

# Badgemore Primary School

Hops Garden, Henley-on-Thames, Oxfordshire, RG9 2HL

**Inspection dates** 20–21 June 2013

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

## Summary of key findings for parents and pupils

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

- Pupils do not make rapid enough progress, particularly in Key Stage 2, and their attainment in English has not improved significantly since the last inspection.
- Pupils' attainment in English and mathematics by the time pupils leave the school is below average.
- There is not enough good or better teaching in Key Stage 2 to ensure pupils' consistently good progress.
- In too many lessons, work is not matched closely enough to the different needs of pupils.
- The pace of learning is too slow in many lessons.
- Pupils are not given clear enough information about what they need to do to improve together with clear and attainable targets.
- Until recently, there has not been a strong enough focus by the leadership upon raising the achievement of pupils, especially on the part of the governing body.
- Governance is weak. Decisions made by the governing body several years ago have left the school with an unbalanced staffing structure.
- Governors' recent decisions about temporary staffing arrangements have slowed down improvements in pupils' achievement that were taking place.

### The school has the following strengths

- As a result of improvements in the management of teaching, teaching in the Early Years Foundation Stage and in Key Stage 1 is now consistently good.
- Pupils' attainment at the end of Year 2 has improved considerably over the last two years and this improvement is being sustained.
- Pupils' achievement is now better in Year 6, especially in writing.
- Pupils behave well. Behaviour has improved considerably over the last few years as a result of a new behaviour policy that is followed consistently.
- Lower-attaining pupils in Key Stage 2 make more rapid progress than other pupils because of the good support they receive.
- The provision for pupils' spiritual, moral, social and cultural development is strong.

## Information about this inspection

- The inspector observed three teachers in the course of visiting 10 lessons or parts of lessons. He made short visits to observe the teaching of reading.
- Discussions were held with staff, groups of pupils, and representatives of the governing body. The school improvement officer and a senior representative of the local authority were also spoken to.
- The responses of the 20 parents and carers who filled in the online questionnaire, Parent View, were considered. Questionnaires from 11 staff were also analysed.
- Documentation scrutinised included the school's self-evaluation and development plan, records of pupils' attainment and progress, reports on the progress of pupils with special educational needs, documents relating to safeguarding and child protection, and the governing body minutes.
- The work in pupils' books and folders was examined with teachers and senior staff.

## Inspection team

Stephen Lake, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is much smaller than most primary schools and serves mainly the local area.
- The majority of pupils are White British and the proportion of pupils from other ethnic groups, who are mainly White European, is average. Around 20% of pupils speak English as an additional language, which is above average.
- The proportion of pupils eligible for the pupil premium, which provides additional funding for children in local authority care, the children of service families and those known to be eligible for free school meals, is broadly average.
- The proportion of disabled pupils and those with special educational needs is above average, with an above-average percentage supported at school action. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average. The most common areas of need are moderate learning difficulties, communication difficulties and behavioural, emotional and social difficulties.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has two co-headteachers, one full time and one part time.
- Building work was taking place at the time of the inspection to extend the school for an expected increase in the roll from September 2013.
- Breakfast and after-school clubs are run by the school.

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

- Improve the quality of teaching and pupils' learning, especially in Key Stage 2, so that the large majority is good or better, by ensuring that teachers:
  - make more effective use of information about what pupils already know to plan tasks that meet their individual needs
  - give pupils more detailed, individual targets linked to their marking comments so that pupils know what they need to do to improve
  - teach lessons at a brisk pace
  - have more opportunities to observe the best practice at Badgemore and other schools.
- Raise pupils' levels of attainment, especially in reading and mathematics in Key Stage 2, by:
  - making more effective use of all staff, including the headteachers, to put together teaching groups that allow a better focus on different ability and age groups
  - extending into Key Stage 2 the good systems for teaching reading in the Early Years Foundation Stage and Key Stage 1
  - providing more opportunities for pupils to learn mathematics through other subjects.
- Improve the quality of leadership and management by:
  - completing, as a matter of urgency, the planned review of staffing to ensure that the best use is made of all staff
  - undertaking an external review of governance in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils' levels of attainment at the end of Year 6 have remained below average for some years, especially in English. Although they make the expected progress from low starting points, too few pupils make rapid progress and this is preventing their levels of attainment from rising. This includes those pupils from minority ethnic backgrounds. Over time not enough pupils of average or above-average ability attain the higher Level 5 because teaching does not challenge them enough.
- In the 2012 Year 1 phonics reading check, fewer pupils than average attained the expected standard although this has improved this year as a result of changes to the way pupils are taught about letters and the sounds they make. Pupils' attainment in reading in Year 6 remains below average.
- Pupils who speak English as an additional language do not make rapid enough gains in their reading to attain the higher Level 5.
- Pupils' attainment in mathematics is about average and their progress in writing is good.
- Disabled pupils and those with special educational needs make better progress than other pupils because of the good support that they receive.
- Children typically start school with skills that are below those expected for their age. They achieve well in the Early Years Foundation Stage and start Year 1 with broadly average skills. Pupils' levels of attainment at the end of Key Stage 1 increased significantly in 2012 and this improvement is being maintained. Current Year 6 pupils are making good progress. Pupils' reading has improved this year, reflecting the better teaching and the revised systems for teaching reading.
- Those pupils eligible for the pupil premium are making similar progress to all pupils. In the 2012 national assessments at the end of Year 6, their attainment was approximately one year behind the classmates in English but they were attaining at a similar level in mathematics. Their attainment is below the average for similar pupils nationally. The good support given to these pupils is starting to close the gap between their attainment and that of other pupils.

### The quality of teaching

### requires improvement

- There is too much teaching in Key Stage 2, particularly historically in Years 3 and 4, that requires improvement. Pupils' progress in Key Stage 2 is slowed a little at present because too often the tasks set by teachers are aimed only at the middle ability of the class and so are too easy for some and too hard for others. Marking in Key Stage 2 does not always clearly set out what pupils need to do next.
- In a significant minority of lessons, introductions are overlong and, when teachers ask pupils questions, pupils of all ages and abilities have to stop and listen even if the question is not relevant to them.
- Although older pupils have clear, long-term targets that set out what they need to learn to achieve a given level by the end of the term or the end of the year, they are not shared enough with pupils or broken down into smaller, manageable targets that can be linked to marking. Pupils in Years 3 and 4 do not think that they have any targets. This weakness limits pupils' understanding of what they are expected to learn over time.
- In Key Stage 1, procedures for checking on what pupils already know, can do and understand are used well to plan work that meets the needs of all pupils and helps them to move on. At the same time, marking makes it clear to pupils what they need to do next in order to improve.
- In most lessons, the teachers are making sure that the creative curriculum is taught effectively. This is making a strong impact upon pupils' personal development. For example, the forest school, where lessons are taught outdoors, is stimulating pupils' curiosity and creativity, and developing their confidence. Many of these lessons provide good opportunities to develop pupils' literacy skills through talking and writing about their experiences. There are fewer opportunities

for pupils to develop their mathematics skills in other areas of the curriculum.

- The new system for teaching letters and sounds is now embedded at Key Stage 1. Recent training for all staff is enabling all teachers and teaching assistants to become familiar with the scheme, but the best practice seen in Key Stage 1 is not yet followed consistently in Key Stage 2.
- Disabled pupils and those with special educational needs and pupils who speak English as an additional language receive good-quality, additional support in classrooms and in small groups that enables them to be fully included in lessons.

### **The behaviour and safety of pupils** are good

- The vast majority of pupils are polite and courteous, and behave well, showing positive attitudes to learning. On the playground, pupils mix together well and the vast majority show respect for adults and for each other. Pupils, staff, governors, and parents and carers all felt that pupils' behaviour is good.
- Pupils have a good understanding of bullying, including cyber-bullying, discriminatory language and prejudice-based bullying. They said that very little bullying occurs in the school now, but that there was some a few years ago, that the school dealt with it well, and that as a result, behaviour improved a lot. Pupils all understand the new behaviour policy and said that they felt they could go to any adult in the school if bullying or other problems arose.
- Behaviour and safety are not outstanding because a small number of pupils find it difficult to sustain concentration in lessons and misbehave a little. This is usually confined to activities such as moving around the classroom or talking, but they can distract the teacher and slow the pace of learning.
- Pupils' attendance is average and the school works hard to ensure that it does not fall below this measure despite the high mobility of the pupils.

### **The leadership and management** require improvement

- Leadership and management require improvement because the pace at which attainment is rising is not rapid enough in Key Stage 2 and staff are not effectively deployed.
- Very recently, following the departure of a teacher, Years 3 and 4 were merged into one class with Years 5 and 6. Although a new teacher for Years 3 and 4 has been appointed for September, the merger slowed the improvements that were taking place in Years 5 and 6, where many pupils were on track to make good progress this year.
- The clear vision and ambition to improve the school can be seen in the well-thought-out improvement that is taking place, especially in Key Stage 1. Leaders and managers have a clear understanding of the strengths and weaknesses within teaching and learning.
- Most parents and carers who responded to Parent View felt that the school is led and managed well, but not all staff agree.
- The co-headteachers use the data on individuals well to check on the progress of vulnerable groups and ensure equality of opportunity.
- The quality of teaching is monitored frequently and robust action has been taken to strengthen the teaching team. Observations of lessons are used effectively to identify how teaching can be improved. Some training is provided through coaching but there are few opportunities for teachers to observe the best practice in the school or in other nearby schools.
- The broad curriculum supports pupils' spiritual, moral, social and cultural development well. Activities such as raising money for goats for a community in Malawi help pupils understand how to help others. Changes to the way reading and writing are taught have made the English curriculum more effective, and visits and visitors are used well to stimulate writing. Too few opportunities are taken to integrate mathematics into the curriculum.
- The local authority gives effective support and recently conducted a risk analysis of the school so

that governors could see what needed improving.

- The needs of those pupils whose circumstances make them vulnerable are met well through effective links with a range of local authority agencies and with parents and carers. Safeguarding meets requirements and the training of all staff and governors in this area is up to date.

■ **The governance of the school:**

- Governance requires improvement. The effectiveness of the governors has been negatively affected by recent changes, and not least by the decision to appoint two headteachers one full time and one part-time to this small school. In an attempt to turn things around, the Chair of the Governing Body, appointed in September 2011, instituted a number of positive changes. Governors now challenge the school much more robustly and monitor it more closely through reports and visits by link governors. Budget management is improving and governors have identified the need to undertake a review of staffing as part of this; governors check that the pupil premium is used appropriately and evaluate its impact. The governing body understands how performance management is used to reward good teaching or identify areas for professional development. Governors undertake relevant training, monitor the school development plan and question the co-headteachers about the school's performance. Nevertheless, although new governors are rapidly gaining experience, the legacy of past problems remains, particularly in the way decisions related to staffing are not sufficiently based upon the achievement of pupils. The Chair of the Governing Body resigned for personal reasons shortly before the inspection and the governing body is presently without a substantive chair.

## 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>	123042
<b>Local authority</b>	Oxfordshire
<b>Inspection number</b>	424605

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>	77
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Gill Morris (Acting chair)
<b>Headteacher</b>	Lesley Crockett and Melanie Carruthers (Co-headteachers)
<b>Date of previous school inspection</b>	12–13 November 2009
<b>Telephone number</b>	01491 575665
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