

Badgemore Primary School

Hop Gardens, Henley-on-Thames, RG9 2HL

Inspection dates 18–19 June 2015

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

Summary of key findings for parents and pupils

This is a good school.

- The highly skilled and dedicated headteacher, ably supported by an effective governing body, has successfully improved the quality of teaching and pupils' achievement so that they are now good.
- Middle leaders play an important role in promoting improvements to teaching and in ensuring pupils make good progress.
- Pupils achieve well. They make good progress from their starting points and standards in reading, writing and mathematics at the end of both key stages are rising.
- Teachers are overwhelmingly positive about the changes that have taken place. They have welcomed the training provided because they are keen to improve their practice.
- Staff morale is high because of the beneficial impact improvements are having on pupils' engagement in and enjoyment of learning.
- Pupils behave well. They have positive attitudes to learning. They know what they need to do to improve their work and take active steps to act upon guidance given.
- Pupils work and play together in an atmosphere of mutual respect and encouragement. Relationships are also very positive between pupils and staff. This helps create a conducive environment for learning.
- Pupils say they feel safe at school and their parents agree. The school's systems for ensuring pupils are kept safe are robust.
- Governors know the school well and correctly identify key priorities for improvement. They play a vital part in the school's continued success.
- Children make a good start in early years because it is well led and teaching is good.
- The school promotes pupils' spiritual, moral, social and cultural development exceptionally well. Pupils understand the rule of law and have regular opportunities to debate contentious ethical and moral matters. This prepares them well for life in modern Britain.

It is not yet an outstanding school because

- Teachers' written and oral guidance is not as precise in other subjects as it is in mathematics.
- Pupils' spelling has not improved as rapidly as other aspects of their writing.

Information about this inspection

- The inspector observed 11 lessons or parts of lessons including phonics (letter patterns and the sounds they represent), mathematics, reading and writing. Nine of these were observed jointly with school leaders.
- The inspector took account of the 47 responses to the online Parent View survey as well as the views expressed by parents during the course of the inspection. The 17 questionnaires returned by staff were also considered.
- The inspector looked carefully at pupils' work in lessons as well as work they had completed over time in their books. She also observed behaviour on the playground, in classes, in the lunch hall and before and after school.
- The inspector met with pupils, staff, a number of governors and a representative from the local authority.
- The inspector scrutinised a range of documents including those related to safeguarding and child protection, logs of behaviour incidents, the school's self-evaluation and development planning, information relating to pupils' academic achievement, checks made on the quality of teaching and attendance figures.

Inspection team

Jeanie Jovanova, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than the average-sized primary school.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium (additional funding for children looked after by the local authority or those known to be eligible for free school meals) is broadly average.
- In 2014, there were too few disadvantaged pupils in this small school to compare their attainment with that of other pupils without the risk of identifying individuals.
- The proportion of disabled pupils and those who have special educational needs is higher than average.
- Approximately one in three pupils is from a minority ethnic background. The largest group, apart from White British, is Other White. A number of other groups are represented in smaller proportions. This is similar to the national average.
- The proportion of pupils who speak English as an additional language is slightly below average. A number of these pupils speak little or no English when they join the school.
- The early years comprises one Reception class which all children attend full time.
- The school runs a breakfast club and an after-school club.
- In 2014, there were too few eligible pupils to compare their attainment and progress with the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- A new headteacher took up post in April 2014.

What does the school need to do to improve further?

- Improve teaching so that it is outstanding by:
 - ensuring that guidance given to pupils in lessons and in their books is precise, especially in writing
 - improving pupils' spelling.

Inspection judgements

The leadership and management are good

- The headteacher has established a thriving and committed learning community in which everyone plays their part to produce increasingly strong outcomes for pupils. Staff have embraced new training and higher expectations and good quality teaching is now the norm.
- Leaders have introduced a new system for managing the performance of staff. They set ambitious targets for teachers and provide appropriate support and training so that those targets can be met. Targets are linked to the school's improvement priorities and specify how much progress pupils must make. In this way, this process is central to improving teaching and achievement.
- Middle leaders have responded with enthusiasm and professionalism to the demands made upon them by the headteacher. They work well as a team, sharing good practice with each other and the rest of the staff. They have availed themselves of a range of training to hone their practice and develop their leadership skills. They make regular and effective checks on the quality of teaching and give staff helpful improvement points. They follow this guidance up to make sure it has had the desired impact and are pleased to see the results of their determination paying off as standards continue to rise.
- Leaders ensure that the needs of the small numbers of disadvantaged pupils are identified and that the pupil premium funding is used to meet those needs effectively.
- The school is fully committed to providing equal opportunities. By checking pupils' achievement carefully, leaders ensure that different groups do equally well. Staff welcome and nurture pupils irrespective of their backgrounds so all feel they belong to the school community. Strong relationships, fostered on the basis of mutual respect, underpin the school's ethos. Discussions with pupils and scrutiny of behaviour logs attest to the fact that discrimination is not tolerated in any form.
- The school promotes pupils' spiritual, moral, social and cultural development highly effectively. Learning, especially when capitalising on the school's bountiful outdoor environment, contains moments of awe and wonder. Visits and visitors supplement the topics studied on the school's broad and balanced curriculum and expose pupils to different perspectives. For example, a pastor from the local Baptist church gives assemblies a particular outlook on Christianity.
- The school also ensures that pupils' physical well-being is successfully promoted. Staff have had training to improve the quality of teaching in physical education lessons. There is also an expanded range of clubs available during and after school. Consequently, pupils' participation rates in physical activities have increased and their skills are much better developed. The school is now more active in local competitions. The fact that pupils now have better skills means they do increasingly well against other schools. Pride and sportsmanship have grown accordingly. This shows a highly effective use of the primary school physical education and sport premium.
- The school's safeguarding procedures are effective. Leaders ensure all statutory requirements are met and this results in pupils feeling safe in school.
- Pupils understand the democratic process and what it means to be a stakeholder. For example, they were all involved in voicing their opinion on the new uniform. They know that their elected school council members represent their views in a wider forum. The school's diverse population is a focus for celebrating and valuing differences. In this way, pupils are well prepared for life in modern Britain.
- The local authority has supported the school well on its road to improvement. It has provided support to the governors to create the conditions in which those improvements can take hold. The local authority officer assigned to the school has worked with the headteacher and other leaders to check the quality of teaching and brokered links with other schools to share good practice. The local authority rightly judges the school to be good and has reduced its level of support as appropriate.
- **The governance of the school:**
 - Governance is effective. Governors make judicious decisions that lead directly to improvements in the quality of teaching and other aspects of school life. They visit the school regularly and receive updates from the headteacher. Middle leaders present information to them about standards in their areas of responsibility and about how they are working to improve teachers' subject knowledge and classroom practice. Governors look closely at data relating to pupils' academic achievement and compare this to national data. They know therefore that standards at Key Stage 1 have been rising year on year and that this year's Year 6 results will be much higher than last year. They have provided valuable support to the headteacher to ensure she has been able to make the rapid improvements necessary. Equally, they use the information they have to ask challenging questions to ensure outcomes for pupils are as good as possible. Governors understand and support the performance management process. They know that all staff targets relate closely to the school's priorities for improvement and that no pay rise will be

awarded where targets are not met. Governors are keen to reward excellent performance by promotion or other incentives.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are charming and show extremely good manners. They play together harmoniously irrespective of age, gender or ethnic background.
- Pupils are very welcoming of those who join the school mid-year. For example, they make sure to include new arrivals in their games in such a way that limited English is not a hindrance.
- Pupils have very positive attitudes to learning and respond well to teachers' guidance as to how to improve their work. Presentation in books has improved and pupils are quick to get the resources they need so that learning time is maximised. A number of pupils in each class show outstanding behaviour for learning through their exemplary attitudes and exceptionally high levels of engagement but this is not yet the norm throughout the school.
- Behaviour is managed well. Pupils really appreciate how clear the new behaviour system is. They know exactly what the rules are and what sanctions and rewards apply. They see the 'traffic light' charts in each class as good visual reminders to behave well.
- Pupils who have particular behavioural needs are supported to develop strategies to help them manage their behaviour. This has seen the rate of incidents decrease and the number of exclusions reduce to zero this year.
- Systems for promoting good attendance work well. Attendance has consequently improved compared to last year.

Safety

- The school's work to keep pupils safe and secure is good. Staff are fully trained in safeguarding, child protection and first-aid. Systems to check the suitability of staff and visitors are robust.
- Pupils understand what bullying means and know that it can take various forms. They appreciate the regular reminders about this in class and assemblies. They say that there is rarely any bullying in school but, if there is, it is dealt with swiftly and decisively.
- Parents are positive about both behaviour and safety. Pupils say they feel very safe and can cite a number of ways in which the school helps them learn how to stay safe. There are regular visits from the police who talk about road safety and emphasize the importance of not speaking to strangers. Older pupils benefit from bicycle proficiency classes.

The quality of teaching is good

- Leaders used the introduction of the new National Curriculum as an opportunity to link learning to real-life experiences wherever possible. Pupils find this highly engaging because it helps them understand how what they learn now links to skills they will need in later life. For example, pupils were very motivated to solve mathematical problems when they were outside measuring the circumference of trees in the school grounds and comparing the height of different plants.
- The school promotes debate which not only develops pupils' thinking skills, and their ability to articulate them, but also allows them to explore the ethical and moral dimensions of what they are learning. The theme of Robin Hood, for example, has seen contentious issues such as whether stealing can ever be justified discussed in great depth, with pupils justifying their reasoning to great effect.
- Leaders provided staff with training on how to teach writing skills more effectively. This systematic approach is now being implemented in all classes. Pupils' ability to plan and structure stories has consequently improved which, in turn, enhances the overall quality of their writing.
- There is a strong focus on developing and using interesting and varied vocabulary. For example, pupils as young as Year 1 regularly use words such as 'cauldron' in their writing.
- The quality of phonics teaching has improved which is having a beneficial effect on pupils' ability to read fluently. Pupils are given ample opportunities to develop their reading skills in both dedicated reading lessons and other lessons across the curriculum. During the inspection, pupils were conducting research about Trooping the Colour and the royal family using a range of reading materials including online search tools.
- Before they begin teaching a new concept or unit of work in mathematics, teachers systematically check how much pupils already know. Teachers then use this information to plan lessons and set very specific,

individualised targets for each pupil. Pupils and teachers regularly refer to these targets. Teachers give helpful guidance and ask questions which probe pupils' understanding, both during lessons and when marking pupils' work in books. This methodical approach has been key in improving pupils' achievement in mathematics.

- When writing, pupils also use the comments teachers have made in their books to help them improve their work. Numerous pupils, in various classes, were seen referring back to previous marking in a direct attempt to produce better quality work. However, this is not yet as successful in other subjects as in mathematics because the areas teachers identify and the comments teachers make are not as precise.
- The one area that has not been addressed with as much immediate success on pupils' outcomes is spelling. When reading, pupils use their phonic knowledge effectively to help them with unfamiliar words. This is not always the case when writing and some words are consequently quite hard to decipher. This holds some pupils back from making as much progress as they could.

The achievement of pupils

is good

- Pupils' progress is accelerating and standards are rising across the school. The school's own analysis shows that the current Year 6 is on track to do well. All pupils will make expected progress from their starting points in reading, writing and mathematics, and many will make more than this. Consequently, a high proportion of pupils will reach the national average (Level 4) in mathematics, reading and writing combined. This is a considerable improvement on last year. Pupils' poor spelling prevents standards being as high in the spelling and grammar test.
- Disadvantaged pupils make at least good progress to narrow and close gaps between their attainment and that of others.
- Pupils who speak English as an additional language achieve equally well. There is a strong focus on vocabulary which ensures that all pupils have a good command of the English language. Those at the very early stages of learning English make exceptionally rapid progress because they are very well supported to acquire the language they need to access learning.
- The needs of the most-able pupils are now being met far more effectively. This had led to them making far greater progress so that many more pupils will reach the higher levels in this year's national tests at the end of both key stages.
- Disabled pupils and those who have special educational needs achieve well because their academic, personal and social needs are well met by a team of skilled, dedicated staff.
- The school's commitment to equal opportunities ensures pupils from all different groups do equally well. Leaders and teachers make careful checks on pupils' progress. In this way, they are able to quickly identify any pupils in danger of falling behind and help them to catch up.

The early years provision

is good

- Children make good progress in acquiring the skills they need to move on to Year 1. There are close links with pre-school providers and opportunities for parents and children to visit in the term before they are due to start. This helps children settle quickly into the Reception class.
- Children who join the school with skills slightly below those typical for this age catch up quickly because adults identify any gaps in their understanding and offer activities that will help them fill those gaps.
- Teaching is good. The range of activities interests and excites children. Adults skilfully help children to extend their thinking so that they make progress across as many areas as possible. Seeing a group of children throwing a beanbag, the teacher gave them some giant chalks and suggested they might want to find a way of being able to measure or score their throws. This moved learning to a much higher level. The children drew out complicated numbered grids, with starting lines to make it fair. There was a lot of mathematical discussion about who scored most and trying to score more. They then moved on to drawing bigger grids for adults and smaller ones for pre-school children, thereby consolidating their understanding of scale.
- Behaviour is good. Children often, as in the example above, sustain interest in their play for a considerable amount of time, showing high levels of concentration for their age. They listen to instructions and follow them, tidy up well and show consideration for each other.
- Children are kept safe in the early years. Safeguarding procedures are equally effective as in the rest of the school. Children are taught about how to stay safe and how to manage risk. For example, when

children go to play in the 'forest', an area of woodland in the school grounds, they are helped to climb trees with adult supervision. They learn which branches will bear their weight and how to make sure they will be able to get down again. They also learn to use tools and materials safely, such as when making dens with dry sticks or using scissors.

- Leadership of early years is good. Leaders ensure that there are regular sessions where parents can join in with their children's learning. These are very popular and contribute well to children's engagement. For example, during the one that took place at the time of this inspection, children continued to play with the farmyard animals they had made out of junk modelling materials long after their parents had left.

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

Unique reference number	123042
Local authority	Oxfordshire
Inspection number	462385

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	95
Appropriate authority	The governing body
Chair	Mike Lewin
Headteacher	Jacky Steele
Date of previous school inspection	20–21 June 2013
Telephone number	01491 575665
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