

Badger Hill Primary School

Crossway, Badger Hill, York, YO10 5JF

Inspection dates 18–19 December 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The very large majority of pupils achieve well because of the positive attitudes and keenness to learn that the school cultivates. Standards of reading, writing and mathematics are often well above average.
- Pupils coming to the school from overseas settle well, learn to speak English quickly and, like all other groups of pupils, they make good progress.
- There is consistently good teaching throughout the school. Teachers promote learning effectively and are secure in their subject knowledge. This reflects the continuing impact from leaders' robust checks on teaching and the effectiveness of teachers' on-going professional development.
- Pupils' behaviour is outstanding. They have highly positive attitudes to learning. They thoroughly enjoy school and say that they feel very safe.
- School leaders and governors work hard to ensure the school is one that makes parents and pupils proud. High expectations and rigorous management mean the school has constantly improved.

It is not yet an outstanding school because

- While almost all pupils make expected progress and a good proportion makes more progress than this, there is scope for higher achievement.

Information about this inspection

- The inspection was carried out by an additional inspector.
- The inspector visited seven lessons and saw all teachers teaching.
- Meetings were held with senior leaders, staff, parents and pupils. Discussions took place with representatives of the governing body and of the local authority.
- The inspector looked at a range of documentation including that relating to keeping pupils safe, data on their attainment and progress, the school's and local authority's evaluations of the school's work as well as school policies and procedures.
- Account was taken of the responses made by parents in Ofsted's online questionnaire (Parent View).

Inspection team

Alan Lemon, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. The proportion of pupils from minority ethnic heritages is well above average and represented by a wide variety of ethnic groups and mostly pupils from Asian backgrounds. The proportion of pupils at an early stage of learning spoken English is high. There are 19 languages spoken in the school. An above average number of pupils join or leave the school other than at the usual time.
- The proportion of pupils supported through the pupil premium (funding largely intended to benefit pupils known to be eligible for free school meals) is very low. The proportion of pupils with additional learning needs supported at the level known as school action is below average. The proportion of pupils supported through school action plus or a statement of special educational needs is average.
- The school meets the current government floor standard, the expected minimum standard set for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise teachers' expectations even higher so all teachers strive as relentlessly as the best in the school to:
 - increase the challenge of work in lessons and of the targets set for pupils
 - lift pupils' aspirations for what they can achieve
 - use the rigorous checks on pupils' progress to ensure more pupils are going beyond what is expected.

Inspection judgements

The achievement of pupils is good

- The very large majority of pupils improve their knowledge, skills and understanding as a result of the consistently good teaching they receive. Most pupils make the progress expected and a good proportion go beyond this. In a few lessons teaching is outstanding in the way it gets pupils striving towards the highest standards. However, such ambition is not embedded widely in teaching to the extent that a high proportion of pupils make more progress than expected.
- Throughout the school the pupils' progress in reading, writing and mathematics is good. For several years, by the end of Key Stage 2 standards have been significantly above average. Standards vary from year to year because the number of pupils in each year group is small. In 2012, standards were lower than usual as they were influenced by the make-up of the small Year 6 class, many pupils having arrived in school other than at the usual time. Nonetheless, all pupils made good progress from their starting points. The rigorous checks kept on each pupil's progress ensure none falls behind and, where any pupil's progress is slow, immediate action is taken to help them.
- All of the parents who gave a view of their children's progress are very happy with how they are doing. Pupils feel they are doing well at school and are learning all of the important things they need to know, understand and do to be well prepared for the future.
- The many pupils arriving from overseas and learning to speak English settle well and quickly feel at ease in school. They make rapid progress in speaking and understanding English because of the expert support available to them. They do not stay at an early stage of learning English for long. They thrive at school, developing good attitudes to learning, make good progress and most achieve good standards in reading, writing and mathematics. During lessons they are confident about asking questions, contributing to discussions and working with others.
- The effective support for disabled pupils and those with special educational needs ensures they take a full part in lessons and do work matched to their different capabilities. As a result, they build systematically on what they already know and can do, making good progress on the way. Pupils supported through the pupil premium benefit from the extra funds made available for them. Through the support they receive they make the same good progress as others.
- Children in Reception Year benefit considerably from expert teaching and the wide variety of well-planned activities. The balance of teacher-led work and opportunities for choice of activities means children develop a wide range of knowledge and skills quickly and make good progress in the Reception Year. They use letters and their sounds skilfully and are confident enough to tackle words like 'tangerine'. Most children do simple calculations with numbers up to 20 and more-able children add and take away three, four and five from a given number.
- Good expectations throughout the school ensure that pupils work methodically and productively. In every class pupils write neatly, bearing in mind all they have learnt about language and grammar. In mathematics, pupils apply secure methods for calculating and set out their work clearly. Pupils enjoy reading and use the good opportunities to read to deepen their understanding and appreciation of fiction.

The quality of teaching is good

- Teachers are clear on what they want pupils to learn and each lesson builds carefully upon the previous one so that knowledge and skills are consolidated and extended. Teachers watch carefully and see how well pupils are learning. They skilfully adjust their teaching if they see pupils are not making the progress expected. Pupils are usually given challenging targets to achieve and receive good advice through regular marking on how to improve their work.
- Parents have a good engagement with teachers and can judge from this that their children are benefiting from their lessons. Pupils experience lively lessons which they much enjoy. Teachers check carefully what pupils are learning and the progress they have made over time. They know

pupils well and generally plan their lessons with a precision which ensures all pupils are given work matched to their abilities and are appropriately challenged. However, occasionally pupils are not challenged sufficiently to reach the higher levels of which they are capable.

- Pupils' work is clearly explained to them and teachers often inject high expectations for what pupils will achieve. Before pupils set off on writing a story in one lesson observed, the teacher inspired them with exciting images and descriptions of characters so they were stimulated and well equipped to tackle the writing. Lessons move along at a good pace and pupils are given plenty of time to do their work on their own. They are encouraged to work together, sharing ideas and helping each other, and this contributes to their positive attitudes to learning.
- Pupils are effectively supported and in the planning of lessons their needs are carefully considered. Approaches to helping pupils from overseas learn English are well developed and strengthen in the partnership with the local authority's minority ethnic support service. Teaching assistants know pupils well, are expert in offering them help and are actively involved in promoting learning and progress in every lesson.

The behaviour and safety of pupils are outstanding

- During lessons pupils are to an outstanding extent consistent in listening carefully, being cooperative and contributing eagerly. They are very keen to learn. Pupils like the staff, value their lessons and are delighted with their progress. Pupils' strongly positive attitudes and the effort they make contribute significantly to their progress.
- Pupils are exceptionally well behaved at all times and encourage each other's good behaviour and attitudes to learning. They are polite, friendly and treat each other with respect whatever the differences in their cultures and beliefs. They take inspiration from the school's aims and values as a multicultural community, and this contributes significantly to their spiritual, moral, social and cultural development.
- Pupils feel very safe. They make a very considerable contribution to making the school welcoming and friendly and it does not take long for new pupils to settle and feel they belong. Bullying happens rarely and pupils do not believe this presents much of a risk to them at this school. They are taught about the different forms of bullying and the sorts of risks they could encounter and are very aware of what is unacceptable behaviour. They are clear and confident about seeking help for themselves or others should the need arise.

The leadership and management are good

- The school benefits from the headteacher's and governors' clear aims and high expectations. These ensure the school responds effectively to safeguarding pupils and meeting their needs, particularly the needs of pupils who have recently joined the school from overseas. The school is a highly cohesive community which is valued greatly by parents. All of the parents consulted agree the school is well led and managed and would strongly recommend it to other parents.
- The whole school is deeply committed to all pupils achieving well, developing their talents and discovering new interests. The range of lessons and activities provide good opportunities to achieve this. Effective leadership and management ensure that pupils arriving not speaking English or with disabilities, special educational needs or other barriers to learning are well supported and make good progress. The extra money for the few pupils supported through the pupil premium is spent wisely and its impact is carefully checked. It provides benefit by improving these pupils' experience of school, their literacy and numeracy in particular.
- The headteacher and staff know the school well from the regular and rigorous checks they carry out on its work. This gives them the good capacity to continue improving the school. Where pupils are expected to get to in their English and mathematics is methodically worked out. A close track of their progress towards targets ensures they stay on course. Targets are aimed at pupils making good progress. However, the quality of teaching and robustness of tracking progress indicate that targets for some pupils could be raised to increase the proportion of pupils

making even better progress.

- The quality of teaching is improved effectively through regular observations by leaders and on-going training of teachers and their assistants. Teachers' professional development and their targets for the work they do focus sharply on what leaders know are the priorities for improvement. Teachers are highly professional, reflective and committed to raising the standard of their work.
- **The governance of the school:**
 - Governors are closely involved with the work of the school and stay well informed on its performance. They gather, check and discuss a wide range of reports about the school as well as visiting regularly to see for themselves how the school is operating and being led. It is clear from the records of the governing body's meetings that probing questions are asked and that leaders are being supported and challenged. Governors have the expertise to analyse the data on pupils' attainment and progress and pursue critically how the school is being improved, the performance of teachers in particular. Governors are rigorous in their oversight of the school budget, its policies and the arrangements for keeping pupils safe.

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	121470
Local authority	York
Inspection number	402028

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	143
Appropriate authority	The governing body
Chair	Mr M Widd
Headteacher	Miss A Hellam
Date of previous school inspection	9 February 2010
Telephone number	01904 555225
Fax number	01904 416917
Email address	badger.hill@york.gov.uk

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