

Badgemore Community School

Inspection report

Unique Reference Number	123042
Local Authority	Oxfordshire
Inspection number	340265
Inspection dates	12–13 November 2009
Reporting inspector	David Carrington

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	78
Appropriate authority	The governing body
Chair	Margaret Smith
Headteacher	Melanie Carruthers
Date of previous school inspection	8 October 2006
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, members of staff and groups of pupils. They observed the school's work and looked at curriculum planning, information from the monitoring of pupils' progress and the quality of provision, samples of pupils' work, assessment and attendance data and school improvement planning. Thirty-six parental questionnaires were evaluated as well as those from staff and a sample of pupils.

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

- The achievement of more able pupils.
- How assessment is used to support learning.
- How far the school helps pupils relate to the local community and those further afield.
- The degree to which all school leaders are accountable for pupils' progress

Information about the school

Badgemore Community School is much smaller than most schools for primary age pupils. About a third of the pupils come from minority ethnic groups, which is a high proportion. Most of these pupils are from White European backgrounds. More pupils than are usually found in primary schools speak English as an additional language. Over a quarter of the pupils have special educational needs and/or disabilities, which is above average. Of these, most have some form of learning difficulty. About a quarter of the pupils join or leave the school part way through their primary education.

Children in the Early Years Foundation Stage are taught in the Reception class. Some of these children also attend the before and after school clubs which are managed by the governors. These clubs were inspected by the team. There is a privately run pre-school setting on the site which was not inspected.

The school has been awarded Healthy School, Eco School and Forest School status.

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?

2

The school's capacity for sustained improvement

2

Main findings

Badgemore Community is a good school. Under its dynamic and highly effective headteacher it has improved rapidly since its previous inspection. Parents, pupils, staff and governors all have high expectations and work proudly together. Attainment is rising and is a little above average at present. Pupils begin school with skills which are well below the expected levels. They thoroughly enjoy their learning and make good progress. The school's work to ensure equality of opportunity and the elimination of any form of discrimination is effective. All groups share the good progress, including pupils with special educational needs and/or disabilities, the more able, those who speak English as an additional language and pupils who do not complete their whole primary education at Badgemore.. This is because teachers match work accurately to pupils' different needs and it is interesting and motivating.

The school is led and managed well. All staff take on responsibility with enthusiasm and know what is working well and what requires improvement. The governors know the school's performance well and probe rigorously to check that it is doing as well as it can. School improvement planning is based on accurately identified priorities and involves staff and governors alike. Parents and pupils contribute well to improvement planning. Great improvement is apparent in the Early Years Foundation Stage, where provision and children's achievement are outstanding. The school has good capacity to maintain its brisk pace of improvement.

Another strength is found in the care, guidance and support provided for pupils. These are outstanding, as parents and, increasingly, the local community recognise. Vulnerable pupils are counselled extremely effectively and any barriers to learning are removed without delay. The pupils behave extremely well and, while there are occasional disagreements between them, the school is a calm and quiet place of purposeful work. The school has improved attendance rates very successfully. From a below average level two years ago, attendance has risen to match the national average. Pupils have an excellent understanding of how to keep themselves safe. Their spiritual, moral, social and cultural development is good overall, although more can be done to help pupils understand the different cultures found in Britain and overseas. At present, the promotion of community cohesion is satisfactory and it figures decisively in current improvement planning.

The quality of teaching shows firm improvement and is good in Years 1 to 6. The use of assessment to support learning is good and pupils benefit from the thoughtful comments from teachers about their work. Learning is brisk, productive and often fun. The pupils say that it is their teachers who make their time in school so enjoyable. However, in a few lessons pupils do not have enough opportunities to learn creatively,

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independently or collaboratively, which means their progress is not always maximised. The curriculum has a number of good features including provision for the arts and humanities and physical education, and pupils' personal, social and health education. The fact that the school works in outstanding partnership with different agencies and individuals helps it provide a very strong programme of out-of-school activities. The breakfast and after-school clubs make a valuable contribution to pupils' readiness for education and subsequent good progress.

What does the school need to do to improve further?

- Increase the focus in the curriculum on creative learning by:
 - making sure pupils have ample opportunities to work independently
 - giving more consistent emphasis to collaborative work that stresses investigation and problem solving
 - allowing more time for pupils to talk together about how they will approach the work.
- Strengthen the promotion of community cohesion by:
 - increasing the focus on communities in different parts of Britain and overseas
 - developing fully the planned links with schools outside the local area
 - improving displays to emphasise the way in which the school celebrates its links with different communities.

Outcomes for individuals and groups of pupils

2

It is evident from a walk around the school that pupils learn successfully. Lessons are well managed and learning is usually brisk. Pupils are enthusiastic learners. They are keen to explain how well they are progressing and do not waste time getting down to work. For these reasons, they make good progress in lessons. Over the school year this stacks up to good achievement and rising attainment. The trend in attainment has been firmly upward in recent years and currently it is a little above average at the end of Year 6. The same holds whether reading, writing, mathematics or science is considered.

The school has had much success in making the progress of different groups of pupils consistently good. Because it is a small school, the focus of progress data interpretation and planning is usually on the progress of the individual pupil. The progress checking system is efficient and effective and enables well-targeted planning for different groups. Pupils from Eastern European backgrounds make up an increasing proportion of the school population and they do well. They quickly master spoken English and their reading and writing skills develop swiftly. The school is now in a strong position to build on the rapid progress made by children in the Reception class and to accelerate overall achievement further.

Pupils have a realistic view of healthy lifestyles. Most know why it is sensible to choose healthy eating options and to keep physically fit. They also know that the occasional

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treat is allowed. However, a few find it hard to follow such guidance. Pupils take a very strong role in the local community and their good achievement across academic and personal matters is now celebrated in the town. The pupils compete on an equal footing with those from private and state schools in local mathematical challenges and are often among the leading teams. They are well prepared for the next stage of their education and those who leave school before the end of Year 6 go forward with confidence and a good range of skills.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	1
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	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers and teaching assistants work skilfully to make sure pupils do well in school. Those with special educational needs and/or disabilities are supported well in learning and are able to succeed as well as other groups. There is ample challenge in the work and in some lessons the activities encourage pupils, particularly the more able, to work at advanced levels. Very occasionally a cap is placed on achievement because the activities are dominated too much by the teacher. A few worksheets also limit attainment to more mundane levels. In response to this, school leaders have made a

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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priority of improving the curriculum so it promotes pupils' creative learning more. This priority is well founded.

In most cases, however, pupils work enthusiastically because their tasks are relevant and meaningful. They also have enough opportunities to find out how well they are learning and how to improve. The marking of English books is particularly helpful in this, with brief comments about progress and the next step. Mathematics books are not quite so well marked, although at present the school is working with some success to address this imbalance.

The before and after-school clubs are well managed and comply with statutory regulations for childcare. They are fully part of the school day for those pupils who attend. Most pupils do not want to miss the many opportunities they have to work and play together in a safe, calm and fun way. As in other aspects of the school's work, the care, guidance and support given at these times are second-to-none.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The school clearly uses all its resources effectively to give good value for money. The decision to teach Reception children in a class separate from Years 1 and 2 is a case in point. Although a more expensive option than the former mixed-age class, it has resulted in outstanding progress by the children.

The partnership with parents and carers is being strengthened well. Parents and carers hold very favourable opinions of the school and comment frequently on the way it helps all pupils to succeed. School leaders fully take parents' views into account when making changes and also ask pupils for their thoughts. In this way, the school's improvement priorities are given added relevance. It has also added to the pride in achievement shared by all adults and children. At present staff and governors are working to restate the school's mission statement to ensure it captures the steadfast emphasis on high standards and best achievement that is apparent in school. Safeguarding procedures are highly effective. The school undertakes comprehensive checks to ensure pupils are safe and secure and it has a very rigorous approach to reviewing and updating procedures to ensure they meet statutory requirements. Governors keep a very careful watch on matters relating to safeguarding.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Everyone in school is proud of the improvements made to provision in the Early Years Foundation Stage. The improvements have succeeded because of the strong staff team who have worked tirelessly to make sure the children get the best possible start in school. Planning, assessment and evaluation go hand-in-hand to create learning that is fun, intriguing and thoroughly enjoyable in children's eyes. Reception children enthusiastically poured water into plastic channels and watched how it flowed (or overflowed) and what happened if the slope of the channel was increased or reduced. There was much excited discussion of how quickly the buckets filled as the water flowed and frequent exclamation about whether the rain or the overflowing water was responsible for the resultant wet shoes and clothing.

In this instance, the excellent provision for children's welfare stood out. Wet shoes and clothing were replaced quickly and without stemming the children's enthusiasm for learning. It was also apparent how such events help the children move quickly from their well-below expected level of skills at the start of the school year to the broadly average outcomes when they move to Year 1. The outstanding nature of the teaching, and the leadership and management of the Early Years Foundation Stage, make it clearly a strength of the school.

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

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

Parents and carers hold particularly positive views of the school. Its nurturing approach to their children's needs is a central part of such opinions. Whilst a very few parents or carers have concerns about the management of behaviour, the response is almost universally supportive. Inspectors judge that, in fact, behaviour is extremely well regulated and of excellent quality. They also share parents' and carers' positive views of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badgemore Community 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 36 completed questionnaires by the end of the on-site inspection. In total, there are 78 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	61	14	39	0	0	0	0
The school keeps my child safe	19	53	17	47	0	0	0	0
The school informs me about my child's progress	20	56	15	42	1	3	0	0
My child is making enough progress at this school	12	33	20	56	0	0	0	0
The teaching is good at this school	14	39	20	56	1	3	0	0
The school helps me to support my child's learning	19	53	16	44	0	0	0	0
The school helps my child to have a healthy lifestyle	20	56	14	39	1	3	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)	13	36	18	50	2	6	0	0
The school meets my child's particular needs	17	47	17	47	1	3	0	0
The school deals effectively with unacceptable behaviour	10	28	22	61	2	6	1	3
The school takes account of my suggestions and concerns	15	42	16	44	2	6	0	0
The school is led and managed effectively	18	50	15	42	2	6	0	0
Overall, I am happy with my child's experience at this school	20	56	14	39	1	3	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.



13 November 2009

Dear Pupils

Inspection of Badgemore Community School, Henley on Thames RG9 2HL

Thank you for welcoming us so warmly when we visited your school recently. We found you very helpful and you shared your ideas about your school with great enthusiasm. We think you go to a good school and we have written about it in our main report. If you read it, you will find we identify a number of good things.

- You reach standards that are a little above average and make good progress.
- You enjoy learning, behave excellently and work hard.
- You are taught well.
- Your teachers look after you most carefully and check you are safe.
- Children in Reception make outstanding progress because their work is fun and fascinating.
- Your headteacher expects you to do your best and makes sure teachers and other staff work successfully to increase your progress.
- Your parents and carers are impressed by your school and are pleased you attend it.

We have identified two things for your school to improve.

- Give you more chances to work independently, or together in groups, to investigate and solve problems.
- Help you learn more about people in other parts of Britain and overseas.

We know you will help your teachers make these improvements. To start, you can talk to your parents, carers and teachers about the ways you think you learn best.

We wish you good luck in your education.

Yours sincerely

David Carrington

Lead inspector

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