

# Bedgrove Junior School

Ingram Avenue, Aylesbury, Buckinghamshire, HP21 9DN

**Inspection dates** 16–17 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- There is widespread underachievement. Pupils enter the school with above average attainment, but their progress is patchy and not good enough. As a result, their attainment when they leave Bedgrove is just in line with national averages.
- Teaching fails to meet the needs of a significant number of pupils. This is particularly the case in writing and mathematics.
- Too often, activities and adult-led parts of lessons are pitched at the same level for all pupils, regardless of their starting points and capabilities. Expectations of the amount pupils are capable of doing and learning are not high enough.
- When pupils are not actively involved, for example, when sitting just listening for too long, they lose concentration and stop working.
- Marking does not tell pupils clearly enough what they need to do to improve.
- Not enough is done to help pupils who enter the school with low attainment in reading. As a result, these pupils do not catch up well enough.
- A few pupils occasionally behave in a racist way.
- Leaders and managers, including governors, have been too slow in recognising and tackling underachievement. While there has been some recent action to promote improvement, current actions have not been in place long enough to show impact on underachievement. Leaders do not know for certain whether some of the actions they take to improve things are working.
- Leaders do not check on and improve teaching well enough to have an impact on teaching and learning.

### The school has the following strengths

- Pupils are able to talk about how to stay safe, for example, on the internet and on their outdoor adventure trips.
- There is some good teaching on which to build, for example, some science teaching is good.
- Pupils are usually courteous and polite. They conduct themselves sensibly about the school and want to learn.

## Information about this inspection

- Inspectors visited 17 lessons and observed 16 teachers. Three of these observations were carried out jointly with the acting headteacher and acting deputy headteacher.
- Inspectors heard some pupils read. They met with pupils to discuss their learning and scrutinised their work.
- Meetings were held with school staff, local authority representatives, an advisory headteacher working with the school and members of the governing body.
- Inspectors took account of the views expressed in the questionnaire responses from 23 staff, and of 68 responses to the online questionnaire (Parent View). They also looked at letters from parents sent to the inspection team, and notes from a parent’s telephone call.
- They looked at a range of information including the school’s assessment data, its self-evaluation, procedures for the management of teachers’ performance and the school development plan.
- Inspectors scrutinised the arrangements and records kept to safeguard pupils.

## Inspection team

Michelle Pickering, Lead inspector	Additional Inspector
Alison Grainger	Additional Inspector
Colin Lower	Additional Inspector

## Full report

*In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.*

## Information about this school

- This is a larger-than-average-sized junior school.
- The percentages of pupils who are supported by school action and at school action plus or with a statement of special educational needs are below average.
- The percentage of pupils known to be eligible for the pupil premium is well below average. This is additional funding provided to schools by the government to support pupils eligible for free school meals, children in the care of the local authority and children with a parent in the armed services. At the time of the inspection, there were no children in the care of the local authority attending the school.
- The percentage of pupils from minority ethnic groups has increased since the last inspection and is just below average.
- The percentage of pupils who speak English as an additional language has increased since the last inspection and is below average.
- The school meets the government's current floor standards, which set the minimum expectation for attainment and progress at the end of Year 6.
- The school is currently being led by the deputy headteacher as the substantive headteacher has been away from the school since May 2012. Another teacher has taken on the role of acting deputy headteacher.

## What does the school need to do to improve further?

- Improve the quality of teaching, particularly in writing and mathematics, by making sure that:
  - activities pupils are given in lessons and the targets they have are always closely matched to what they need to learn next
  - adults who support pupils in lessons prompt and question them well
  - teachers have high expectations of the amount pupils are capable of doing and learning in lessons, and challenge them to think deeply
  - pupils are actively engaged in their learning throughout the lesson
  - teachers' written comments on pupils' work tell pupils clearly what they have done well and what they need to do to improve their performance.
- Ensure that phonics (the sounds letters make) is taught systematically to pupils who still have difficulty reading.
- Make sure that pupils have a clear understanding of what constitutes racist behaviour, its unacceptability and how to combat it, and that parents are properly notified of racist incidents.
- Improve the effectiveness of leadership and management by ensuring:
  - teaching is frequently and rigorously checked, and teachers given clear feedback on what to improve
  - subject leaders and the special educational needs coordinator are fully involved in identifying and bringing about improvements

- actions the school takes to improve are fully evaluated
- judgements about how good the school is take into account a full range of evidence
- governors hold the school’s leaders fully to account for pupils’ performance.

Ofsted will make recommendations on governance to the authority responsible for the school. These may include an external review of governance.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Pupils have underachieved at this school. They have historically arrived in the school with above average attainment. For the last three years, including the current year, they have lost ground and left with only average attainment in mathematics. For the last two years, including the current year, they have left with only average attainment in English.
- A significant proportion of pupils of all ethnic backgrounds currently on the roll of the school is making inadequate progress in English and mathematics. In some classes, the most able fall behind the standards they should be reaching, whilst in others the least able and those who have special educational needs make particularly slow progress.
- The school is not promoting equal opportunities sufficiently well because, as a whole, pupils who need extra help are not getting effective enough support. As a result, a significant number of pupils underachieve over time, including those supported by pupil premium funding, pupils with disabilities or special educational needs, and pupils learning English as an additional language.
- The 2012 results show that Year 6 pupils eligible for the pupil premium were, collectively, almost five terms behind their peers in English and more than two years behind their peers in mathematics. School assessment data and the work in pupils' books show that, currently, across the school the gaps in the attainment of these pupils when compared with that of their peers are not closing. Neither group is making enough progress.
- Low attaining readers do not make enough progress to catch up. These pupils still need help to link sounds and letters, and are not taught phonics systematically to enable them to become better at reading. Some individuals make good strides when given support, but others do not.
- In some classes some groups of pupils are beginning to make faster rates of progress because of improvements to teaching. However, this is not consistent enough across the school and the accelerated progress is not evident for all pupils.
- Disabled pupils and those who have special educational needs often do not make enough progress in lessons because the tasks they are given are not matched well enough to their needs. They are given a range of extra help inside and outside the classroom, and some good progress results for some individuals, for example, in literacy skills in Year 4. However, these interventions are not making a positive enough contribution for all pupils who are disabled or have special educational needs.

### The quality of teaching

### is inadequate

- Weaknesses in teaching are the main causes of underachievement for many pupils, particularly in writing and mathematics. Teachers do not place sufficient demands on pupils, and in many lessons the pace of learning is too slow. This is often because pupils are not engaged or because work is too easy.
- Pupils are too passive and not sufficiently challenged to the best of their ability. Teachers frequently pose questions that are too narrow and work then tends to be too easy. As a result of these weaknesses, not enough is done to encourage pupils to widen or deepen their thinking and learning. Pupils are not given enough opportunities to generate and share ideas. Sometimes, pupils are not given enough time in the lesson to undertake the tasks set, for example, in writing.
- Teachers' planning does not ensure that the topics taught and the activities build sequentially on pupils' previous experiences and learning, especially in writing and mathematics. This results in pupils not always being supported or challenged at the right level. Many pupils are capable of tackling much more challenging work.
- Expectations of what pupils can achieve in their learning are not high enough. Pupils are not always expected to complete enough work in lessons and to think hard enough. Pupils of all abilities are not challenged enough to make rapid progress in their learning.
- The school has not ensured that its marking policy is consistently applied across all classes.

Currently, some marking is inadequate. Written feedback to pupils does not consistently tell pupils clearly what they have done well and what they need to do to improve.

- Pupils have targets for literacy and mathematics. Targets are not matched closely enough to what pupils need to learn next and so do not provide appropriate challenge in order for them to progress.
- In some lessons, additional adults in the classroom use prompts and questioning to clarify pupils' understanding and challenge their thinking. This is not consistently the case, so sometimes pupils who are to be supported do not make enough progress.
- There is some good teaching in the school that could be used as a model for other staff. For example, good teaching was seen in some science lessons. Here pupils were given opportunities to generate ideas in pairs and talk to clarify their thinking. Teachers used questioning effectively to challenge pupils' thinking. As a result, pupils were actively engaged, learned quickly and achieved well.

### **The behaviour and safety of pupils** requires improvement

- Pupils behave well in lessons where they are engaged. In weaker lessons pupils' behaviour requires improvement as the pupils show too little engagement in, and enthusiasm for, their learning. Pupils stray off task when the teacher dominates the discussion or their work is not challenging enough.
- The school promotes awareness of cultural diversity. However, there are occasional incidents of racist behaviour. The school does not always ensure that parents are notified when a racist incident has taken place or the impact of how it was dealt with.
- Pupils are polite and courteous around the school and are happy to talk about their school, work and learning.
- Pupils show good behaviour in assemblies, where the school promotes spiritual and moral development well.
- The pupils spoken to showed they had an understanding of how to keep themselves safe, such as when engaging in outdoor pursuits.
- In their responses to the online questionnaire, many parents said they feel that their children are happy and safe.
- Attendance at the school is above average.

### **The leadership and management** are inadequate

- The acting headteacher and senior leadership team have taken some decisive actions over the last year to start to raise achievement. However, actions have not yet had enough impact. Improvements are fragile.
- The school has systems for checking on teaching; however, it does not happen regularly enough and is not sufficiently rigorous. Leaders are not using a variety of evidence, such as reviews of pupils' work and data about progress, to enable them to build an accurate evaluation of how effective teaching is over time. Teachers are not receiving specific enough feedback about how well they are doing. Teaching remains inadequate.
- The school's judgements about how good it is do not give enough weight to past underperformance and the ground pupils still have to make up. Judgements focus too much on the short term to be accurate. The school does not ensure that all pupils have equal opportunities with those of the same age in other schools.
- The actions the school takes to improve are not evaluated well enough to be sure they are working and share any good practice that results. For example, recently, the school has been focusing on a writing initiative. It has not evaluated the impact this training has had on the quality of teaching.
- Some leaders, including subject leaders and the special educational needs coordinator, are not

involved enough in checking on and improving the school. They are not systematically involved in the analysis of the impact actions are having on pupils' progress or the monitoring and evaluation of teaching and learning.

- The results from the staff survey show that the staff are very committed to the current leadership of the school and recognise all the hard work that the current leadership has undertaken since taking up this role.
  - The school's arrangements for safeguarding pupils meet statutory requirements.
  - Procedures for managing the performance of teachers now meet requirements, but have only been strengthened over the past year.
  - At the request of the Acting Headteacher, the local authority has provided significant support to the school and has undertaken reviews of teaching and learning. The support has not yet been evaluated to establish how well it has led to improvements in teaching and learning and the rates of pupils' progress.
  - Newly qualified teachers may not be appointed to this school. This will be reviewed by Ofsted during future monitoring visits.
  - **The governance of the school:**
    - Governors have not done enough to hold the school to account and ensure that pupils make the progress they should. This is partly because the school's own judgements about how good teaching is have led them to believe it is more successful than it is. Until recently, the governors have had very little input into the school development plan or the schools' self-evaluation. The governing body has not ensured that all governor vacancies are filled.
    - The governing body is currently accessing support from a National Leader of Governance and has recently completed a self-evaluation of its governance. Governors are now able to demonstrate that they have a clear understanding of the school's data and its areas for development. They have recently begun to hold the school to account and challenge its leaders and managers. They know what is being done to reward good teachers and address underperformance.
-

## 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

<b>Unique reference number</b>	110280
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	412010

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

<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	473
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Wendy Jarvis
<b>Headteacher</b>	Graham Norris
<b>Date of previous school inspection</b>	10–11 March 2010
<b>Telephone number</b>	01296 487973
<b>Fax number</b>	01296 395895
<b>Email address</b>	office@bedgrovejunior.bucks.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

