

Bottesford Junior School

Inspection report

Unique Reference Number	117727
Local Authority	North Lincolnshire
Inspection number	358182
Inspection dates	29–30 September 2010
Reporting inspector	Jim Alexander

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	267
Appropriate authority	The governing body
Chair	Mr David Thomson
Headteacher	Mrs Gillian Vernau
Date of previous school inspection	27 March 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by nine teachers. They held meeting with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including the school's assessment records, reports to governors, development plans and curriculum schemes of work. The 134 questionnaires returned by parents and carers were also analysed.

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

- The rigour with which the school tracks the progress and attainment of all pupils.
- Whether the curriculum meets the needs of all pupils.
- The consistency in the quality of teaching and how assessments are used to boost learning for all, especially the more able.
- The impact leadership and management is having, at all levels, on sustained improvement in pupil outcomes.

Information about the school

This is a larger-than-average junior school and numbers have increased since the time of the previous inspection. Most pupils come from White British backgrounds and those from a minority ethnic heritage represent a very small part of the school population. The number of pupils known to be eligible for free school meals is below average. The proportion of pupils identified as having special educational needs and/or disabilities is broadly in-line with the national picture. The school has the Healthy Schools award. A new headteacher has recently taken up post, following a time of some disruption at a senior level whilst the governors sought to make the appointment.

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

This is a good school, which provides well for its pupils. Attainment is above average and achievement, given pupils' average starting points, is good. Pupils with special educational needs make particularly good progress and many do outstandingly well, due to the well targeted support and the robust monitoring of provision by senior leaders.

This is a happy school, where pupils feel safe and say that when on rare occasions problems do occur they are confident that adults are, 'there to help'. They understand the importance of staying fit and well, take plenty of exercise and eat healthily. The school has a calm and harmonious working atmosphere where older pupils take responsibility in a mature and helpful way. This is done without fuss or in an attempt to seek attention or praise, rather with a genuine desire to be caring and helpful.

Learning and progress are good because of the good teaching and the pupils' own desire to do well. Most lessons are good and some are outstanding, providing opportunities for pupils to achieve very well. During these lessons activities are pitched at just the right level for each group, providing challenge and excitement. The pupils' enjoyment of learning on these occasions is contagious and they really spur one another on. These activities are also supported by well deployed teaching assistants. This practice, however, is not seen across the whole school and in some lessons teaching is satisfactory and teaching assistants less effectively used. As a result pupils are not so actively engaged in their learning; consequently, their progress slows. This is particularly true for the more-able pupils.

With the strong leadership of the headteacher and deputy headteacher and the commitment of the staff, the school are building on the already good curriculum. The recently appointed headteacher has quickly built a sense of unity and common purpose amongst all staff. The governing body also knows the school well, plays an active part in day-to-day life and asks the right questions to challenge and support the school to further improve. The school has a drive and determination to succeed and this, coupled with a very accurate self-evaluation, provides a good capacity for them to further improve. The role of the subject leaders is at an earlier stage of development. Whilst they have played a significant part in the development of the new curriculum they have not yet monitored the impact of teaching in lessons on pupils' progress in their given subject.

What does the school need to do to improve further?

- Improve all teaching to good or better by:
 - - providing learning tasks that allow pupils, particularly the most able, to move along at a faster pace

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- - deploying teaching assistants to ensure best use is made of their time in every lesson.
- - involving subject leaders more fully in monitoring and evaluating how well pupils' perform in their particular subject area

Outcomes for individuals and groups of pupils

2

Pupils enjoy school and this is evident from their above average attendance, punctuality and the enthusiastic way they speak about their work. During their time at school pupils develop good literacy, numeracy and information and communication technology (ICT) skills and use them appropriately across many areas of the curriculum. They have the ability to work independently or in group activities. This was seen, for example, in one Year 4 lesson where pupils were all exploring different aspects of shapes. Pupils not only checked each other's work for accuracy but also encouraged their partners to exceed that which was expected of them. Pupils take pride in their work: presentation in books and in the quality of display in the school is good.

In the most recent national tests taken in 2009, Year 6 pupils achieved well overall. Attainment in English, however, fell to average, particularly for the more able. The school has worked hard to address this issue and set challenging targets for pupils to achieve. School data, work seen in lessons and pupils' books demonstrate they are once again attaining above average in English. Attainment in mathematics and science is also above average although recent school data shows that the more-able pupils are not performing as well as they might. Vulnerable pupils and those with special educational needs and/or disabilities make good, and in some cases, outstanding progress.

All pupils are helped to develop confidence and belief in their own abilities to succeed; consequently, by the time they leave Year 6 they are caring and independent young people and well prepared for the next stage in their education. Pupils in all year groups contribute to school life through the work of the school council, which has suggested colour schemes for the recently redecorated classroom and shared areas. Play leaders and buddies ensure break and lunchtimes are happy and structured occasions and this helps, for example, pupils in Year 3 settle quickly into their new school. Behaviour in and around school is good and pupils are good ambassadors for their school when they take part in the many opportunities they have for visits, residential trips or sporting activities. Pupils' social, moral, spiritual and cultural development is good.

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These are the grades for pupils' outcomes

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	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Effective teaching enables pupils to make good progress as they move from Year 3 to Year 6. In the best lessons teachers make very good use of the time available. They plan a variety of activities to interest and engage pupils, developing their knowledge and also enabling them to apply the skills they have learnt in a relevant way. In these lessons teaching assistants and other adults are deployed very well so that not a moment of time is wasted. Lessons move at a cracking pace and pupils are confident to use ICT and other resource materials to support their learning appropriately. The level of challenge for all pupils is well matched to their individual ability and teachers make good use of what they know about the child to extend their understanding further. In some lessons, however, the level of challenge is pitched more at one level and consequently does not stretch the most able. In these lessons teachers talk for extended periods of time and pupils become passive in their learning. On these occasions, teaching assistants are not deployed in a way which enables them to contribute enough to pupils' learning. In all lessons, working relationships between adults and pupils are good and based on mutual respect and strong relationships. The quality of marking also varies across the school. In some classes there are excellent examples where pupils' good work is not only recognised but constructive suggestions are made on how the work can be improved. In other classes marking, whilst celebratory, does not guide the pupils as to what they should do to improve. Pupils recognise this and say although, 'it's always nice to be praised it is much more helpful when we know what we should do to make our work better'. The work of the special

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educational needs teacher ensures that all pupils with particular needs are helped to make the same progress as others in their class.

The curriculum provides well for pupils. Recent developments, such as teaching topics across a range of subjects, are further enhancing this aspect of provision and pupils are finding this new approach interesting and fun. The balance of cross-curricular links and the focus on specific subjects has been well planned. The detail of the new curriculum plan ensures a wide range of activities to challenge all pupils and capture their interests. Whilst it is not fully embedded the early impact is already evident. The school has invested much time, effort and finance to improve ICT provision throughout the school. The recently appointed ICT subject leader is supporting this improvement well. When used by teachers to support lessons or by pupils to enhance learning it is having a noticeable impact. The school ensures there are many opportunities to enrich the curriculum and dedicated staff give of their time to support guitar, sport, cookery and dance activities.

Good care, guidance and support contribute effectively to pupils' good personal development and sense of well-being. Pupils say that adults, 'do lots' for them and 'there is always someone to go to' if they need help or encouragement. Good induction procedures smooth the transition from the infant school and support pupils well as they move to secondary school. Pupils whose circumstances make them vulnerable are well supported and helped to become confident young people. Those pupils with special education needs and/or disabilities receive the support and guidance they require through links with outside agencies and a range of effective strategies and timely interventions. This enables them to make good and increasingly outstanding progress.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

After a period of disruption since the time of the last inspection, improvements in both provision and standards have been driven by the good leadership of the recently appointed headteacher, the deputy headteacher and hard working staff team. There is a strong determination for the school to further improve. The school is inclusive, promoting equality of opportunity and access to educational entitlement well. It makes concerted efforts to ensure there is no discrimination and that all groups achieve well. Governors care greatly about the success of the school and therefore support and challenge it well. The school's accurate self-evaluation has enabled it to recognise where its strengths and weaknesses lie and work well to improve further, as indicated by its effective targeting of English last year, especially for the more able. The work of the subject leaders, however, is still in the early stages of reorganisation and as such they are not as involved as they

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should be in driving standards higher by monitoring and evaluating the quality of teaching and pupils' progress in their subjects. The school makes good efforts to engage with parents and carers. Pupils are involved in a wide range of activities in the community and have made links with other schools both in this country and beyond. The school recognises, however, the need to further broaden pupils' appreciation of the multicultural society in which we live. The school has very effectively evaluated its provision for community cohesion and have planned well for further improvement in this area during the coming year. Safeguarding practices have been reviewed in great detail by the headteacher and governing body and are good. Designated child protection staff and governors have up-to-date training and robust arrangements ensure the safety of all who work in the school. The school deploys its resources well and provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding a mbition 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	2
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

Views of parents and carers

The very large majority of parents and carers who completed the questionnaire or who spoke to an inspector were pleased with the school and what it offers. Those who made specific comments spoke of their children being very happy in school. The school is working hard to further improve communication with parents, a few of whom would like more information about their children's progress. A very small minority of parents and carers that raised concern did so in relation to behaviour management or specific incidents and circumstances concerning their own children. Inspectors judged behaviour to be good; any incidents of inappropriate behaviour were minor and directly linked to the level of relevance and excitement in some lessons.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bottesford Junior 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 134 completed questionnaires by the end of the on-site inspection. In total, there are 267 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	44	68	51	5	4	1	1
The school keeps my child safe	66	49	64	48	2	1	0	0
My school informs me about my child's progress	36	27	83	62	8	6	1	1
My child is making enough progress at this school	44	33	76	57	4	3	2	1
The teaching is good at this school	51	38	75	56	2	1	0	0
The school helps me to support my child's learning	42	31	76	57	11	8	0	0
The school helps my child to have a healthy lifestyle	46	34	79	59	5	4	1	1
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)	41	31	82	61	3	2	0	0
The school meets my child's particular needs	47	35	74	55	3	2	3	2
The school deals effectively with unacceptable behaviour	38	28	74	55	15	11	1	1
The school takes account of my suggestions and concerns	34	25	81	60	11	8	0	0
The school is led and managed effectively	45	34	79	59	4	3	1	1
Overall, I am happy with my child's experience at this school	55	41	70	52	4	3	1	1

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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:	<p>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.</p> <ul style="list-style-type: none">■ 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 pupils' 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.



01 October 2010

Dear Pupils

Inspection of Bottesford Junior School, Scunthorpe, DN16 3PB

Thank you for the warm welcome received when we inspected your school recently. I would like to let you know our views of your school.

Bottesford is a good school. Your school is well led and the staff work very hard to do their best for you and to care for you well. The teaching is good and you make good progress in your subjects. As a result standards are higher than normally seen for pupils of your age. You are obviously enjoying the new topic based approach to your lessons and when available you use information and communication technology well to support your learning. The wide range of extra-curricular activities, trips and residential visits help you become confident and enthusiastic learners. You behave well and are polite and courteous to one another. You are good ambassadors for your school. You told us you enjoying coming to school and that explains why your attendance is above average.

We have asked your school to do three things to help your lessons become even more challenging, fun and rewarding. These are:

- to make sure time and activities in lessons are planned so you can learn at a good and challenging pace, especially for those of you who find work easy
- shorten lesson introductions so that teachers and teaching assistants can spend more time working with individual pupils and small groups
- to make sure teachers responsible for subjects are more involved in checking the teaching, and how well you are doing, to help both improve.

Thank you for completing the pupil questionnaires and taking time to talk to us. Your contribution to the inspection was extremely helpful.

Yours sincerely

Mr Jim Alexander

Lead inspector

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