

Inspection of Badsley Primary School

Badsley Moor Lane, Rotherham, South Yorkshire S65 2QS

Inspection dates: 26–27 September 2019

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this school?

Leaders, staff and pupils all make Badsley Primary a warm and friendly place to learn. Pupils are happy and relaxed. They look out for each other. When children become upset, their friends often direct them towards a teacher. Staff are kind and reassuring.

Pupils behave well. Adults and pupils expect everyone to have high standards of behaviour. Pupils told inspectors that, although uncommon, bullying does happen. Occasionally, there is some name-calling. However, pupils say that this sort of behaviour is unacceptable and that adults deal with any problems or concerns pupils have immediately.

Pupils respect their teachers and the opinions of others in the class. This helps pupils to feel comfortable in lessons. They are encouraged to ask questions and have discussions. They are not put off when they do not know an answer. Adults work well together. They set a good example for pupils to follow. Pupils show good manners and are polite.

Staff want the very best for all pupils. Pupils' good behaviour and positive view of learning help them to concentrate and learn well.

What does the school do well and what does it need to do better?

The new headteacher and deputy headteacher are a strong team. They are passionate about making sure that all pupils are learning well. Parents and carers told inspectors about this 'amazing team'. Everyone is rightly proud of how well pupils behave and the strong progress they now make in their learning.

Leaders know that turning pupils into lifelong readers is a priority. Leaders and staff know that this means they must teach pupils to read quickly and effectively. From early years to Year 6, books and print are everywhere. Staff are well trained in helping pupils learn to read. Staff teach phonics well. Teachers check pupils' understanding to make sure that they do not fall behind. If they need help, it is given straight away. Comfortable reading areas are commonplace around school. Pupils talk enthusiastically about the books they have read and those that are read to them.

Leaders carefully plan what pupils need to learn. They check that what pupils have learned before helps them with what they are going to learn next. In some subjects, teachers do this extremely well, such as in reading, mathematics, physical education and computing. For example, children in early years learn how to manipulate a mouse and move items around a computer screen. In key stage 1, they use this knowledge to help them create slide shows so that by key stage 2, pupils can use everything they have previously learned to help them with coding and debugging. Leaders know that in other subjects, such as history and science, the sequencing of learning is not as strong as this. It could be better.

Teachers check what pupils understand. If a pupil struggles to understand or cannot recall what they have learned before, teachers make sure that they get extra help straight away. Pupils say that this really helps them. However, some teachers are not always aware of what pupils have remembered from their previous learning.

Staff aim high for what all pupils can achieve. Teachers plan lots of events and activities to make sure that pupils experience the world beyond their own community. Residential trips and fundraising events give pupils opportunities to consider how important their behaviour and actions are to others. Sensitive issues, such as transgender and knife crime, are dealt with in an age-appropriate way.

For pupils with special educational needs and/or disability (SEND), extra help is specific to their individual needs. Leaders for SEND work with other professionals, such as occupational therapists, to make sure that support is right for each pupil. They also work closely with the teachers, pupils and parents to make sure that the support each pupil is receiving is helping them to achieve well. Parents commented during inspection about how the school has helped their child 'reach their full potential'. They also commented on how well things were explained to them and how involved they felt. This good work makes sure that pupils with SEND achieve well.

Leaders and governors know how important it is that all staff are well trained and feel valued. All staff receive very regular training. Staff comment on how happy they are at this school and how closely they all work as a team. Governors and the local authority have helped and supported the new leadership team extremely well.

Safeguarding

The arrangements for safeguarding are effective.

Pupils' safety is taken seriously. All staff are well trained. They confidently talk about what they should do if they have any concerns. Parents' comments, such as 'If my child has a problem, which is very rare, I have no problem that it will be dealt with promptly', are not uncommon. It is clear from talking to pupils that they feel the same way. Parents, pupils and staff do say that bullying happens, for example in the form of name-calling, but it is not common. On the odd occasion when words such as 'gay' are used offensively, adults make it clear that this is not acceptable and deal with it quickly. However, senior leaders do not pay enough attention to how often some derogatory words are being used.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, what pupils are learning is clearly linked to what they have learned before. For example, in mathematics, teachers emphasise the number facts pupils have learned previously when working out more complex calculations. This cumulative sequencing of learning is not as strong in other subjects. Leaders

know that learning needs to be broken down, step by step, in all subjects, so that pupils can build their knowledge and skills progressively. Further work is needed to ensure that this becomes the norm.

- Teachers are continually checking what pupils know and understand. However, teachers need to establish clearly what pupils have remembered long term. This will help staff to make effective decisions about what pupils need to practise, reinforce or revisit in order to consolidate their learning. This is done well in some subjects, such as reading and mathematics, but not in many of the foundation subjects.
- The use of derogatory language, such as the word 'gay' when used offensively, is not tolerated. However, when derogatory language is used, it needs to be recorded in more detail so that patterns and trends can be identified. This lack of rigorous monitoring means that pastoral staff cannot clearly identify what action needs to be taken.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	106833
Local authority	Rotherham
Inspection number	10110552
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	592
Appropriate authority	The governing body
Chair of governing body	June Williams
Headteacher	Mark Windle
Website	www.badsleyprimaryschool.co.uk/
Date of previous inspection	May 2017

Information about this school

- Badsley Primary School is larger than the average-sized primary school.
- It was previously inspected in May 2017, when it was judged to require improvement. The school subsequently received a monitoring visit in June 2018, when leaders were judged to be taking effective action to improve the school.
- The headteacher and deputy headteacher took on their permanent roles in April 2019. This followed a period when they were acting headteacher and deputy headteacher.
- Since the previous inspection, a new senior leadership team has been established. The headteacher, deputy headteacher, two assistant headteachers, a pastoral lead and a school business manager now form the senior leadership team.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the headteacher, deputy headteacher, teachers, pupils, teaching assistants, lunchtime supervisors and parents, during the inspection. The lead inspector also met with the chair and vice-chair of the governing body and

with a representative of the local authority.

- Inspectors considered in detail pupils' learning in reading, mathematics, science and history. Inspectors spent time in lessons, looked at curriculum plans, spoke to pupils, looked at work in books and discussed these curriculum areas with leaders and teaching staff. Most of these activities took place alongside school leaders.
- Inspectors considered a range of documentation relating to safeguarding. They spoke to a number of staff to gain a clear judgement on the culture of safeguarding in the school.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

Matthew Knox

Ofsted Inspector

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