

Inspection of a good school: Badsworth Church of England Voluntary Controlled Junior and Infant School

Main Street, Badsworth, Pontefract, West Yorkshire WF9 1AJ

Inspection dates:

7 and 8 February 2023

Outcome

Badsworth Church of England Voluntary Controlled Junior and Infant School continues to be a good school.

What is it like to attend this school?

Pupils live and breathe the school's 'CARE' values as they 'Consider and Respect Everyone'. They are kind, welcoming and friendly. They enjoy coming to school and say that it is a safe place to be. During the inspection, pupils in Year 3 enjoyed having their parents in school to have lunch with them.

Leaders have high expectations of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils behave well in classrooms and at playtimes. In lessons, pupils are engaged and attentive. They are often responsive and keen to contribute. Playtimes are happy and cooperative. Pupils of all ages play well together. Their play is enhanced by recently purchased resources as part of the school's commitment to outdoor play and learning. Pupils insist that there is no bullying at the school and are confident that adults would help them if there was. They know that they can always speak to a trusted adult if they have any concerns.

There are many clubs and activities on offer and pupils enjoy attending these and taking part in sporting events. There are opportunities for pupils to take on leadership roles, such as reading ambassadors and school councillors.

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

Leaders have designed an ambitious curriculum. In all subjects, they have identified the important knowledge that they want pupils to learn from Reception to Year 6. Reception-age children's experience in learning mathematical concepts prepares them well for key stage 1. Staff help pupils to make links and build upon their previous learning. The curriculum for science is well established. Science lessons are interesting and engaging. Teachers make regular checks that pupils are remembering what they are learning in science. If teachers find any gaps in pupils' knowledge, these are promptly addressed.

Teachers help pupils to revise and remember important content. For example, Year 5 pupils were seen revising the difference between planets rotating and orbiting. Because of such strategies, pupils can remember their learning in science. Some subjects are less securely embedded. Although leaders are introducing a new curriculum in computing, pupils' understanding in this subject is less developed.

Leaders have prioritised reading. Books are celebrated, and staff foster a love of reading. There are many opportunities for reading and places where reading can be enjoyed, including outside. Adults read to children and older pupils share books with younger pupils. In Reception, children enjoy sharing books with adults, as well as curling up and reading books on their own in comfort. Pupils learn to read fluently. This begins right from the start of the Reception Year where children learn the sounds that letters make. Staff match pupils' reading books well to the sounds that pupils know. There is a systematic approach to the teaching of reading, and this is used consistently. When pupils struggle or fall behind, they are identified and helped to keep up with focused support.

Pupils with SEND are well supported and make good progress through the curriculum. Where pupils with SEND have one-to-one support, adults ensure that those pupils access the curriculum and grow in independence. Staff work well with parents and external agencies to ensure that pupils with SEND receive the support that they need.

The early years curriculum prepares pupils well for their learning further up school. Staff maintain a strong focus on the development of children's language and vocabulary. Adults develop positive relationships with children. Children enjoy playing and learning in a variety of engaging activities. They develop their skills and knowledge across all areas of learning.

Pupils are well prepared to be positive and active citizens. The curriculum for personal, social and health education exposes pupils to a range of diverse role models. Pupils have a good understanding of fundamental British values. They understand ideas such as healthy relationships, stereotyping and democracy. They are tolerant and inclusive. They are very well prepared for life in modern Britain.

Governors know and understand their roles. They share leaders' ambitions for pupils. They know the school well and make regular visits to the school to assure themselves of the impact of agreed school improvement strategies.

Leaders are mindful of staff's workload and well-being. There is a strong commitment to ongoing professional development. Staff are overwhelmingly positive about working at the school with many reporting that it is 'a lovely place to work'.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Pupils feel safe and learn how to keep themselves safe, including online. Adults receive timely training and regular updates on safeguarding. They know the risks that children may face. If they are

concerned that a pupil may be at risk of harm, they are quick to follow agreed procedures to get the necessary help.

Leaders keep thorough records of the actions taken to keep pupils safe. Leaders are tenacious in following up on concerns and work well with outside agencies when there are concerns about vulnerable pupils. Appropriate checks are made on the suitability of those appointed to work with children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum for some foundation subjects is not yet fully embedded. Pupils' knowledge in these subjects is not as deep as in other areas of the curriculum. Leaders need to implement the curriculum securely across all foundation subjects to help pupils to learn well in all subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in March 2013.

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 information from Ofsted Parent View 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.

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	130964
Local authority	Wakefield
Inspection number	10226932
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	197
Appropriate authority	The governing body
Chair of governing body	Alex Brabbs and Michael Finney (Co-chairs)
Headteacher	Jenny Griffiths
Website	www.badsworthceschool.co.uk
Date of previous inspection	7 March 2017, under section 8 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous inspection in March 2017.
- The school is part of the Diocese of Leeds.
- The school's religious character was last inspected in November 2017.
- The school does not use alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in early reading, computing and science. For each deep dive, the inspector discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector met with members of the governing body, a representative from the diocese, the headteacher, senior leaders, teachers, support staff and the school

improvement adviser.

- The inspector scrutinised the school's single central record and met with the designated safeguarding lead. The inspector scrutinised safeguarding records and spoke with pupils and staff.
- The inspector spoke with parents during the inspection. The inspector considered responses to the Ofsted Parent View online questionnaire. The responses to the staff questionnaire were also considered.

Inspection team

Dughall McCormick, lead inspector

His Majesty's Inspector

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