

# Bedgrove Junior School

Ingram Avenue, Aylesbury, Buckinghamshire, HP21 9DN

**Inspection dates** 25–26 June 2015

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good overall and a growing amount is outstanding. Teachers successfully strive hard to challenge, engage and interest pupils in lessons.
- Pupils achieve well in reading, writing and mathematics because they make good progress. The standards pupils reach at the end of Key Stage 2 have improved substantially and are now above average.
- Pupils' enthusiasm to learn and motivation to achieve well create a vibrant atmosphere around the school. Their behaviour in and out of lessons is brilliant.
- The headteacher's excellent leadership has led to rapid improvements in teaching and pupils' achievement. She has made sure that all leaders play an important part in making improvements. The school is very well placed to improve further.
- Governors are highly effective. They know the school well, challenge leaders regularly and monitor improvements closely.
- Pupils' social, moral, spiritual and cultural development is a strength. The school is an extremely caring place where pupils are kept safe and every pupil's welfare matters greatly.

### It is not yet an outstanding school because

- While pupils' progress in mathematics is improving strongly, it is not as rapid as their progress in reading and writing. Disabled pupils and those with special educational needs generally make slower progress in mathematics than other pupils.
- Pupils' overall achievement in Year 3 is not as good as it is in other year groups.

## Information about this inspection

- Inspectors observed 16 lessons, including eight conducted jointly with senior leaders. Short visits were made to a further eight lessons.
- Inspectors held meetings with the headteacher, senior and middle leaders and a group of four governors, including the Chair of the Governing Body. Inspectors also met with a representative of Buckinghamshire Learning Trust (BLT), which provides school improvement services on behalf of Buckinghamshire local authority.
- Inspectors gathered pupils' views by talking to them around the school, in lessons and by meeting with a group of pupils. Pupils' behaviour was observed in lessons and around the school at break and lunchtimes.
- Pupils' work was analysed in order to gather evidence about their achievement and the quality of teachers' marking. Inspectors heard some pupils read.
- A range of documentation was scrutinised, including the school's checks on its own effectiveness, information about current pupils' achievement and attendance, behaviour logs, minutes of governing body meetings and the school development plan. Inspectors checked the school's procedures for keeping pupils safe, including the checks made on staff.
- Inspectors met with a group of parents. While there were insufficient responses to Ofsted's online questionnaire (Parent View) to consider, inspectors took into account the results of the school's own parental survey.
- Evidence from Ofsted's previous monitoring inspections was taken into consideration.

## Inspection team

Matthew Haynes, Lead inspector

Her Majesty's Inspector

Cheryl Millard

Additional Inspector

## Full report

*In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.*

### Information about this school

- Bedgrove Junior School is a larger-than-average-sized junior school.
- Following the last inspection in 2013, an interim executive board (IEB) replaced the governing body. A new governing body took over from the IEB in April 2015 following an extensive transition period. Three members of the IEB are now governors.
- The new headteacher started in September 2014. The headteacher of the linked infant school, Bedgrove Infant School, became the interim executive headteacher of both schools following the last inspection. She supported the new headteacher's induction before relinquishing the role of interim executive headteacher.
- The proportion of disadvantaged pupils eligible for the pupil premium (additional government funding for pupils who are eligible for free school meals or who are looked after by the local authority) is very small and well below average. For example, there are currently four pupils in Year 6, and in last year's Year 6 there were three.
- The proportion of disabled pupils and those who have special educational needs is below average, including those pupils with statements of special educational needs.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are below the national average.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve pupils' achievement so that it is outstanding by:
  - making sure that pupils make rapid progress during Year 3
  - further accelerating pupils' progress in mathematics, including disabled pupils and those with special educational needs.

## Inspection judgements

### The leadership and management are good

- The headteacher has had a remarkable first year of headship. She leads with vision, fortitude and humility. She has galvanised senior leaders so that they are highly effective. Building on the excellent work of the interim executive headteacher, she has rapidly improved the school so that it is a place where every pupil matters, where teaching is good and improving, and where pupils achieve well. Parents recognise the difference the headteacher has made. The school is well placed to improve further in the future.
- Senior leaders lead by example in their actions, attitudes and teaching. They are outstanding teachers who coach and train teachers very effectively. They have led key improvements in the teaching of reading, writing and mathematics which have had a direct impact on pupils' achievement. While pupils' achievement in mathematics is not as good as it is in reading and writing, leaders are taking the right actions to make further improvements.
- Leaders' checks on teachers' performance are very regular, accurate, thorough and robust. They are always rightly linked to teachers' impact on accelerating pupils' progress. Teachers are hungry for feedback about what they can do to improve further and respond very positively and swiftly to leaders' advice. This typifies the highly professional culture leaders have created in the school. As a result, inadequate teaching and teaching that requires improvement have been eradicated; teaching is securely good and an increasing amount is outstanding.
- Year group leaders' impact on the quality of teaching and pupils' achievement has grown over the last year and is now good. They lead their teams well and have ensured that important changes and improvements have been put into practice quickly. Subject leaders' effectiveness is improving because of senior leaders' relatively recent actions.
- The special educational needs coordinator works well with other leaders to make sure that disabled pupils and those with special educational needs achieve well overall. She knows that these pupils need to make more progress in mathematics and is taking effective action to tackle this.
- The curriculum generally fires pupils' enthusiasm. Teachers plan a range of interesting and relevant topics that engage pupils, including in subjects like science, modern foreign languages and art. Pupils' social, moral, spiritual and cultural development is excellent. Teachers carefully thread it through the curriculum so that it underpins the ethos of the school. For example, in Year 6 philosophy lessons, pupils tackled challenging moral dilemmas effectively and thought deeply about the consequences of their actions. Music is a rapidly growing strength of the school, which many pupils love, and they also have good opportunities to develop other artistic talents, including dance. The curriculum prepares pupils well for the next stage in their education.
- Pupils learn about people from all backgrounds and the beliefs they hold. Teachers often draw sensitively on pupils' own backgrounds to promote a very strong culture of acceptance, respect and tolerance. The school's 'Golden Rules', which pupils adhere to extremely well, characterise fundamental British values. These are in evidence daily in lessons and around the school in pupils' excellent behaviour, as well as during special events like the recent mock elections, and the great value pupils place on the school council. As a result, equal opportunities are promoted well, discrimination is not tolerated and pupils are very well prepared for life in modern Britain.
- The sport premium funding is used well to complement the school's expert sports coach with additional external sports coaches. This is helping teachers learn how to coach sport themselves in the future. The range of extra-curricular sports teams and clubs is wide and a large proportion of pupils take part in these. Parents spoken to during this inspection felt that, at times, pupils could be prepared better to participate in sports competitions with other schools.
- Leaders use the pupil premium funding effectively to increase the progress of the very small number of eligible pupils. Typically, funding is used to provide one-to-one support and extra help in lessons.
- Communication with parents is good, both generally, for example through newsletters, and individually if there are specific matters to address concerning their children. However, some parents do not feel that they get enough regular information about their children's achievement, including what their children's targets for improvement are.
- The headteacher believes that pupils will only achieve their best if they feel safe. As a result, she makes sure that all safeguarding arrangements are of a high quality and extremely effective. Leaders and staff know this is a top priority and are kept up to date with regular training, for example recent training about keeping pupils safe from the dangers of extremism.
- BLT has challenged and supported the school very effectively over the last two years. While the monitoring officer keeps a close eye on the school's progress, all support has now stopped since leaders

are fully capable of making improvements themselves. Indeed, BLT is already using expertise from within the school to help support other schools.

#### ■ The governance of the school:

- Governors are highly effective. A carefully planned transition from the excellent IEB means that governors know the school very well, including what it needs to do to improve further. They have a sharp and accurate understanding of the quality of teaching, along with how well pupils' achievement compares to national benchmarks. They regularly challenge school leaders and they check that only good performance by teachers is rewarded. Governors share the headteacher's aim that only the best will do for every pupil and they manage the performance of the headteacher expertly. Governors visit the school regularly to monitor and evaluate improvements using first-hand evidence. They know how additional funding is spent and the impact that it has. They make sure that arrangements to keep pupils safe function extremely well.

### The behaviour and safety of pupils

are outstanding

#### Behaviour

- The behaviour of pupils is outstanding.
- Classrooms invariably buzz with pupils' vibrant enthusiasm to work hard. They hugely enjoy learning and make the most of the opportunities they are given. Pupils work equally well together and alone. Teachers manage pupils' behaviour extremely well.
- When pupils are presented with challenging tasks, which they are very often, their determination helps them succeed.
- Harmonious relationships between pupils from different backgrounds, characterised by mutual respect, mean that there is virtually no bullying. Poor behaviour is incredibly rare and exclusions are very low. Events like 'Show Racism the Red Card' make a significant contribution to pupils' intolerance of discrimination.
- Pupils are highly motivated by the rewards they get for behaving well. The 'golden ticket' is a prize the majority of pupils strive to achieve. Pupils take great pride in doing well.
- Pupils are extremely proud of the school. They are smartly dressed and polite towards each other and adults. There is no litter around the school.

#### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Leaders ensure that all safeguarding procedures and policies to keep children safe are implemented fully, including carrying out appropriate checks on staff. Child protection arrangements are highly effective.
- Pupils say that they feel very safe and that every pupil's welfare really matters to all staff at the school. Relationships between staff and pupils are very strong because staff care greatly about pupils' achievement and personal development.
- Pupils play energetically but very sensibly during break and lunchtimes. They like having fun but understand that playing safely is crucial. They know how to keep themselves safe, including online.
- Pupils' attendance is above average. Pupils want to come to school because they enjoy being there.

### The quality of teaching

is good

- Teaching is securely good and some is outstanding. Teachers work extremely hard to challenge and engage all pupils. They know pupils very well and have a clear understanding about what pupils need to learn next. Pupils and parents spoken to during the inspection agree that teaching has improved markedly over the last two years.
- Teachers' subject knowledge and questioning skills are strong across the range of subjects taught, as a result of the effective training and support provided by leaders.
- Teachers make learning challenging and fun for pupils. In a Year 6 science lesson, for example, pupils enjoyed learning about the digestive system because the teacher handled the subject matter extremely well. Consequently, pupils made great progress during the lesson.
- Specialist teachers provide expert teaching in a number of subjects, including sport and music. This has a very positive impact on pupils' achievement in these subjects. In a Year 3 music lesson, for example, pupils made fantastic progress using musical notation and learning how to play together as an ensemble.

- Reading is taught well. For example, in a Year 4 lesson, the teacher questioned pupils about the fiction book they were reading very effectively. This deepened pupils' understanding of the characters and the structure of the story. If pupils have any gaps in their understanding or skills, these are quickly remedied.
- Teachers have high expectations about the quality, accuracy and presentation of pupils' writing. Pupils enjoy writing because teachers set them challenging and interesting tasks. Pupils know how to improve their writing because of the precise and useful feedback teachers give them.
- The teaching of mathematics is good and improving. While pupils have not achieved highly enough in mathematics in the past, they now make good progress. This is because teachers challenge pupils substantially more in lessons. In a Year 4 mathematics lesson, for example, pupils made rapid progress learning about bank interest rates. However, teachers' marking and feedback do not always give pupils specific advice about what they need to do to improve.
- Inspectors observed many examples of how pupils' social, moral, spiritual and cultural understanding is developed during lessons. In one Year 5 lesson about persuasive writing, pupils deepened and extended their understanding of stereotyping through discussing the example of a female ex-pupil who now plays for the England women's international football team.
- Additional adults make an important contribution to pupils' learning in close liaison with teachers. They question pupils effectively, including the most able pupils, and give them the extra help they need without doing too much for them.

### **The achievement of pupils** is good

- The standards pupils reach in reading, writing and mathematics are above national averages. At the time of the last inspection, pupils' attainment was well below average. There has been substantial improvement since then. Standards at the end of Key Stage 2 rose in 2014 and current Year 6 pupils are on track to achieve even more highly.
- Pupils make strong progress in reading and writing. Pupils enjoy reading widely. Effective extra support is given to pupils who have any gaps in their reading skills. Pupils write frequently and at length across a range of subjects. They take pride in their work, making sure it is accurate and well presented.
- Pupils' achievement in mathematics is slightly lower over time than in reading and writing. However, this is largely because of underachievement in the past. Pupils' current progress is good because teaching has improved, and they increasingly apply their mathematics skills across a range of subjects.
- Pupils' achievement typically dips at the start of Year 3, but improves as the year goes on. This means that pupils' achievement overall in Year 3 is not as good as it is in other year groups. This reduces the proportion of pupils who make rapid progress over time. Leaders have the right actions in place to address this issue, including building on the already firmly established close links with the main feeder infant school.
- The most able pupils make good and sometimes outstanding progress. Teachers' improved subject knowledge, combined with specialist teaching, means that the brightest pupils are challenged highly in lessons. As a result, a growing number of pupils are reaching the higher levels, including in mathematics.
- Disabled pupils and those with special educational needs make good progress overall. They benefit from a mixture of generally being given challenging tasks in lessons and getting the extra help and support they need in and out of lessons. This is not always as effective in mathematics, however. Although many make good progress in mathematics, overall progress is slower than that of other pupils.
- The very few disadvantaged pupils who are eligible for the pupil premium make good progress. Teachers make sure that these pupils are challenged and supported well in lessons. Consequently, their progress has accelerated since the last inspection. Leaders use additional funding wisely to provide any extra support these pupils need.

## 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>	454094

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	454
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Kirtly
<b>Headteacher</b>	Gwen Tong
<b>Date of previous school inspection</b>	16–17 July 2013
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