

Badger Hill Primary School

Inspection report

Unique Reference Number	121470
Local Authority	York
Inspection number	339949
Inspection dates	9–10 February 2010
Reporting inspector	David Shearsmith

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	124
Appropriate authority	The governing body
Chair	Dr Alex Brabbs
Headteacher	Miss A Hellam
Date of previous school inspection	1 January 2007
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Introduction

This inspection was carried out by one additional inspector. The inspector visited 10 lessons, and observed all teachers with the large majority of inspection time spent looking at learning. Meetings were held with senior leaders, governors, staff, parents and a group of pupils. The inspector observed the school's work, and looked at school documentation relating to monitoring and evaluation, the school's data, the school improvement plan, governing body minutes and local authority reports. The inspector scrutinised the work in some pupils' books in all year groups and looked at questionnaires from 58 parents, 16 staff and 59 pupils.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- attainment and progress in English
- the consistency and quality of teaching and learning
- the progress of groups of pupils including those with special educational needs and/or disabilities, more able pupils and pupils from minority ethnic groups
- the improvement in boys' progress since the last inspection
- how effective leaders are at raising attainment and pupils' achievement.

Information about the school

Badger Hill is a smaller than average primary school. The pupil population is mainly White British with a small but increasing number of pupils from minority ethnic groups. The proportion of pupils eligible for a free school meal is well below the national average and the proportion that have special educational needs and/or disabilities is just below the national average. Since the last inspection there have been some staffing changes. During the inspection there was a temporary teacher employed in Key Stage 2. There are close links with an on-site playgroup and an out-of-hours club. These providers are inspected separately. The Early Years Foundation Stage unit consists of a Reception class. The school has a Healthy Schools Award, Activemark, Basic Skills Quality Mark and Financial Management Standards.

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?

3

The school's capacity for sustained improvement

2

Main findings

Badger Hill offers its pupils a satisfactory but rapidly improving standard of education. Many aspects of the school's work are good and these include: pupils' behaviour; their knowledge and awareness of how to keep themselves safe; their ability to lead a healthy lifestyle; their contribution to the community and the care, guidance and support provided by the school. Inspection evidence shows that a culture of corporate accountability has developed within the school for improving pupils' achievement. Improvements to teaching, learning and assessment have been introduced, but are not consistently applied and so they have not had time to have an impact on pupils' achievement across the school.

Standards in the Early Years Foundation Stage have recently improved due to improvements in all aspects of the provision; as a result, they now make good progress. Standards at the end of Year 2 are currently average in reading, writing and mathematics but are showing signs of improvement. Pupils in this key stage are making satisfactory progress because the quality of teaching is sometimes too variable. In Key Stage 2, teaching is more often variable in quality and this leads to pupils making uneven progress with attainment remaining broadly average for all groups of pupils. There are no significant differences between the progress made by most different groups of pupils across the school, although those with special educational needs and/or disabilities and minority ethnic pupils do well due to good support and intervention. Teachers assess pupils' work regularly using a range of assessment techniques. Pupils' work is marked regularly and there are some good examples of teachers' comments telling pupils how to improve their work and setting new targets. This, however, is inconsistent across the school and is having an adverse effect on pupils' progress particularly in writing.

The headteacher has very rigorous systems to track how well pupils are doing and this has had an impact on ensuring pupils do well in science and there are improvements in mathematics. The school has developed rigorous systems for monitoring lessons and checking the work in pupils' books and is aware of inconsistencies in teaching and learning and procedures for marking across the school and has plans to improve these areas. The school is also aware of the need to develop its curriculum further to promote higher standards in pupils' basic skills by making appropriate links between subjects.

Some actions, such as closing the gap between boys' and girls' attainment, improving progress in mathematics and developments in the Early Years Foundation Stage have been successful and demonstrate that the school has a good capacity to sustain further improvements.

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What does the school need to do to improve further?

- Improve standards and progress in writing by:
 - eradicating inconsistencies in the quality of marking and target-setting ensuring that pupils know what they need to do to improve their work.
- Improve the consistency of teaching and learning across the school by ensuring teachers have higher expectations so that pupils consistently make good progress.
- Improve the curriculum by making appropriate links between subjects to promote progress in the basic skills.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils' achievement is satisfactory and they enjoy their learning. As they progress through the school they make satisfactory progress by the end of Year 6 to reach broadly average standards. Science is particularly strong and mathematics is improving well. Progress in English is less good due to slower improvements in writing. This was confirmed during the inspection in lessons observed and pupils' books where teaching was too variable in quality across the school. Pupils' behaviour is good in lessons and contributes to their ability to become good learners.

Pupils are aware of how to keep themselves safe; they said that there is no bullying in the school and that any minor problems are quickly dealt with by staff. They know who to turn to if they have a problem and are knowledgeable about internet safety. Pupils make informed choices about living a healthy lifestyle through regular exercise, healthy eating and a good awareness of how to stay healthy. The contribution pupils make to the community both locally and further afield is good. They are knowledgeable about different faiths and cultures and regularly take part in community activities and charity fundraising. The school council are also active and have a voice in decision making within the school.

Pupils develop satisfactory workplace, enterprise and other skills and have many opportunities to develop these skills through participating in a range of activities such as mini-business activities. Spiritual, moral, social and cultural development is good. Attendance is average and pupils said they enjoyed their learning and really like their teachers.

These are the grades for pupils' outcomes

¹ 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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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching observed during the inspection was variable in quality. There were examples of good and satisfactory teaching seen in both key stages. Good lessons had common features. Teachers clearly outlined at the beginning of the lesson what their expectations were, lessons moved along at a good pace and activities enabled pupils to make good progress. Pupils were active participants for the whole lesson and there were opportunities for them to discuss, and extend their thinking. Interactive whiteboards were sometimes used well to motivate and engage pupils. In one lesson the interactive whiteboard was used particularly well to explore information about a famous person and older pupils were given opportunities to discuss and debate issues to support their personal development.

In satisfactory lessons, teachers' expectations are too low and success criteria are not used effectively leading to a lack of progress for pupils in their learning. In these lessons teaching assistants are not fully deployed to support pupils' learning at the beginning of the session and pupils are sometimes sitting for too long. There are inconsistencies in the quality of marking and in the way individual targets are set and used, resulting in pupils not always knowing what exactly they need to do to improve their work.

The curriculum is enriched by a range of visitors, visits, residential visits and extra-curricular clubs which support learning. During the inspection, Year 6 were on a residential visit which made a good contribution to their personal development because pupils are engaged in a wide range of activities that promotes their well-being. Information and communication technology (ICT) is used well to support pupils' learning in other subjects. However, the school is aware that more needs to be done to ensure

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that the curriculum is developed to provide more cross-curricular opportunities for pupils to practise their basic skills in different subjects particularly to develop their writing skills.

The care, guidance and support the school offers are good. There is particularly good support for pupils new to the school, those whose first language is not English and those who are vulnerable. Pupils who have special educational needs and/or disabilities are well supported and the school uses many interventions to improve their progress, for example, with an ICT programme to boost the progress of pupils who have specific learning difficulties. These well-established strategies are having a positive impact on accelerating pupils' learning. The special educational needs coordinator has established rigorous procedures for identifying and providing appropriate support, working well with teachers, parents and carers to support pupils' learning.

These are the grades for the quality of provision

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and staff work together as a team and have set a clear direction for the school. They have established secure policies and procedures for monitoring the impact of their work and staff are developing higher expectations for what pupils can achieve. The impact of this work has been hindered by unavoidable staffing changes. The school's self-evaluation is modest but, accurate and rigorous monitoring and evaluation has enabled leaders to identify the correct areas for improvement within the school.

As a result, there has been a strong emphasis on monitoring how well pupils are learning in lessons which has had a good effect on improving standards in literacy and numeracy. However, despite a major emphasis on improving standards in English, progress in writing remains weaker. Discrimination is tackled and equality of opportunity is promoted so that there are no groups of pupils who are falling behind others and the school is aware that pupils with special educational needs and/or disabilities and pupils who speak English as an additional language make better progress than their peers. The school has good plans to promote community cohesion, developed in cooperation with the governing body. Pupils' understanding of different faiths and cultures are developed well. Plans to extend this work further to include a more global dimension are in place. Partnerships with parents and carers and with outside agencies are strong.

The school actively seeks support for individual pupils from the local authority and

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health support agencies as necessary and these extensive links are helping to support pupils' personal development and their understanding of community cohesion.

The governing body has been strengthened since the last inspection. Governors are effective and rigorously evaluate the impact of the school's actions to bring about improvement. They have carried out their statutory duties, are up to date with recent training and have established good procedures to ensure that pupils are safeguarded. All statutory requirements and checks are in place to ensure that pupils are safe in school. The chair of governors has a good working relationship with the school and governors take a full and active part in all aspects of the life of the school.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children get off to a good start in the Early Years Foundation Stage. They enter the Reception class with skills and knowledge that are broadly typical for their age and now make good progress so that when they leave they are now above the expected level in most areas of learning. This is because the provision and teaching have improved. Where children's skills are weaker, appropriate action is taken to support them, for example, in providing good focused phonic activities. There is a lively atmosphere and children are happy and involved. They participate well in teacher-led activities and show good perseverance and concentration when choosing their own activities. Adults skilfully use questions to develop their language skills by encouraging them to reason and think for themselves. Children work cooperatively together and help and support each other well both in and out of the classroom. The outdoor provision is well resourced and this gives children a good opportunity to extend their learning and progress.

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The staff work together well and they are knowledgeable about how to develop learning for this age group which ensures that children make good progress. The coordinator has good procedures in place to assess children's learning through observation and 'learning journey' books which are comprehensive and give parents a clear picture of their child's progress. All welfare arrangements are met and there are good arrangements for transition on entry and exit into Year 1.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Around half of parents returned the questionnaire and were supportive of the work of the school. Parents were particularly pleased with how well their children enjoy school, the quality of the teaching and how well the school helps them to support their child's personal development and learning. Inspection evidence confirms these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badger Hill 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 inspector received 58 completed questionnaires by the end of the on-site inspection. In total, there are 124 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	69	18	31	0	0	0	0
The school keeps my child safe	43	74	15	26	0	0	0	0
The school informs me about my child's progress	31	53	25	43	1	2	0	0
My child is making enough progress at this school	31	53	27	47	0	0	0	0
The teaching is good at this school	36	62	22	38	0	0	0	0
The school helps me to support my child's learning	29	50	26	45	2	3	0	0
The school helps my child to have a healthy lifestyle	29	50	28	48	0	0	1	2
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)	28	48	25	43	0	0	1	2
The school meets my child's particular needs	31	53	25	43	2	3	0	0
The school deals effectively with unacceptable behaviour	33	57	22	38	2	3	0	0
The school takes account of my suggestions and concerns	32	55	23	40	0	0	0	0
The school is led and managed effectively	36	62	22	38	0	0	0	0
Overall, I am happy with my child's experience at this school	39	67	19	33	0	0	0	0

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



11 February 2010

Dear Pupils

Inspection of Badger Hill Primary School, York, YO10 5JF

Thank you very much for the very warm friendly welcome that you gave me when I visited your school.

These are the things that I liked most about your school.

- Children make a good start in the Reception class.
- You behave well, and yours is a very happy school.
- All staff work very well with your parents and carers.
- Teachers give you interesting things to do.
- You learn particularly well in science.
- You have good opportunities to develop personally.

Your school is always trying to do better and I have asked the school to improve in the following ways by:

- improving your writing by making sure marking helps you to improve your learning
- making teaching better to ensure you always make good progress
- providing more opportunities in different subjects for you to practise your basic skills in literacy and numeracy.

I wish you every success in the future and know you will continue to do well.

Yours sincerely

Mr David Shearsmith

Lead inspector

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