

# Badsley Primary School

Badsley Moor Lane, Rotherham, South Yorkshire, S65 2QS

**Inspection dates** 29–30 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Not enough pupils, especially boys, make consistently good progress in reading, writing and mathematics in Key Stages 1 and 2.
- Teaching is not consistently good. This is because pupils, especially the most able, are not always challenged enough by their work to secure their good progress.
- Progress in mathematics slows when pupils do not have sufficient opportunity to apply the skills they have learned in solving problems and making investigations.
- Teachers do not use information about pupils' attainment and progress well enough to plan work that always challenges them.
- The impact of the work of teaching assistants on pupils' achievement is inconsistent.
- Marking in pupils' books is inconsistent. Information for pupils about what they need to do to improve is not always clear.
- Pupils' behaviour is not consistently good and in a few lessons behaviour does not contribute to successful learning. While pupils feel safe at school, some procedures for managing behaviour and safety are not implemented or monitored consistently by staff and governors.
- Procedures to improve the quality of teaching are in place; however, the high percentage of staff changes has hindered improvement.
- Attendance, especially that of boys, is not high enough and too many pupils do not arrive at school on time. As a result, too much learning time is lost.
- Governors have not undertaken training to enable them to have a sharp focus on what they need to do to hold leaders and the local authority stringently to account for the progress of school improvement.

### The school has the following strengths

- The early years provision is good and children are well prepared for the next stage in their learning.
- The headteacher is extending the purposeful school leadership of Key Stage 1 into Key Stage 2.
- Any gaps in academic standards between pupils in the school and those nationally are closing.
- In Years 2 and 6, pupils' progress is improving.
- Pupils' behaviour in Key Stage 1 is good.
- The needs of disabled pupils and those who have special educational needs are meticulously assessed. Plans made to meet these needs have a good impact on pupils' achievement in both reading and writing.

## Information about this inspection

- The inspectors carried out observations of teaching in lessons, four of which were joint observations with the headteacher or deputy headteacher.
- The inspectors looked at pupils' books and individual learning and behaviour plans.
- Meetings were held with key staff, three members of the governing body, and the headteacher. Discussions were held with support staff.
- The inspectors took into account 54 questionnaires from staff and 17 responses to the online parent questionnaire (Parent View).
- The inspectors looked at a range of documents, including plans for improvement, records of the school's checks on pupils' and teachers' performance, safeguarding and attendance documents, minutes of meetings of the governing body and school policies.

## Inspection team

Pauline Hilling-Smith, Lead inspector	Additional Inspector
Faheem Chishti	Additional Inspector
Susan Davis	Additional Inspector

## Full report

### Information about this school

- Badsley Primary school is a larger than average-sized primary school.
- Badsley Infant school extended its age range to include Key Stage 2 pupils in January 2014. When Badsley Infant School was last inspected by Ofsted, it was judged to be good. When Badsley Junior School was last inspected by Ofsted, it was judged to be inadequate.
- The headteacher of the infant school became executive headteacher of the junior school in September 2014. She took over as headteacher of the primary school in January 2015.
- The majority of pupils are of White British heritage. There are more boys than girls.
- The proportion of disabled pupils and those who have special educational needs is average.
- The proportion of pupils with a statement of special educational need or an education health and care plan is above average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The school provides full-time early years provision in the Reception class.
- The school does not meet the government's current floor standards, which are the minimum expectations for attainment and progress in English and mathematics at the end of Year 6.

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

- Improve the quality of teaching so that it is consistently good or better in order to raise pupils' attainment, particularly in reading, for boys and for the most-able pupils, by ensuring that:
  - all groups of pupils are effectively challenged, particularly the most able
  - all teachers have high expectations of what pupils, particularly boys, can achieve so that they reach their full potential
  - marking provides helpful information to pupils about how well they are doing and how they can improve their work
  - targets set in reading are appropriate and reading records are monitored by staff
  - teachers provide more opportunities for pupils to use and apply their skills in reading
  - effective practice in teaching is shared more widely across the school.
- Improve pupils' behaviour and safety by ensuring that:
  - pupils control their own behaviour at all times
  - all staff consistently apply school policies and procedures to manage pupils' behaviour
  - pupils are punctual to school
  - attendance improves, especially for boys.
- Improve the effectiveness of leadership and management by:
  - providing training for the governing body to enable them to hold leaders and the local authority to account more stringently for the progress of school improvement
  - further developing the role of middle leaders in driving school improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- The experienced and purposeful leadership of the headteacher has made a significant difference to the school, especially the new Key Stage 2. Leaders have placed effective emphasis on fostering good relations with the local community and tackling discrimination both in school and in the locality.
- Leaders know that there is more to do to ensure that policies and procedures are always followed consistently throughout the school by all staff, and that good practice in teaching is shared.
- Improvement is already evident in a number of areas. Progress in basic skills in English and mathematics is accelerating and the achievement of those known to be eligible for pupil premium funding is rising because the quality of teaching is improving. The number of incidents of poor behaviour has fallen.
- Leadership is now more stable and members of the team have clearly defined responsibilities. The headteacher is supported by capable senior leaders who are strongly leading school improvement. Senior leaders, along with the subject leaders of English and mathematics, are now focusing on raising pupils' achievement. Although subject leaders are now helping to improve the quality of teaching, by observing lessons and reviewing work in pupils' books, this work is still at an early stage.
- In the past, teachers' pay has not been linked well enough to the quality of their teaching and teachers were not held accountable for the progress of their pupils. However, these procedures have been strengthened and there is now a clear link between teachers' pay and the achievement of pupils.
- Improvement plans are well-informed and appropriate, although they are not monitored well by governors. This is because the overarching plan does not specify the persons responsible, time scales and budgetary implications.
- The school's system for tracking how well pupils are doing is clear and based on increasingly sound assessment. Data collection is very well organised and shows the progress of individuals and groups. Pupils' previously weak achievement and the wide gaps that have existed between the performance of different groups of pupils means that the promotion of equality of opportunity has been weak. However, leaders are gaining a clearer picture of where improvement is needed most. As a result, and where teachers use this information effectively, gaps in attainment between pupils at the school and those nationally are closing.
- Leaders ensure that funding, such as the pupil premium, is used to good effect by providing additional experiences, including visits, as well as targeted support in English and mathematics for eligible pupils.
- The primary school physical education and sport funding is used effectively to develop the expertise of the staff in, for example, football. Many more pupils now participate in sport as a result of the wider range of activities on offer. The funding is making a positive difference to pupils' health and well-being.
- Pupils' spiritual, moral, social and cultural development is good. Pupils have strong relationships with staff who are always ready to listen to concerns. Assemblies place focus on the understanding of British values such as tolerance and how to be a positive young citizen in modern Britain.
- Staff training in assessing and verifying the levels achieved by pupils has taken place, as well as training for teaching assistants in running reading activities for pupils eligible for the pupil premium. This is having a positive impact on pupils' achievement.
- Leaders are making important improvements to the curriculum. This is having a good impact on pupils' engagement in their learning and the development of basic skills in English and mathematics.
- Arrangements for safeguarding meet statutory requirements and are effective.
- The local authority has supported the school and this has made a significant contribution to some key areas of school improvement.
- **The governance of the school:**
  - The governing body is keen to hold leaders and the local authority to account for the effectiveness of the school. However, governors have not been rigorous enough in their monitoring of the detail of the school improvement plan and school data. This means that they are unclear about the link between progress towards school improvement and the decisions they make about the budget. Individual governors use their expertise in a particular area as well as they can and take their responsibilities seriously. As a result, pupils are safe and finance is made available. Training is planned but has as yet not been undertaken.
  - Governors ensure that performance management procedures are in place including for the headteacher and that salary increases are now linked to teaching quality, responsibilities held and pupils' academic performance.

**The behaviour and safety of pupils** requires improvement**Behaviour**

- The behaviour of pupils requires improvement. It is good in Key Stage 1 but not in Key Stage 2.
- Behaviour and attitudes are inconsistent. Pupils' behaviour in some lessons does not contribute to successful learning. Some boys, especially in upper Key Stage 2, have not developed the ability to control their own behaviour and persevere or concentrate for periods of time.
- Despite this, behaviour in Key Stage 2 is greatly improved since this age group was incorporated into the school. This is because of the effective reward system that is now in place. The new system is enabling most pupils to begin to develop responsibility for their own behaviour.
- When teaching is effective, pupils have good attitudes to learning and this helps them to achieve well as they can.

**Safety**

- The school's work to keep pupils safe and secure requires improvement.
- Pupils say they feel safe because there is always someone who will sort out any issues that arise. Pupils know that doors to the outside need to be securely closed to prevent unauthorised visitors entering the building. However, pupils' understanding of the different forms that bullying can take is underdeveloped.
- Attendance is improving as a result of the actions taken by the school, but it is still low. The Chair of the Governing Body has been involved in monitoring this area of the school's work. Pupils are not always punctual to school and, as a result, too much time for learning is lost.
- Policies and procedures for safeguarding are well kept overall and the evaluation of monitoring undertaken is beginning to inform leaders' actions with more precision. However, governors do not monitor procedures closely enough.

**The quality of teaching** requires improvement

- Although teaching overall is improving, evidence in pupils' books indicates that teaching over time is inconsistent.
- Teachers do not always expect enough of pupils to help them consistently achieve well. Work does not always provide the right level of challenge for pupils. Sometimes it is too easy for the most-able pupils.
- The teaching of phonics and early reading in the early years and Key Stage 1 is good overall. However, the teaching of reading is not consistently good in Key Stage 2. For example, pupils do not always have appropriate targets set for reading or teachers do not monitor reading records.
- The recent emphasis on teaching skills in mental mathematics is having a good impact on pupils' achievement. However, progress in mathematics is slow for some pupils because they are not given opportunities to apply their learning of new concepts within problems and to investigate more deeply.
- Marking varies in quality. Comments provided sometimes lack precision so pupils do not understand what they are doing well or how to improve their work.
- Although the quality of teaching is not consistently good, pupils' books show that learning is benefiting from improved teaching in the current year, particularly in writing as a result of the emphasis which has been given to grammar, punctuation and spelling.
- Children in the early years make good progress because teachers provide a wide range of interesting learning activities which the children readily involve themselves in. Adults make suggestions and question skilfully which promotes children's learning well.
- The work of the teaching assistants varies. When teachers plan work carefully for different groups and are clear about how adults are to be deployed, teaching assistants make a good contribution to learning. On some occasions, they are unclear how they should support learning and their impact is reduced.
- The teaching of disabled pupils and those who have special educational needs is a strength because it is well organised to ensure the needs of the pupils are closely met. The extensive provision is monitored and evaluated in detail to ensure that these pupils achieve well.
- A small minority of parents who responded to the online questionnaire (Parent View) did not agree that their children are well taught. Inspectors found that, over time, this has been the case.

## The achievement of pupils **requires improvement**

- At the end of Key Stage 1 in 2014, standards achieved by pupils were a term behind the average for pupils nationally, particularly in reading for boys and in writing for the most-able pupils.
- In 2014, attainment and progress in all subjects for pupils at the end of Key Stage 2 was below national averages, particularly in reading and for the most able pupils in mathematics and writing.
- Inspection evidence shows that the most-able pupils, in particular, are not always challenged enough by their work to secure consistently good progress.
- The gap in attainment between boys and girls has been too wide and data in 2014 showed that the achievement of boys was about two terms behind girls in reading. School data for the current year shows that this gap is now narrowing.
- As the school only became a primary school very recently, there is no comparative published data for different groups of pupils who took the Year 6 tests in 2014. However, data provided by the school show that in 2014, the gap between the attainment of pupils eligible for the pupil premium funding and other pupils nationally was almost a year behind in mathematics and reading, and two terms behind in writing. There is now hardly any gap between pupils in the school and pupils eligible for the pupil premium in mathematics, but they remain about a half a term behind their classmates in reading and writing.
- National data for 2014 shows that the gap in expected progress between disadvantaged and other pupils closed in all subjects by a small amount. Current school data shows that the gap between disadvantaged pupils and other pupils is closing more quickly particularly in mathematics where the rate of progress has doubled both for eligible and other pupils over the last two terms.
- Current school data and work in pupils' books shows that pupils have begun to make faster progress over the last two terms. For example, pupils have caught up with others nationally by about two terms so far in all subjects but particularly in reading. In part, this is because of the school's arrangements for pupils to be taught in small classes and groups in Year 6.
- Data shows that disabled pupils and those who have special needs make good progress. Current data also shows that all pupils' progress in grammar, punctuation and spelling and mental maths skills is accelerating, especially in Year 6.
- The teaching of reading is now more effective because it is well organised and teachers are more skilled in teaching pupils phonics (the sounds that letters make). The work of teaching assistants with individual pupils and small groups is making a significant contribution in ensuring that any pupil at risk of falling behind is quickly identified and given appropriate support. This work is having a good impact on raising standards.
- Over the last year, all groups of pupils, including boys, have made accelerated progress, especially in writing and mathematics. The gaps between the performance of different groups are closing.
- A minority of parents who responded to the online questionnaire (Parent View) said that they disagreed that the pupils made good progress. Inspectors agree that some pupils should be making more progress.

## The early years provision **is good**

- Almost all children enter Reception with skills, knowledge and understanding below those typical for their age. Only a very small minority are at the age-related expected levels in physical development. Children catch up quickly and the majority now leave the early years at a good level of development, although the proportion reaching a good level of development in reading, writing and mathematics is smaller.
- Teaching is good overall in the early years and children make good progress. As such, they are well prepared for Key Stage 1. The outdoor area is well developed in promoting children's learning which means that children's learning develops as well outside as it does inside.
- The leadership and management in early years is good. The leader ensures there is good teamwork to support less experienced staff and ensures the provision of an exciting and appropriate curriculum. Strong partnership with the nursery next door has a good impact. Transition to school is very smooth and joint training has a good impact on achievement. A governor with expertise in early years makes a good contribution to children's achievement.
- Children feel safe and they behave well. However, many do not concentrate on their own for extended periods of time. The safety of the children is given a high priority, for example children know that if there are no hats left in their class box then no more children can go outside because it is full. Parents are confident in leaving their children in the care of the staff.
- The partnership with parents is good. Children's work is sent home so that parents can see how well their

children are achieving and can contribute to this at home. This effectively supports the good achievement of the children.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106833
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	449987

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	536
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	June Williams
<b>Headteacher</b>	Julia Remington
<b>Date of previous school inspection</b>	13 June 2013
<b>Telephone number</b>	01709 828665
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