Inspection of a school judged good for overall effectiveness before September 2024: Badger Hill Primary Academy

Crossways, Badger Hill, York, North Yorkshire YO10 5JF

Inspection dates: 22 and 23 October 2024

Outcome

Badger Hill Primary Academy has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Vicky Whittingham. This school is part of Pathfinder Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Andrew Daly, and overseen by a board of trustees, chaired by John Hattam.

What is it like to attend this school?

Pupils get involved and they are enthusiastic about learning at this friendly school. The school is ambitious for what pupils can achieve. Pupils meet these aspirations and achieve well. The enthusiasm shown in lessons reflects the interesting and broad curriculum. Pupils enjoy learning about the rich Viking and Roman history on their doorstep in York and the geography of the Yorkshire coast. They see the relevance of their lessons to their world close to home and beyond.

There is plenty for pupils to get involved with at school. Pupils regularly take the opportunity to develop their talents and interests. Pupils enjoy the choir, eco-warriors and the craft club, along with a range of sports. Dance is especially popular. For example, the entire school enthusiastically take part in dance events in the hall.

Pupils behave and conduct themselves well. They are polite and they learn the school routines from an early age. Older pupils are keen to model the expectations for behaviour and conduct. Pupils form good relationships with staff. They know that they can talk to adults about any worries or concerns that they may have. Quite a number of pupils join during the year, or part way through their primary education. Many of these pupils speak English as an additional language. These pupils settle in very well. They feel welcome and part of the Badger Hill community.

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

The school's programme to teach reading is effective. Children in Reception make a strong start when learning to read. Some pupils need greater support with their reading. This includes some pupils who speak English as an additional language. The school promptly identifies the extra support that is needed, which enables these pupils to become fluent readers. Older pupils enjoy reading for pleasure and they often explore different authors and a range of genres. The book club is a popular enrichment activity. The effectiveness of the reading curriculum, throughout the school, supports pupils with their learning in other subjects.

The school has thoughtfully developed the curriculum so that it is broad and ambitious. The curriculum in Reception prepares pupils well for Year 1. Pupils learn well in the core subjects. In mathematics, for example, pupils learn facts and accurate methods to solve increasingly complex problems. The use of local examples in subjects such as geography and history, brings the curriculum to life for pupils. In many cases, this is enhanced by a visit to a museum or the theatre.

Pupils also learn the wider curriculum well. For example, in geography, pupils can explain how contour lines show the shape of a hill. In science, they explain how the human body's circulatory system works. However, in a minority of subjects the work given to pupils does not support them to make meaningful connections across their learning and deepen their understanding. For example, in science pupils know the facts, but sometimes struggle to explain how they use this information to work scientifically.

The school is effective in identifying and supporting pupils with special educational needs and/or disabilities (SEND). Staff know these pupils well. Where appropriate, work is carefully adapted so that all pupils learn the full curriculum. Pupils with SEND are fully integrated into the life of the school.

Expectations for the way that pupils behave and conduct themselves are clear and consistent. Pupils behave well. Learning the school routines begins in the Reception Year and this becomes consistent throughout the school. Pupils cooperate and play together in a good-natured way at social times. The basketball and badminton games in the social area allow pupils to exercise and collaborate. Most pupils attend well. The school is successful in working with families to improve the attendance of some pupils who do not attend regularly enough.

The programme for personal development is a strength of the school. For example, the school helps pupils to learn how to maintain physical and mental well-being. This begins in the Reception Year as children learn about their emotions and feelings. Older pupils have a well-developed understanding of healthy relationships.

The governing body and trust are clear about their roles and responsibilities. They carry out their roles and support the school effectively. The trust provides valuable expertise in

such areas as safeguarding and staff training. The governing body are well-informed and they know the local community.

Staff are committed to working at the school and are proud to be part of the school community. They say that the school manages their workload effectively. Staff well-being is a priority and the steps taken to support it are acknowledged and appreciated.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects in the wider curriculum, the work given to pupils does not routinely support them to learn the more complex ideas and knowledge. This means that pupils are not consistently making connections in their learning and developing their deeper understanding of some subjects. The school should match activity choices and resources more precisely to the disciplinary knowledge and skills that pupils need to learn.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 predecessor school, Badger Hill Primary School to be good for overall effectiveness in December 2012.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	142838
Local authority	York
Inspection number	10346584
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	189
Appropriate authority	Board of trustees
Chair of trust	John Hattam
CEO of the trust	Andrew Daly
Headteacher	Vicky Whittingham
Website	www.badgerhillprimaryschool.co.uk
Date of previous inspection	2 July 2019, under section 8 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation of the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector spoke with the headteacher and other leaders, along with a range of staff. Meetings were held with governors and representatives of the trust.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector studied a variety of documents. These included attendance information, safeguarding records, the school development plan and minutes of governing body meetings.
- The views of parents and carers, staff and pupils were gathered through Ofsted Parent View, pupil and staff surveys and face-to-face discussions.

Inspection team

Carl Sugden, lead inspector	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at http://reports.ofsted.gov.uk/.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: http://eepurl.com/iTrDn.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024