough opportunities to develop independent learning skills. The pace of lessons in some classes is often too slow because teachers talk for too long or keep pupils sitting on the carpet.

Information and communication technology is used well to support learning, for example, in a mathematics lesson pupils made good use of an interactive whiteboard to strengthen their understanding of measure. They were able to simulate mixing ingredients of different weights in a recipe while working out totals and differences.

The school looks after the pastoral needs of pupils well. The popular and very well-attended breakfast club provides a good start to the day for many pupils as well as giving them clear guidance about healthy eating. Productive relationships between other schools and outside agencies support the learning of vulnerable pupils appropriately. Recently additional learning support has been introduced to meet the needs of new pupils from Traveller families. The close relationship with the Educational Welfare Service and the stronger links forged with parents are starting to improve attendance. Potentially vulnerable pupils' needs are met through strong relationships with other services, and child protection procedures are robust.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

**How effective are leadership and management?**

Senior managers are effective in motivating others and are developing a strong team. The new leadership team have a clear view of what is needed. The revised assessment procedures are used appropriately to monitor the progress of all groups to ensure equality and prevent discrimination, but these are not fully effective because of the low achievement in Years 1 and 2. Safeguarding procedures are secure and governors monitor the implementation of these well. Community cohesion is satisfactory but the school recognises that further improvement is needed to develop pupils' knowledge and understanding of the rich cultural diversity of the world in which they live. The good relationships between the headteacher and the governing body enable governors to fulfil

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their responsibilities well. In particular, governors work well with the local authority to reduce the budget deficit while still providing the funds necessary to support school improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Well-established routines and strong links with parents help children make a good start in their education, particularly in the Nursery. The strong teamwork between teachers and teaching assistants ensures that the welfare and needs of the children are met well. Children achieve well from starting points that are well below those expected for their age. The Nursery provision enables children to make good progress. In the Reception classes, good teaching ensures that this good start continues and children start Year 1 with skills, knowledge and understanding that are close to average. Teachers and other adults usually ensure a good balance between direct teaching and opportunities for children to learn through purposeful play. Whole-class activities are planned well but occasionally the individual needs of children are not fully met. For example, in some whole-class sessions, children spend too long sitting on the carpet. The large outdoor area allows children to move freely between indoor and outdoor activities, although the small covered area limits access to the outdoors in wet weather. The stimulating curriculum provides a good degree of challenge to children. Provision in the Early Years Foundation Stage has recently improved considerably and children learn more effectively because of the good leadership and management in this area. More robust systems of checking on children's progress have been introduced. Although at an early stage, these



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systems are being used effectively to challenge all children to achieve well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Only a small number of questionnaires were returned but an inspector also spoke with parents bringing their children into school. Of those surveyed, the vast majority are happy with the school. Those parents with whom inspectors spoke commented on how accessible the headteacher is and how welcome parents are. Six parents made written comments, of which three were very happy with the school and three expressed concerns, mainly about behaviour and bullying. Pupils say that behaviour is much better now and the very little bullying that does occur is dealt with swiftly. Inspectors found behaviour to be satisfactory.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badocks Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 21 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	57	8	38	1	5	0	0
The school keeps my child safe	9	43	9	43	3	14	0	0
The school informs me about my child's progress	11	52	9	43	0	0	1	5
My child is making enough progress at this school	11	52	9	43	0	0	1	5
The teaching is good at this school	10	48	9	43	2	10	0	0
The school helps me to support my child's learning	10	48	10	18	1	5	0	0
The school helps my child to have a healthy lifestyle	7	33	13	62	1	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	33	10	48	3	14	1	5
The school meets my child's particular needs	10	48	10	48	1	5	0	0
The school deals effectively with unacceptable behaviour	5	24	12	57	3	14	1	5
The school takes account of my suggestions and concerns	5	33	12	57	1	5	1	5
The school is led and managed effectively	11	52	7	33	2	10	1	5
Overall, I am happy with my child's experience at this school	14	67	3	14	3	14	1	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



27 January 2010

Dear Pupils,

Inspection of Badocks Wood Primary School, Bristol BS10 5PU

Thank you for making us welcome and giving us help when we came to visit your school.

You told us that your school had got better in many ways. We agree with you, but your school is still not doing as well as it should be in all areas, so we have given it a 'notice to improve'. This means that inspectors will visit the school again to check its progress.

Your headteacher has helped you to improve your behaviour and this is helping you learn better. In fact, those of you in Years 5 and 6 are learning well. The pupils in the Nursery and Reception classes are now learning faster than children in many other schools. Your teachers have developed a new curriculum to make learning more enjoyable and interesting for you. Those of you who need extra help with your learning are getting better support and you are learning faster than some of the other children in the school.

Your school still has a lot of things to do to make it even better. To help make this happen we have asked your headteacher and governors to:

- help you get even better at learning so that you do as well in English and mathematics as pupils in most other schools
- help improve the teaching in Years 1 and 2 so that those of you in those classes learn as well as those in Years 3 to 6
- help you improve your attendance so that you are in school enough to learn better. You can all help here by making sure you do not take time off when you do not need to.

Yours sincerely

Stephen Lake

Lead inspector

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