

Badger Hill Primary School

Inspection report

Unique Reference Number	111620
Local Authority	Redcar and Cleveland
Inspection number	356950
Inspection dates	9–10 September 2010
Reporting inspector	Gordon Potter

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	202
Appropriate authority	The governing body
Chair	Mr Martin Stone
Headteacher	Mrs Heather Rowe
Date of previous school inspection	Not previously inspected
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 27 lessons taught by nine teachers and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies and documentation, pupils' work, assessment data, monitoring records and strategic planning. They also scrutinised 41 questionnaires returned by parents and carers as well as questionnaires from staff and pupils.

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

- the quality of teaching to determine whether pupils are able to make at least satisfactory progress, especially in Key Stage 2.
- the effectiveness of strategies to raise attainment.
- pupils' understanding of life in other countries and the multicultural make-up of society in the United Kingdom.

Information about the school

This is an average-sized school. The proportion of pupils known to be eligible for free school meals is below average. Almost all pupils are from White British backgrounds. The proportion of pupils with special educational needs and/or disabilities is below average. The proportion of pupils with a statement of special educational needs is average. The school has achieved the Healthy Schools and Activemark awards in the past two years. The headteacher has been in post since January 2008.

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

In this good school, pupils behave well, are very keen to learn and have outstanding awareness of how to stay fit and healthy. They make good progress because effective teaching helps them understand how to improve their work. All staff provide sensitive care and support which ensure that pupils' well-being and personal development are promoted well and pupils are happy and feel safe. The school has much useful data about pupils' skills and abilities and employs this data well to ensure that pupils know at what level they are working at and also to plan work which offers increasing challenge to most-able pupils. As a result, a greater proportion of pupils than has been typical in recent years attained the higher level 5 in the assessments for 11-year-olds in 2010 and attainment is above average. While pupils typically make good progress from their starting points, pupils with special educational needs and/or disabilities make satisfactory progress because occasionally activities do not stimulate them sufficiently and they become too reliant on help from teaching assistants.

While the curriculum is strongly focused on developing pupils' skills in English and mathematics and is increasingly based on topics which reflect pupils' interests, it is satisfactory overall as there are too few opportunities for pupils to solve problems and to apply their skills in a wider range of subjects. The school has introduced effective programmes which have improved attendance, although attendance remains average because of the holiday practices of local industries where some parents and carers work. There are good partnerships with outside agencies to support pupils with a range of complex needs. As a result, parents and carers are highly supportive of the school and how it supports pupils' social, moral and academic development.

The headteacher, ably supported by the senior leadership team and a recently constituted team of middle leaders, has revitalised the school after a period when standards declined. Their clear-sighted self-evaluation has meant that initiatives, including improved teaching and more effective assessment strategies, have begun to raise attainment. Given the good quality of provision and good outcomes for pupils, this further ensures that the school's capacity to improve is good and it provides good value for money. Pupils have a strong influence on what happens in school, a strong sense of how to help others and a good understanding of their own culture. However, their understanding of life in other countries and of the multicultural make-up of society in the United Kingdom is less well developed because the curriculum offers too few opportunities to explore these areas.

What does the school need to do to improve further?

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- By 2011 raise pupils' attainment to higher levels, especially for pupils with special educational needs and/or disabilities, by providing further opportunities to:
 - - investigate together
 - - solve problems
 - - apply their skills across a wider range of subjects.
- Ensure pupils have a better understanding of life in other countries and of the multicultural make-up of society in the United Kingdom.

Outcomes for individuals and groups of pupils**2**

Pupils are courteous, have good attitudes, form positive relationships and show great keenness to do well in their work. They achieve well and clearly enjoy their learning. They especially enjoy challenging and lively activities, such as using physical exercise and movement to reinforce their understanding of mathematical concepts or the many opportunities they have to design and to make using a range of materials and tools.

From starting points in Year 1 which, historically, have been broadly in line with national expectations, pupils attain above average standards by the end of Year 6. Historically, pupils have made good progress in Key Stage 1, where attainment is typically above average at the end of Year 2. In recent years pupils' progress has been less rapid in Key Stage 2 but improvements to assessment and in teaching mean that pupils in Key Stage 2 now make good progress and evidence seen during the inspection indicates that attainment has risen. Pupils with special educational needs and/or disabilities are well cared for but make satisfactory progress because work for them is often not sufficiently challenging.

Pupils are extremely aware of the importance of a healthy diet and of taking plenty of exercise. This is reflected in their enthusiastic involvement in physical education and the high take-up of healthy school meals. They care for one another well, have great respect for each other and for the adults in the school and say they feel safe. Pupils are confident that they know exactly what to do in the event of a concern.

Pupils willingly take on roles as playground helpers, peer mediators and librarians. They make a positive contribution to the school community through the school council. This meets fortnightly and it has brought about improvements to playground equipment and school lunches. Pupils support a range of charities and participate in competitions, activities with the local churches and with a local school for pupils with special educational needs and/or disabilities. Despite average attendance, pupils are well equipped for their future economic well-being because their punctuality is good and they have a good awareness of how their above average basic skills can be used in a range of workplaces.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	2
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	3

How effective is the provision?

Teachers make it clear to pupils what they will learn and how they will know if they have succeeded. They use questions well to ascertain what pupils already know and to check that pupils have made progress. Marking is done well so that pupils are clear about what they have achieved and know what they have to do to improve further. Teachers use interactive whiteboard technology well to engage pupils and to stimulate their thinking and plan opportunities for pupils to learn through practical activities, including games, drama and using information and communication technology (ICT). As a result, effective teaching has contributed to more rapid rates of progress and rising standards, especially for pupils in Key Stage 2.

The curriculum contributes to rising attainment by offering pupils a range of activities which help them to see the links between subjects and offer them opportunities to write about a range of topics. This is helping to improve their writing and there are good procedures to encourage reading. Occasionally, activities lack excitement for pupils of all abilities and there are too few lessons where pupils are encouraged to solve problems, apply their skills and develop their own thinking; opportunities are missed for pupils to use ICT to enhance their learning. Well-planned enrichment activities, including a residential visit to an activity centre, include opportunities to learn about work and enterprise activities. There are many popular extra-curricular clubs which help pupils develop their skills in sporting, artistic and environmental activities, especially the development of the school garden.

All staff have detailed knowledge about individual pupils so that they are well cared for and develop self-esteem, respect and a sense of responsibility. A key feature is the

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sensitive care for pupils with special educational needs and/or disabilities, particularly for those with complex physical and learning needs. Well-established practices involve parents and carers when their children enter school, move from class to class and transfer to secondary school.

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	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has determinedly, rigorously and skilfully pursued and implemented strategies that have brought about an improvement in the school's effectiveness. She has established an able senior leadership team and a team of middle leaders whose successful focus, through a well-organised programme of continuing professional development, has been to improve teaching and the use of data to support learning. These clear priorities have been achieved and have resulted in rising attainment. The school knows itself well and plans for improvement are comprehensively outlined in the school development plan which is monitored regularly and to which all staff and governors contribute. This has raised staff's morale. Teachers relish their role in raising attainment and value their increased responsibility, accountability and contribution to the development of the school. Members of the governing body offer good challenge and their considered support has been helpful to the leadership team. The school is proud of its inclusive nature and has close links with outside agencies to support pupils who have a range of complex needs. While the school has a strong commitment to promoting equal opportunities, tackling stereotypes and ensuring that discrimination against any group is avoided, some aspects of provision for pupils with special educational needs and/or disabilities limit their progress. The school's good relationship with parents and carers benefits pupils' well-being and learning. The school's arrangements for safeguarding pupils meet government requirements and there are good procedures to ensure their safety. The school makes a satisfactory contribution to community cohesion. It is very clear about its place at the heart of the local community but its role in helping pupils realise their place as global citizens or as members of a culturally diverse society is less well developed.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
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

Despite a wide range of ability, children's skills on entry to Foundation 1 are broadly in line with those expected for their age overall, although they are lower in personal, social and emotional development and in communication, language and literacy. Effective teaching, particularly of the sounds that letters make, helps children to make good progress and their skills are above average as they enter Year 1. Children feel safe, are confident, happy and settled, and enjoy activities in all areas of learning, especially using ICT, constructing with building blocks and using carpentry tools. The school provides an attractive, well set out learning environment in which children flourish. This is particularly true indoors; while there are effective planned activities for learning outdoors, the school is exploring ways to develop the outdoor area further. A range of healthy snacks and drinking water and many opportunities for exercise help children develop a good understanding of how to stay healthy. Staff ensure that requirements regarding children's safety are met. The teachers and the leader of the Early Years Foundation Stage have an extremely clear understanding of how children learn. There is much useful information about children and their progress, and observations and assessments are well used to inform day-to-day planning. There is a strong team ethos among the many adults who skilfully and sensitively support children with a range of diverse needs. There are highly effective partnerships with parents and carers that enable children to settle quickly into the Foundation 1 and Foundation 2 classes and there are good arrangements for transition into Year 1.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A small minority of parents and carers responded to the questionnaire. The respondents support the school very strongly. Almost all are happy with their children's experience at school and like the way the school prepares pupils for the future and helps them to feel safe and stay healthy. Most parents and carers are strongly supportive of the quality of teaching and the way the school informs them about their children's progress.

Inspectors agree that these are positive features of the school. However, a very small minority of parents and carers indicated that they believed the school could be better led and managed, that behaviour could be better managed and that the school could help them support their children's learning more. Inspectors do not consider that these are areas for improvement. However, inspectors endorse the view that some pupils could make better progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Badger Hill Primary 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 41 completed questionnaires by the end of the on-site inspection. In total, there are 202 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	20	49	18	44	3	7	0	0
The school keeps my child safe	25	61	16	39	0	0	0	0
The school informs me about my child's progress	15	37	21	51	5	12	0	0
My child is making enough progress at this school	18	44	18	44	4	10	0	0
The teaching is good at this school	17	41	21	51	2	5	0	0
The school helps me to support my child's learning	18	44	19	46	4	10	0	0
The school helps my child to have a healthy lifestyle	16	39	24	59	1	2	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)	15	37	19	46	1	2	2	5
The school meets my child's particular needs	19	46	20	49	2	5	0	0
The school deals effectively with unacceptable behaviour	11	27	22	54	6	15	0	0
The school takes account of my suggestions and concerns	14	34	21	51	5	12	0	0
The school is led and managed effectively	15	37	22	54	4	10	0	0
Overall, I am happy with my child's experience at this school	18	44	21	51	1	2	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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:	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. ■ 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 September 2010

Dear Pupils

Inspection of Badger Hill Primary School, Saltburn-by-the-Sea, TS12 2XR

On behalf of the inspection team, thank you so much for making us welcome when we inspected your school.

You go to a good school. Teachers help you learn well and tell you clearly how to improve your work. They also know what to do to make the school even better. The team was impressed by the pride you take in your work and how hard you work in lessons. You behave very well, show great respect for one another and look after one another admirably. You are very polite and helpful and we enjoyed talking to you about your school. You told us that you look forward to coming to school because you like your teachers and appreciate the activities the school provides for you, such as visits and clubs, including your garden. Your parents and carers like the school very much. Your teachers try hard to make your lessons fun and all staff care for you extremely well.

To help your school to improve even more I have asked your teachers to:

- help you to reach higher standards at the end of Year 6
- develop the curriculum further so that you have more chances to investigate together, solve problems and to apply your skills
- help you to learn more about life in other countries and about the people from different cultures who live in the United Kingdom.

You can help by continuing to do your best and attending regularly. I wish you every success in the future.

Yours sincerely

Mr Gordon Potter

Lead Inspector

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