

Toton Bispham Drive Junior School

Bispham Drive, Toton, Nottingham, NG9 6GJ

Inspection dates 7–8 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- After the previous inspection, achievement declined and recent improvements have not been in place long enough to restore standards to former levels.
- Until a few months ago, leaders, managers and governors had allowed the quality of teaching and achievement to fall and had not tackled this effectively.
- Leaders have only just introduced proper, formal arrangements to manage the performance of teachers.
- The school's website is out of date and does not provide parents with all the information they should have.
- Teachers occasionally set work that is too hard or too easy for a few pupils in the class. At times, teachers move on to the next stage of learning without checking that pupils have fully understood the first part.
- Marking does not always help pupils to improve their work. There are weaknesses in the presentation of pupils' work, and teachers do not ensure that pupils consistently join their handwriting.

The school has the following strengths

- Strong leadership from the acting headteacher, effective support from governors and hard work from all staff have greatly improved teaching and pupils' progress since Easter.
- Pupils are safe in school and behave well. They enjoy learning and are increasingly engaged and interested by their work.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- The school provides good support to disadvantaged pupils so they generally achieve better than their classmates.

Information about this inspection

- Inspectors observed teaching and learning in 10 lessons, and undertook several of these observations alongside the acting headteacher or assistant headteacher.
- The inspection team held discussions with members of staff, groups of pupils, representatives of the governing body and with a representative of the local authority.
- Inspectors took note of the 37 replies to the online questionnaire for parents, as well as speaking informally to a few parents at the start of the school day. They also took account of the 25 replies to a questionnaire for staff.
- Inspectors examined a variety of documentation, including that related to keeping pupils safe and information about pupils' progress and standards.
- The team observed pupils in assemblies, at break times and around the school. Inspectors chatted informally to pupils around the school, and talked to them about their work in lessons.
- On the first day of the inspection, all the pupils in Year 6 were out visiting local secondary schools. All the other pupils on roll spent their day out of their usual classes, with their class teachers for next year. In the Year 3 classrooms, Year 2 pupils from the nearby infant school spent the day with their teacher for next year. On the second day of the inspection, sports day was scheduled to be held throughout the afternoon, but was cancelled because of bad weather.

Inspection team

Steven Hill, Lead inspector

Additional Inspector

Joanne Benjamin-Lewis

Additional Inspector

Full report

Information about this school

- The school is average in size for a primary school.
- The very large majority of pupils are of White British heritage, with a small number of pupils coming from a range of different ethnic heritages. Few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium funding is well below average. This funding is for pupils known to be eligible for free school meals and for pupils looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is below average.
- The school meets government's current floor standards. These are the minimum expectations set out for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.
- The previous headteacher left at Easter 2015. Since then, the school's deputy headteacher has been acting headteacher. Governors have appointed a permanent headteacher to take up post in September.

What does the school need to do to improve further?

- Improve teaching and so raise pupils' achievement by ensuring that teachers:
 - set all pupils tasks that are at the right level of difficulty, and are neither too easy nor too hard
 - show in their marking how pupils can improve their work, and check that pupils follow the advice they are given
 - check that pupils have understood what has been taught before moving on to the next stage of the lesson
 - help pupils to improve the presentation of their work, and insist that they use joined handwriting, as required by the National Curriculum.
- Fully implement the new system for managing the performance of teachers so that leaders can systematically tackle any issues and ensure that good performance is suitably rewarded.
- Ensure that the information on the school's website is up to date and fully reflects the school's current practice, so that parents have all the information that they need.

Inspection judgements

The leadership and management requires improvement

- After the previous inspection, the leadership and management, including governors, failed to maintain the good quality of teaching, and pupils' achievement fell. Although pupils' progress has recently improved sharply, because of better teaching, there has not been enough time for the school to overcome the ground lost in the interim. Standards, though rising, are still lower than they should be.
- The formal system for checking and managing the performance of teachers had not met national requirements until recently. Leaders are now implementing suitable new systems introduced in recent months, which provide good information to senior staff and governors about teaching, so that issues are beginning to be tackled effectively.
- The school's website does not contain up-to-date information to keep parents properly informed. For example, although the school has an up-to-date and effective policy for child protection, this version is not on the website. The good work done in recent months to introduce the new National Curriculum is not reflected in the information on the website.
- Since the acting headteacher took over the leadership of the school, she has led colleagues extremely well in making improvements. A focus on helping colleagues to improve their teaching has been successful. Extra training, carefully tailored to the needs of individuals, has helped improve practice, as have opportunities for staff to learn from good practice in other local schools. Staff now form an enthusiastic and effective team who ensure that the school is a place where good behaviour and positive attitudes are increasingly the norm.
- Better systems of assessment have enabled staff to plan more effectively to meet the particular learning needs of different groups, fulfilling the school's commitment to equal opportunities. This is evident in the accelerated progress of pupils over this term, shown both in the school's assessments and in the improved quality of work in pupils' books.
- The school has implemented a curriculum that is engaging pupils' interest and enthusiasm and raising their achievement. A strong focus on reading, writing and mathematics complements a diverse range of topics and activities that give pupils a wide-ranging education. The many extra-curricular activities support pupils' learning, particularly in sport.
- The promotion of pupils' spiritual, moral, social and cultural development is a notable strength. The recent focus on the school's values is central to this. Staff continually stress the importance of tolerance and respect for others. Alongside an understanding of democracy, fostered by such things as elections to the school council, this strongly promotes British values. Pupils know that the school does not tolerate discrimination, and understand why this is important. Pupils are well prepared for life in modern Britain.
- The role of subject leaders is developing strongly. After a time when they say that they did not really understand what was required of them by the school, they are taking a leading role in helping colleagues to improve practice. Leaders for English and mathematics now make a particularly strong contribution to improvements in progress. Through checking regularly on pupils' work, standards and aspects of teaching, they identify any shortcomings and work effectively with other staff to address them.
- The school spends the pupil premium funding effectively. It has largely used the money to fund time from an experienced teacher who works with eligible pupils, usually in small groups. The teacher tailors her support to address the specific learning needs of individuals, and adapts her help flexibly to meet their particular circumstances. As a result, these pupils make progress that is generally better than that of their classmates.
- The primary school physical education and sports funding is spent principally on specialist coaching provision. This has resulted in an expanded range of activities, both in lessons and in clubs, and high rates of uptake from pupils. Alongside this, training for the school's own teachers has improved their skills and confidence in teaching physical education, in order to sustain improvements to pupils' physical well-being in the longer term.
- The local authority had relatively little involvement in the school after it was graded good at the previous

inspection. However, when the decline in achievement became apparent, the local authority provided some well-focused support and challenge. It has helped governors to gain a better understanding of the issues in the school, and helped them to become a much more effective force for improvement. With governors, the local authority has helped the acting headteacher to implement the positive changes she has made this term.

- The school works effectively to make sure that pupils are safe. Procedures fully meet national requirements for safeguarding. The school is meticulous in vetting those involved in school to confirm that they are suitable to work with children. Good training is provided to staff and governors to ensure that they have a good understanding of how to keep pupils safe.
- This term, the acting headteacher is involving parents more in their children's education and fostering positive relationships by making them feel more welcome when they come into the school. Informal discussions with parents show that this is proving successful. The replies to the questionnaire, however, reveal that a minority of parents have some reservations about the school, particularly over management, teaching and achievement. The school's performance since the previous inspection would justify some of these worries, although inspection evidence shows that most are now being addressed.
- **The governance of the school:**
 - After a time when they lacked effectiveness in supporting and challenging the school, governors have contributed more strongly this year to making improvements. With the support of the local authority, they have greatly improved their role in supporting and challenging staff. They have improved their understanding of pupils' progress, and now rigorously challenge senior leaders to address weaknesses. They have a good understanding of data that supports this. Their understanding of the quality of teaching has been greatly enhanced by the introduction and implementation of an effective system to manage teachers' performance. The thorough informal briefings from the acting headteacher are now complemented by formal arrangements that mean they can systematically tackle weak areas, and reward good performance. Although governance has not been effective in the past, governors are now well aware of their roles and responsibilities and are contributing to the recent improvements in the school. For this reason, inspectors consider that a review of governance is not needed at this school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They listen attentively in class and follow adults' instructions promptly and happily. They follow routines well and move around the school in an orderly and sensible way.
- Pupils get on well together, which helps their progress when they work collaboratively, and they show good skills at this. They talk positively about differences; they respect other cultures and understand key British values. Pupils enjoy learning and take a pride in their accomplishments.
- The school has worked successfully this term to help pupils see that mistakes can be opportunities for learning rather than minor disasters. This positive attitude was very apparent when pupils in Year 4 dealt cheerfully with mistakes in their mathematics, putting them right and greatly deepening their understanding of place value and multiplication.
- Pupils behave responsibly and take their duties seriously. This was clear when pupils in Year 5 showed care and consideration in helping their 'buddies' from Year 2 who were visiting the school on the first day of the inspection. They worked alongside them in class, helping the younger children to understand a task in an art lesson, but also kept an eye on their welfare when they played outside at break times.
- Attendance is consistently above average, reflecting pupils' enjoyment of both social and academic aspects of school life. In discussion, Year 5 pupils were very positive about their learning, saying that teachers make lessons fun.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel safe in school. Parents' replies to the online questionnaire show they agree with their children about this aspect of school.
- The school has worked with pupils to help them feel confident in reporting any worries, and discussion shows that this has been effective. For example, pupils have a good understanding of bullying in its different forms, and of how it differs from other misbehaviour. They say that bullying within the school is rare, and that any issues are dealt with well by staff.
- Pupils have a good understanding of how to contribute to their own safety. They know how to stay safe on the roads, with Year 5 pupils talking very positively about their participation in the 'bikeability' scheme this year.

The quality of teaching

requires improvement

- Teaching has had too many weaknesses since the previous inspection to enable pupils to make good progress over time in their literacy, reading and mathematics. Not enough use was made of checks on pupils' progress to ensure that work was matched to their need. Teachers did not get enough feedback from leaders to help them improve their practice. Although teaching is currently much better, the recent nature of this improvement means that, over time, teaching requires improvement.
- Although the teaching observed during the inspection resulted in good progress for pupils, some weaknesses remain in teaching that the school has not yet eliminated. For example, better assessment data mean that teachers generally give pupils work at a suitably challenging level, but sometimes they do not do this entirely accurately. This means that pupils occasionally have work that is too easy for them, or is too difficult, so their progress slows.
- Improvements to the marking of pupils' work remain patchy. Marking does not consistently tell pupils what they need to do to improve. Even when teachers make clear suggestions to pupils, and give them useful advice, teachers do not always ensure that pupils follow up their suggestions and act on their advice.
- After criticism at the previous inspection that lessons did not move fast enough, teachers often try very hard to move on at a fast pace to maximise what is learnt. At times, however, they move on in lessons to the next topic before checking that pupils have understood the initial work or explanation. This can leave some pupils confused and slows their progress.
- Teachers have worked successfully with pupils to help them improve their presentation this term, but more remains to be done. Teachers have not ensured that pupils use consistently joined handwriting, as required by the National Curriculum.
- A major strength is that teachers ensure that pupils are engaged and interested by lessons. Teachers prepare interesting tasks, and often illustrate their explanations well through the use of interactive whiteboards.
- The teaching of mathematics is improving as teachers spend time in lessons to deepen pupils' knowledge and to ensure that they have opportunities to apply their understanding to different problems.
- Better teaching of writing through giving pupils more stimulating things to write about, and the opportunity to write more in different subjects, has helped to close gaps in progress between this subject and reading and mathematics.
- Teachers give pupils good opportunities to extend their reading skills by using them purposefully to help their learning in other subjects; for example when reading complex problems in mathematics. However, not all teachers are checking frequently enough that pupils' reading books are at an appropriate level of difficulty.
- Teachers and other adults keep a careful eye on how pupils are getting on during lessons. This means that they quickly step in to help if pupils are confused, and challenge pupils who are successful to refine their work.

This contributes to the improved progress pupils are making.

- Good use is made of skilled extra adults to support pupils' learning in class, enabling tasks to be better matched to the different abilities of different groups.

The achievement of pupils

requires improvement

- For the last few years, pupils have joined the school with overall standards that were well above average, but reached the end of Year 6 with attainment that was broadly average. This is because variations in the quality of teaching led to inconsistencies in pupils' progress. Despite recent improvements, achievement still requires improvement to overcome the legacy of underachievement in the past.
- Provisional results of this year's national assessments show that standards at the end of Key Stage 2 are very similar to those gained by pupils in Year 6 in 2014. However, as this group started in the school with standards that were somewhat lower than the previous group, the results represent an upturn in progress for the first time in several years. A greater proportion than last year have made expected progress and exceeded expectations.
- The school's data show that, over the course of this year, progress has improved overall but has been too variable between classes and subjects. There has been a sharp upturn this term, with pupils making good progress in reading, writing and mathematics across the school. Progress is notably good in the Year 3 classes, where progress has often been weak in the past. This has been enhanced by better liaison with the infant school to ensure a smoother transition, and a greater level of support from extra adults to give pupils a better start in their transition year.
- Disabled pupils and those who have special educational needs have made the same variable progress as their classmates, for the same reasons. Their progress has improved recently, and good work by teaching assistants is helping those with the greatest need to make good progress against their specific targets. As with others in the school, more needs to be done for them to fully overcome the weaknesses in their achievement from earlier years.
- The most-able pupils have not always made the progress they should and, in the past, the proportion reaching higher levels in national assessments has been lower than it should be. This year's results show some improvement, and this is confirmed by much of the progress these pupils make in class. Increasingly, teachers give the most-able pupils more difficult work that challenges them to think for themselves, so they make rapid progress. Occasionally some are set tasks that do not provide the right level of challenge.
- Disadvantaged pupils are generally making better progress than their classmates because of the carefully targeted extra help that the school provides. Throughout the school, their attainment is similar to that of pupils nationally. It is not possible to report in detail on the attainment of disadvantaged pupils in Year 6 in 2014 because the small numbers mean that there would be a risk of indentifying individual pupils.

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	122554
Local authority	Nottinghamshire
Inspection number	456007

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	239
Appropriate authority	The governing body
Chair	Ian Craik
Headteacher	Nina Capek (Acting Headteacher)
Date of previous school inspection	27–28 February 2012
Telephone number	01159137447
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