

Bagthorpe Primary School

School Road, Bagthorpe, Nottingham NG16 5HB

Inspection dates

12–13 November 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Bagthorpe Primary School is a very caring learning environment where pupils feel safe and secure. Older pupils look after younger children with great care and attention.
- The curriculum is broad and balanced and pupils are enthused about learning. Frequent educational visits and use of the outdoors greatly enhance pupils' learning and as a result they achieve well.
- Pupils behave well and are very courteous to adults. They say they enjoy learning, particularly the topics they learn.
- The learning environment is very attractive and there are some stunning pictures in the style of Picasso on display. Pupils' work is valued and celebrated.
- Good teaching, learning and assessment enable pupils to achieve well.
- The school is well led and managed by the headteacher. He has promoted the school's seven core values well to create a warm and successful learning environment.
- Governors are well informed about the school and challenge the school's leaders about the school's performance.
- Pupils in the early years thrive due to good leadership and teaching. Pupils are enthused about learning, listen readily and achieve well.
- The school's well-planned curriculum supports pupils' spiritual, moral, social and cultural development very well.
- School leaders and governors closely track pupils' progress and take effective steps to address any learning needs. As a result, pupils' progress and outcomes are improving.

It is not yet an outstanding school because

- School improvement planning does not have sharp enough targets by which governors can check if actions taken have been successful.
- Leaders' monitoring of teaching does not always focus well enough on the progress of all groups of pupils.
- Sometimes teaching does not meet the needs of the most-able and less-able pupils and this can slow their progress, particularly the most-able pupils in reading.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring the school improvement plan has clear and measurable success criteria to enable governors to hold leaders to account
 - checking more closely on the progress of all groups of pupils when monitoring the quality of teaching, learning and assessment.
- Improve the quality of teaching, learning and assessment and accelerate pupils' progress by:
 - setting tasks that are at the correct level of difficulty for the most-able and less-able pupils
 - challenging the most-able pupils to think incisively about texts through using good quality questions to develop their reading comprehension skills.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher has successfully communicated the school's core values based on integrity and moral purpose to all pupils and staff. All adults care about the welfare of the pupils, and in return the pupils value their education. The school's motto, 'Learn for life; grow together and achieve our personal best' is at the heart of the school's work. The very large majority of parents who expressed their views on Parent View are very supportive of the school
- Leaders have created a positive learning environment. Teachers are enthusiastic and plan engaging lessons to promote pupils' achievement. At the start of term, pupils enjoyed stories from around the world and learnt about different cultures. Pupils enjoy their lessons, both inside and outside of the classroom, and appreciate how teachers make lessons interesting for them. As a result, outcomes are rising in writing and mathematics at the end of Key Stage 2. Standards in reading have been above national standards for the past few years. However, there was a dip in 2015 because some of the most-able pupils did not achieve the higher Level 5.
- Leaders link teachers' performance management targets to the Teacher Standards to continue to improve the quality of teaching at the school. The school uses the expertise of teachers working at the school, as well as expertise from within the local cluster of schools, to support teachers' continuous professional development. As a result, this creates a culture where teachers value their own professional development to enable pupils to make good progress. Results from the staff questionnaire show that morale is good.
- Senior and middle leaders are effective classroom practitioners, who can lead by example and model good practice for new colleagues. As a result, new staff have settled in quickly and are benefiting from training opportunities that have been provided. However, leaders have not always given precise next steps to help teachers improve their teaching to accelerate pupils' progress. This is because the monitoring of teaching has not sufficiently focused on the learning of all groups of pupils.
- The school prepares pupils well for life in modern Britain. Each year, Year 6 pupils visit the Houses of Parliament to learn how national democracy works and how laws are made. Mutual respect of others' cultures is promoted by learning about different cultures and meeting pupils from different cultural and ethnic backgrounds through sharing the school's outdoor facilities. Pupils' spiritual, moral, social and cultural development has been further enhanced through visiting a Sikh temple and a local church.
- The curriculum is broad and balanced. The school promotes learning outside well. Pupils enjoy participating in 'Glow days' outside, where pupils have built shelters, participate in pond dipping and learn about woodland wildlife. An artist in residence helps to develop pupils' artistic skills and the standard of artwork around the school is very good. Pupils' geography skills were developed well in Year 2 through using an aerial map of the local area. Pupils were learning to navigate accurately to buildings they knew. A good range of extra-curricular activities, including a reading club and a variety of sports clubs, complement the curriculum and promote pupils' personal development and their achievements well.
- The school has focused its physical education and sport premium money well to increase pupils' participation in sport. The school had identified that girls' participation in sport in Years 5 and 6 was low. As a result of developing after-school clubs and participating in inter-school sports, the vast majority of older girls were involved in sporting activity. The school regularly competes in tournaments and reached the county championship finals for netball last year.
- The school uses the pupil premium funding well to promote equality of opportunity for all pupils. Disadvantaged pupils who are identified at risk of underachieving are targeted for small-group teaching, and this helps pupils to accelerate their progress. In addition, the school uses the money to ensure disadvantaged pupils have access to a full range of trips through subsidising the cost. Current school information shows that disadvantaged pupils are making good progress across the school in reading, writing and mathematics.
- **The governance of the school:**
 - is good because governors have a range of expertise to challenge and support the school to continue to improve pupil outcomes. Governors are fully committed to the school and regularly visit to check on how well the school is doing as well as volunteering on educational visits and supporting in school. Governors work well with parents and regularly attend school events to seek their views.
 - uses the advice of an external consultant well to challenge school leaders to make further improvements. Minutes of governor meetings show pertinent questions are being asked to leaders about how well the school is doing. The governors have a good understanding of performance

management and link teachers' pay rises to performance. Governors check on the impact of pupil premium funding to raise the achievement of disadvantaged pupils. Governors have linked roles with subject leaders, which enables them to have a good insight into how the school is improving.

Governors have recognised that the success criteria in the school improvement plan could be sharper to help them evaluate if effective action has been taken to address the school priorities.

- The arrangements for safeguarding are effective. The school is very active in engaging with parents and external agencies to support the personal development of pupils. New staff are inducted well in safeguarding procedures and staff training is up to date. Record keeping is detailed and records are kept securely. Staff have been trained to complete health and safety checks. All the necessary checks on those working with children are completed.

Quality of teaching, learning and assessment is good

- Good teaching enables most pupils to make good progress and achieve well. Teachers have developed good relationships with pupils. Consequently, pupils are enthused and speak extensively about their learning.
- The curriculum excites the pupils by encouraging them to carry out independent research about particular topics. In Year 3, pupils have researched the different food types as well as researching the author AA Milne. As a result, pupils are becoming independent learners and are developing good learning habits.
- The teaching of writing is very effective. Pupils are given many opportunities to write using different genres linked to their topics. Consequently, pupils are becoming confident writers. Pupils in Year 6 were asked to recount what it may have been like for a child during a bombing raid in World War 2. One pupil wrote, 'Tears started to roll down our terrified faces as we realised it was happening'.
- Teachers' careful questioning of pupils' understanding of texts in guided reading lessons enables most pupils to make good progress. In Year 5, the teacher challenged a group of pupils to support their opinions from evidence in the text. However, some of the independent reading activities do not challenge the most-able pupils to think more deeply about the texts and examine why authors have used particular phrases in the texts. As a result, the most-able pupils do not always make consistently good progress.
- The teaching of mathematics is good. In Year 2, the teacher skilfully challenged the class to count forwards and back to solve problems with money. All pupils were highly engaged and were able to discuss their mathematical reasoning with a talk partner using correct mathematical vocabulary. In Year 4, the teacher corrected a pupil's explanation of multiplying by multiples of ten to ensure the pupil had a good understanding of place value. As a result, pupils were gaining a deep understanding of mathematical concepts.
- Teachers mark pupils' work regularly and write good comments for pupils to improve further. Pupils use their purple pens to improve their work and this helps them to make good progress. Teaching assistants provide effective support to pupils and are an asset to the school. They work well with teachers to plan appropriate activities to support pupil progress.
- Pupils who are taught in small intervention groups make accelerated progress. Skilful teaching and assessment enable pupils to address gaps in their learning and improve their confidence and ability. One group had successfully calculated questions involving negative numbers and were proud of their achievements.
- Where teaching is less effective, work in books and lessons show teachers do not always focus the learning on all groups of pupils because they have not considered well enough the pupils' starting points. As a result, the most- and less-able pupils sometimes find work too easy or too hard and their progress slows.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are confident learners and discuss their learning well with talk partners to deepen their understanding of knowledge and concepts. As a result, most pupils make good progress.
- Pupils enjoy the responsibilities that are given to them. The school council has been successful in raising money for the outdoor learning environment and for charity. The care that older pupils take when listening

to younger pupils read is exceptional. As a result, pupils' self-awareness and self-confidence is good.

- Pupils participate in a range of extra-curricular activities as well as in games at breaktime and lunchtime to keep physically fit. Pupils use the equipment safely and the activities have proved to be popular.
- Pupils feel well supported by adults and know they can go to them to resolve any issues they may have. Pupils say bullying is rare and are confident that adults in school would deal with it effectively. Consequently, pupils' emotional well-being is taken care of.
- Pupils have a good understanding of how to keep safe. They are well aware of the potential risks when using the internet and mobile devices and know how to respond if something causes them concern.

Behaviour

- The behaviour of pupils is good. Pupils are polite to each other and to adults. The school provides good opportunities in lessons for pupils to listen to each other and in other places like the school council and the eco-school's team. As a result, pupils display positive attitudes to learning which supports good progress.
- In lessons, pupils follow instructions and show good attitudes to learning. Pupils present their work neatly and the standard of pupils' written and art work on display in the school is good.
- The school has successfully worked well with pupils who have had previous high rates of absence to improve their attendance levels. Current school attendance information shows attendance is good for all groups of learners.
- Pupils listen attentively in assembly and are proud to receive rewards and certificates for good work and behaviour. This is supported by teachers giving feedback to each pupil to explain why they have been successful. Pupils walk respectfully around the school; however, on occasion some pupils can be too boisterous in the playground, which can affect other pupils' games.

Outcomes for pupils

are good

- Current school information shows that the very large majority of pupils are achieving well in reading, writing and mathematics. Girls are achieving as well as boys in all year groups except in Years 2 and 3, where boys are achieving higher. Disadvantaged pupils are achieving well across the school in all subjects. Intervention groups are used successfully to accelerate progress for this group of pupils as well as for other pupils who need to catch up.
- Children make good progress from their starting points in Reception, and typically pupils achieve just above national standards by the end of Year 6. Boys attained higher than girls at the end of Year 6 in 2015. The proportion of pupils making and exceeding expected progress in reading and mathematics was close to or above national figures for reading and mathematics. Some pupils had their reading tests re-marked and were awarded a higher level. In writing, progress was better than for pupils nationally.
- Unconfirmed information from end of Key Stage 2 assessments in 2015 shows that disadvantaged pupils made more than expected progress compared to their classmates and to other pupils nationally in reading and writing. In mathematics, all pupils made expected progress between Key Stage 1 and Key Stage 2. The attainment of disadvantaged pupils is lower than their classmates in reading and mathematics but higher than other pupils nationally in writing and grammar, punctuation and spelling.
- Analysis of the progress of disabled pupils and those with special educational needs shows that pupils make good progress. The provision is tailored to meet the needs of individual pupils, and close links with parents support pupils' learning. Teaching is focused, and, as a result, has contributed to good progress, improved attendance and promoted pupils' well-being.
- Pupils read often and adults promote pupils' fluency in reading as well as their understanding of text. Pupils enjoyed a visit to the Roald Dahl museum and could list numerous books by the author that they enjoy. A very large majority of pupils achieve the expected standard in phonics (the sounds that letters represent) at the end of Year 1 because the teaching of phonics is good. The school consistently achieves above the national standard.
- The most-able pupils are tracked by school leaders to help ensure their progress does not slip. The proportion of pupils who attained the higher Level 5 in the end of Key Stage 2 assessments in 2015 was well above the national figure in writing. Pupils' attainment at Level 5 in mathematics and grammar, punctuation and spelling was broadly similar to other pupils nationally. However, fewer pupils attained Level 5 in reading than the national average.

Early years provision

is good

- Children's needs are well met through good teaching, which enables pupils to make good progress. As a result, more children attained a good level of development in 2015 than nationally and were well prepared to start Year 1.
- Leaders have good expertise about how children learn and have visited other schools to find out how to develop the school's provision further. Extensive links with outside agencies and the local network of schools promotes equality of opportunity and has raised children's achievement. The school has developed its provision for children with particular needs to help them settle and thrive at school. As a result, progress from the children's starting points is good.
- Very good links with parents have been established and this promotes the children's achievements well. Parents are encouraged to inform the school of children's success out of school so they can be celebrated as 'superstars'. Regular newsletters inform parents of learning activities that children are engaged in, which allow parents to support learning at home. Parents also supported the recent 'Let's Glow' day where children made mud hedgehogs outdoors.
- Teachers regularly monitor and assess children's learning, and plan the next steps to ensure children make good progress. The curriculum is well planned and uses the local environment, as well as teaching children about other cultures and countries, such as Australia. Children baked Australian 'damper bread' and painted in the style of Aboriginal dot art. Children's 'learning journeys' are very detailed and show what the children are capable of achieving in the different areas of the curriculum.
- Children are eager to learn and suggest words for the class to spell in phonics sessions. In mathematics, children enthusiastically counted from one to 20. Teaching assistants support children's learning skilfully through close observation of what the children are doing and saying.
- Children behave well and listen carefully to each other during lessons. Occasionally some children lose attention when changing from one activity to another.
- Risk assessments are in place and are followed to promote children's safety and well-being. Statutory safeguarding requirements are met.

School details

Unique reference number	122578
Local Authority	Nottinghamshire
Inspection Number	10005661

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Jackie Shacklock
Headteacher	David Walton
Telephone number	01773 782843
Website	www.bagthorpeprimary.com
Email address	office@bagthorpe.notts.sch.uk
Date of previous inspection	8–9 December 2011

Information about this school

- The school is smaller than the average-sized primary school.
- The vast majority of pupils are of White British heritage.
- The proportion of pupils for whom the pupil premium provides support is below average. This is additional funding to support pupils known to be eligible for free school meals.
- The proportion of pupils who receive special educational needs support is in line with the national average.
- The school runs its own breakfast club, which is managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- There have been several staff changes within the past twelve months. Two newly qualified teachers joined the school in September 2015.

Information about this inspection

- The inspectors observed 14 lessons, some jointly with the headteacher.
- Inspectors looked at pupils' workbooks covering a range of subjects.
- Inspectors met with a group of Key Stage 2 children and listened to pupils read.
- Meetings were held with: senior leaders; leaders for English and mathematics; the leader responsible for early years and disabled pupils and those with special educational needs; and with the Chair and Vice Chair of the Governing Body. In addition, an inspector held a phone call with a representative from the local authority.
- Inspectors spoke informally to parents at the start of the school day. Inspectors also considered the 32 responses to the online Ofsted questionnaire, Parent View.
- The inspectors also considered questionnaires completed by 10 members of the school staff.
- Inspectors looked at a range of documentation including: the school's self-evaluation; school improvement plan; minutes of meetings of the governing body; the school's most recent information on pupils' achievement; and information related to teaching, behaviour, attendance and safeguarding.

Inspection team

Martin Finch, lead inspector	Her Majesty's Inspector
Jayne Ashman	Her Majesty's Inspector
Harkireet Sohel	Ofsted Inspector

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