

Breadsall Hill Top Junior School

St Andrew's View, , Derby, DE21 4ET

Inspection dates 23–24 April 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make consistently good progress in a range of subjects including in English and mathematics.
- Disabled pupils, those with special educational needs, and those for whom the school receives the pupil premium, also make good progress, because they are helped to develop self-esteem and confidence, as well as helped to learn.
- Teaching is good. Teachers create many opportunities for pupils to strengthen their writing skills across other subjects. Lessons engage pupils fully and move along at a brisk pace.
- Very good relationships help to create a happy atmosphere throughout the school. Pupils' behaviour is exemplary. They enjoy school and feel safe. Their excellent attitudes to learning help them to work hard and learn well.
- Pupils are keen and enthusiastic to attend school. They show extremely positive attitudes to one another.
- Leadership and management are good and regular checks are made on the quality of teaching and the progress pupils make.
- The governing body is effective in supporting the school and holding it to account for its performance.

It is not yet an outstanding school because

- Not enough of the teaching is outstanding. In some lessons, teachers do not always prompt pupils effectively so that they can learn for themselves. Sometimes, teachers set work that is not demanding enough. This slows pupils' progress, especially for the more able pupils.
- Not enough opportunities are provided for pupils to use and develop problem solving skills in mathematics or to use information communication technology (ICT) to support their learning in a range of subjects.

Information about this inspection

- The inspectors observed ten teachers and visited 15 lessons which included several joint lesson observations with the headteacher and deputy headteacher.
- Discussions were held with the headteacher, members of the leadership team, English and mathematics subject leaders, the special educational needs coordinator, inclusion manager pupils, members of the governing body and a representative of the local authority.
- The inspectors observed pupils' work and listened to pupils read.
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking pupils' progress, documents regarding safeguarding and key policies and minutes of governing body meetings.
- The inspectors took account of 177 responses to the school's most recent questionnaire for parents and carers and 12 responses from the on-line questionnaire (Parent View), as well as informal discussions with parents and carers. Twenty seven questionnaires completed by staff were analysed.

Inspection team

David Edwards, Lead inspector

Additional Inspector

Peter Bailey

Additional Inspector

Full report

Information about this school

- Breadsall Hill Top Junior School is smaller than the average-sized primary school.
- The proportion of pupils supported through school action is above the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above the national average.
- The proportion of pupils for whom the school receives the pupil premium is significantly above average. This is additional funding for pupils who are known to be eligible for free school meals, pupils looked after by the local authority and those with a parent in the armed forces.
- Most pupils who attend the school are of White-British heritage.
- The school meets the government floor standards, which set the minimum expectations for attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise pupils' achievement further by:
 - sharing the expertise of the best teachers so that all staff know what an outstanding lesson looks like
 - creating more opportunities for pupils to use and apply their mathematical skills to real-life problems
 - ensuring that teachers give pupils learning points to apply to new work to help pupils to check the quality of their own work and that of others
 - consistently plan harder work for the most-able pupils to accelerate their progress
- Improve the use of ICT to support pupils' learning by:
 - developing teachers skills and confidence in teaching ICT across subjects
 - ensuring that pupils get more opportunities to use ICT in a wider range of subjects

Inspection judgements

The achievement of pupils is good

- Pupils make good progress through the school, from starting points that are usually below average. By the end of Year 6, their attainment is broadly in line with national averages. Current work shows an improving trend.
- Pupils develop good skills in reading. They read widely and are keen to say how much they enjoy reading. Through using a wide range of activities and resources, they learn well from the good teaching of letters and sounds. This can be seen in the quality of pupils' reading.
- The school's successful focus on improving writing has narrowed the gap in performance previously evident between reading and writing. This can be seen not only in pupils' writing books but also as part of displays. Pupils' writing shows a wide range of different styles and pupils are usefully given time during lessons to write longer pieces of work. In an exemplary Year 6 lesson, pupils were asked to improve the quality of a piece of writing they had done previously. They used the skills that they been taught in a highly effective way to complete the task successfully and made rapid gains in their learning.
- Reading and writing are used well across different subjects and pupils gain competence in mathematical calculation because they are asked to use these skills in many subjects. They are not so adept in real-life problem solving or in the use of ICT because they are given fewer opportunities.
- Disabled pupils and those who have special educational needs, as well as those who are eligible for the pupil premium funding, make the same rates of progress in English and mathematics as other groups of pupils. They concentrate well, benefiting from extra support from well-trained teaching assistants and the learning mentor.
- Although the percentage of pupils achieving the higher Level 5 in national tests in 2012 was broadly average, the school acknowledges the fact that more pupils have the potential to achieve or even exceed this. Occasionally, in lessons, work set is not demanding enough for pupils who find learning easy.
- The school is developing well-targeted strategies to support the pupils for whom it receives the pupil premium. In 2012, attainment in English for pupils known to be eligible for free school meals was about four terms behind their classmates, and in mathematics it was about five terms' behind. However, evidence in school shows that this gap is now narrowing quickly. Current school data and tracking shows that many pupils in this group are now doing equally as well or better than other pupils in the school.

The quality of teaching is good

- Consistently good teaching has led directly to pupils' good achievement. Teachers have good subject knowledge over most subjects. They plan exciting lessons with good use of a wide range of resources.
- Teachers have high expectations of their pupils which are reflected in the generally challenging tasks they set. Often these develop a range of skills, for example in an exemplary Year 4 lesson, a simple practical task based on the compass developed pupils' understanding of angles, the points of the compass and of clockwise and anticlockwise rotation. This helped pupils to make

rapid progress. However, in some lessons the more-able pupils are not given hard enough work.

- Teachers are working hard to develop their skills and confidence in the use of ICT over a range of subjects to support pupils' learning more widely. Currently, its use is uneven.
- Work in pupils' books shows that they have many opportunities to develop their calculation skills and to use their mathematical skills in other areas of learning, but fewer opportunities to apply these skills to solve real-life problems.
- The pace of learning is usually brisk and pupils are required to work independently. In an excellent Year 3 lesson, pupils were producing a promotional leaflet for Disneyland Paris. The task fully engaged them in their learning. The teacher had given some pointers to help them to check the quality of their own work which helped pupils make rapid progress. This effective practice is not yet consistent across the whole school.
- The teaching of letters and sounds (phonics) to children in Year 3 is precise and carefully adapted to suit different ability levels so pupils learn quickly and improve their reading skills. This is built upon in the other classes.
- Teachers give pupils clear guidance for the next steps to take to improve their work. Pupils are generally encouraged to evaluate their own progress and understanding in lessons but there are not enough opportunities for them to comment on the work of others, particularly in writing, to help them improve the quality of their own work.
- Disabled pupils and those who have special educational needs are supported well by skilled teaching assistants who work effectively with teachers to ensure that pupils' needs are generally met well.

The behaviour and safety of pupils are outstanding

- Pupils have extremely good attitudes to learning. Behaviour around the school, in lessons and at break time is outstanding and this makes an exceptional contribution to pupils' learning and personal development.
 - Pupils say they feel extremely safe and well looked after and parents agree. Pupils have an excellent understanding of what constitutes bullying. They say that bullying is rare but is dealt with swiftly. Pupils are made aware of how to deal with different kinds of bullying through anti-bullying activities and regular discussions in assembly.
 - Excellent work by the school has raised attendance levels to slightly above average. One pupil, typical of others, said, 'I love this school and can't wait to get in here every morning'. The highly effective guidance used to encourage pupils' regular attendance, together with the inclusion manager's extremely useful work with parents, ensures that attendance continues to rise and has improved punctuality successfully so that more pupils are now arriving at school on time.
 - Exclusions were high in previous years. However, the school has worked tirelessly with parents and pupils and have almost eradicated temporary pupil exclusions and there have been no permanent exclusions. The learning mentor, inclusion manager and staff at all levels have ensured that the Behaviour Policy and Management is well embedded, which has led to the
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reductions in exclusions and improved behaviour to its exemplary level.

- Pupils enjoy taking on responsibilities. The school council plays an important role in helping to improve the school as well as organising events to raise funds for different charities. The older pupils particularly enjoy leading assemblies and play and undertaking reading activities with the younger pupils at lunchtime.

The leadership and management are good

- The improvements that have taken place in teaching, writing and in behaviour, demonstrates that the school is well-placed to continue improving. Leaders and managers, including the governing body, are very clear about the school's strengths and the school's priorities.
 - The highly effective headteacher has increased the frequency and rigour in collecting data on pupils' attainment and progress. The information is analysed accurately and enables the school to identify those pupils falling behind or not making the progress of which they are capable, and take appropriate action. As a result, expectations have been raised and pupils are making faster progress.
 - A strong team of staff share the ambition and determination to provide the best possible learning experiences for pupils and raise achievement. All staff are passionate about ensuring that pupils develop as well-rounded, confident individuals and all pupils are well known to all members of staff
 - Senior staff recognise what aspects of teaching work well and what needs improving. Targets are set for teachers that are linked well with the progress pupils make and staff training. Teachers know they are accountable for pupils' progress and that this is linked to decisions on pay and salary progression.
 - The curriculum is well organised so that pupils' skills are developed through making strong links between different subjects. A wide range of experiences takes place both inside and outside school. Pupils' spiritual, moral, social and cultural development is promoted well including close links with local religious groups. The school's ethos of care and support, valuing and including all pupils, and promoting their self-esteem, confidence and aspirations, ensures that there are equal opportunities for all.
 - Safeguarding arrangements meet all statutory requirements and are well known and implemented by all staff to ensure that pupils feel safe in school.
 - The local authority provides good support to the school and works well with the headteacher and senior leaders. The school is viewed by them as a good school and one they have no concerns about.
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■ **The governance of the school.**

- Members of the governing body know the school well, and so have a clear understanding of the school's strengths and areas for development and how well it performs in comparison with other similar schools. Governors provide experienced and valued support for the school, especially in auditing and managing the school's finances, and a well-informed understanding and analysis of school data. There is a good understanding of the quality of teaching in the school and the links between teachers' performance and decisions about salary progression. Governors have a good knowledge of the use and impact of the additional pupil premium funding and agree how it is spent. Governors undertake regular training to enable them to fulfil their roles more effectively and hold the school to account for its performance. They ensure that the school meets all statutory obligations, particularly those relating to safeguarding and the safe recruitment of staff.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112747
Local authority	Derby
Inspection number	412124

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	216
Appropriate authority	The governing body
Chair	Keith Ryan
Headteacher	Jim Pierce
Date of previous school inspection	25 January 2010
Telephone number	01332 341451
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