

Bottesford Junior School

Manor Road, Bottesford, Scunthorpe, North Lincolnshire, DN16 3PB

Inspection dates	16–17 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher has led school improvement effectively since the previous inspection. School leaders and all staff want the best for their pupils and work hard to help them achieve well. Teaching is now good in many subjects, including English and mathematics.
- Achievement is good. From their above-average starting points, pupils make good progress in reading, writing and mathematics. In 2015, pupils' attainment, at the end of Year 6, was well above average in these subjects. All groups achieve well, including those who are disadvantaged or who have special educational needs or disability.
- Pupils' progress is tracked very closely in English and mathematics and teachers make effective use of this assessment information to plan work that builds on pupils' prior learning accurately.
- Pupils enjoy school and are proud to be there. They work hard and value learning. They want to do well so that they can be successful in the future. They are particularly enthusiastic about all the clubs and activities the school plans for them.
- Pupils' behaviour is typically good. They are treated with respect and so are quick to respond likewise towards others. The school's work to keep pupils safe is effective. Pupils feel well looked after at school and form good relationships. They treat others with kindness and conduct themselves well as responsible members of the school community.
- Governors know the school well and are frequent visitors there. They have high aspirations for the community and support school improvement effectively. They challenge leaders by holding them to account for the progress pupils make.
- Support to promote pupils' personal development and welfare is good. Staff respond promptly if concerns or issues arise, working effectively with other agencies where necessary.
- Provision for sport, information technology (IT) and music is very good and participation levels are high. Many strive to represent the school in competitive events and enjoy such challenges. Pupils' health and well-being benefit as a result.

It is not yet an outstanding school because

- Pupils do not make the same rates of progress in science, geography and history as they do in English and mathematics. Teachers' expectations in these subjects are not as high, particularly of the most able, and pupils do not cover enough work to achieve as well as they should.
- The quality of pupils' written work in these subjects is not as good as in English.
- While the school's marking policy is applied well in pupils' literacy and numeracy work to help them improve their learning, it is more variable in other subjects and as a result the same errors persist.
- Leaders, including subject leaders, are not doing enough to check that teaching is consistently good in every subject and that pupils have the level of challenge they need to achieve well at all times.

Full report

What does the school need to do to improve further?

- Leaders, including subject leaders, do more to improve the quality of teaching and learning in science, history and geography by:
 - making sure that sufficient time is given to these subjects so that pupils achieve all that they should
 - having higher expectations of all pupils, particularly the most able, in these subjects
 - developing teachers' questioning skills so that pupils deepen their understanding and apply previous learning confidently to extend their knowledge and skills to the highest level possible
 - ensuring that pupils produce the same high-quality writing in other subjects as they do in English
 - checking that teachers' feedback is sufficiently detailed by following the school's policy in every subject to show pupils how to improve subsequent work
 - making sure that pupils respond to the feedback they receive so that the same errors do not reoccur.
- Leaders, including governors, ensure that the teachers have the support and training they need to teach the school's curriculum for science, history and geography at the level that they should and that they do more to hold teachers to account for the progress pupils make in these subjects.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, staff and governors have established a purposeful learning environment in the school, where pupils understand that learning is important. The headteacher's determination to raise standards in reading, writing and mathematics, following the previous inspection, has proved fruitful. He has driven school improvement effectively and the school is well poised to improve further.
- Parents and pupils, quite rightly, are proud of their school. Parents appreciate all that the school does to enrich their children's lives so that they are well prepared for the next stage of their education. Pupils are extremely positive about all the clubs and activities the school offers. They are particularly enthusiastic about the many sports events they participate in and show off the school's trophies with pride.
- The headteacher has high expectations of staff and pupils. Pupils know that they must work hard to achieve well and that their teachers will support them at all times. School leaders have been very focused on improving the quality of teaching and staff are very clear on the expectations placed upon them to raise standards. Pupils are now working at above-age-related expectations in their basic skills.
- Weaknesses in teaching are addressed promptly through appropriate support and training, particularly in English and mathematics. Where teaching is less than good, the headteacher and governors act swiftly to review teachers' performance, make appropriate decisions about pay increments and plan additional support for pupils so that they achieve the targets they should in these subjects.
- Leaders have a more positive picture of the school than is the case. While standards in reading, writing and mathematics have risen markedly in the last two years, this has been at the expense of pupils' learning in subjects such as science, history and geography (foundation subjects). In these subjects, pupils are working at no better than age-related expectations when many are capable of more, particularly the most able. The monitoring of teaching and learning, while very rigorous in English and mathematics, requires improvement elsewhere. Those middle leaders who oversee foundation subjects have not had sufficient opportunity to make the impact they would wish in their areas of responsibility.
- Leaders have modified assessment procedures to track the curriculum and check that pupils are working at least at age-related levels, and identify early any at risk of falling behind in their basic skills. Timely and appropriate support results in all pupils making good progress over time. The proportion exceeding age-related expectations in reading, writing and mathematics is increasing year on year.
- The curriculum is not entirely balanced. Provision for developing pupils' basic skills in English and mathematics is good. But the foundation subjects listed above are not promoted sufficiently to help pupils exceed expectations here. Pupils have too few opportunities, for example, to think for themselves and devise investigations or undertake tasks that will help them develop their ideas as they apply their learning to make sense of the world around them. However, there is a good focus on preparing pupils well for life in modern Britain. Provision for physical education, music and information technology (IT) is very good because the school has specialist teachers in these roles.
- The school develops pupils' spiritual, moral, social and cultural development well. Pupils understand that fairness, democracy and equality are important values to live by and elect school councillors to speak on behalf of the pupils. Pupils are encouraged to think about others, and are kind and considerate to those who might need their support. In a relatively all-White population, the school places high emphasis on respect and tolerance and the need for pupils to understand what it is to be British. Pupils appreciate that there are communities across the world that face significant hardship in their lives and are quick to support charity events to benefit others and consider their responsibilities as young citizens.
- Governors and leaders ensure that the few pupils in the school who are disadvantaged benefit fully from all that the others pupils do, including trips and activities that broaden pupils' horizons beyond school. The additional funding provided for these pupils is used effectively so that they achieve well.
- The sports premium funding too is used very effectively to provide a wide range of sport in school and competitive events outside school. Participation levels are high because pupils enjoy sport. Clubs such as athletics, football, netball and cricket are open to all. The school places high focus on pupils keeping fit and healthy. All pupils do physical activities regularly and know that eating sensibly is important.
- The headteacher and governors are keen to share practice and learn from others. The headteacher has sought the support of external professionals, including local authority advisers and a partner school headteacher, to review the school's performance, provide training and support and recommend further improvements. This has strengthened the school's ability to improve rapidly since the previous inspection.

■ The governance of the school

- Governors add to the effectiveness of leadership and management by providing support to the headteacher and critical challenge to senior leaders and other staff. They know the school's strengths well because they are regular visitors to the school. They rely on the headteacher's professional judgement to make the improvements necessary to secure good teaching and raise pupil progress. They understand pupil progress data and question the impact of the actions leaders take to raise achievement. They know the impact of current improvement priorities and that the school is not yet outstanding because achievement is not consistently high in every subject.
 - The performance management of leaders is robust. Staff know that their performance will be judged by how well their pupils progress; standards have risen as a result. New staff are integrated well into the school's culture and ethos of high expectations and pupils are well placed to achieve all that they should at the end of Year 6 in 2016 in their basic skills. Governors are less aware that pupils' progress in some foundation subjects is not as good as it should be.
 - Governors ensure that funding earmarked for disadvantaged pupils and sports is used to maximum effect and know that the gap between disadvantaged pupils and others in the school is closing quickly.
- The arrangements for safeguarding are effective. The care and wellbeing of pupils is a high priority; leaders ensure that pupils are safe at school and know how to stay safe outside school. Parents are informed if staff have any concerns about pupils' well-being. Governors check that all the current safeguarding requirements are met, including procedures linked to staff recruitment, and that governors and all staff undertake the training required to keep them up to date with all safeguarding guidelines.

Quality of teaching, learning and assessment is good

- The focus on improving pupils' literacy and numeracy skills has been a high priority since the previous inspection. Teaching in these subjects is consistently good or better and this is reflected in pupils' high attainment in reading, writing and mathematics at the end of Year 6 in 2015. Pupils want to do well and so work hard when presented with the right level of challenge and where teachers' expectations are high.
- Teachers' subject knowledge in English and mathematics is strong, as it is in subjects where specialist teachers teach across the school. So in these subjects, equality of opportunity is good for all pupils. However, in some foundation subjects pupils do not achieve as well, because teaching in these subjects is not as effective. This is often due to insufficient time being devoted to these subjects and teachers' expectations not being high enough, particularly of the most able.
- Where teaching is good or outstanding, teachers make effective use of assessment information to plan the right level of work for all pupils. Work for pupils who need additional support, to make sure that they do not fall behind, is planned effectively so that these pupils remain on track to meet their targets in reading, writing and mathematics. Small groups are regularly withdrawn to give them the boost they need to keep up and be more confident in their learning.
- Teachers ask probing questions and listen for accuracy in answers, for example in mathematics, to check that pupils understand their work. For example, in a Year 5 mathematics lesson, the teacher quickly identified that some pupils were not sure about adding whole numbers to fractions and how to set their work out to avoid errors. Pupils received additional explanations promptly and so made good progress. These timely interventions help pupils make good progress in English and mathematics.
- Pupils enjoy reading and are interested in the way different authors capture their imagination. They talk enthusiastically about the books they have read and most have a very secure grasp of letters and the sounds that they make (phonics) from key stage 1 and so tackle unfamiliar words confidently. Those needing additional help with their reading receive high-quality support, often one to one, so that by the end of Year 6, almost all pupils are reading at age-related expectations.
- Pupils write confidently in English, sometimes incorporating learning from other subjects to extend and develop their skills. For example, pupils in Year 3 graphically described what it might have been like for people in Pompeii when Vesuvius erupted and buried the city. Their use of vocabulary and features such as alliteration made their news reports lively and engaging. However, pupils do not write to the same standard in foundation subjects and frequently make errors in their spelling, punctuation and grammar that are not apparent in their English books. On occasions their work is incomplete or limited by the worksheets they have used and shows that they have not thought in depth about their learning or been sufficiently challenged by the tasks they have undertaken.
- The teaching of mathematics is now very good. Learning is effectively structured so that pupils build on

what they already know and can do. They talk confidently about the different strategies they use to work out calculations and solve problems and enjoy mental challenges that make them think and apply operations in the correct sequence to arrive at the right answer. Errors do occur when some try to take shortcuts or when they fail to set work out in logical steps so that mistakes are easy to identify.

- Pupils are very good at working with others and settle promptly so that learning time is maximised. They ask for help when unsure, turning to each other if teachers are busy. Expectations in mathematics are high and most pupils try their best. They take note of any corrections so that subsequent work improves.
- Teachers and teaching assistants work in good partnership to support all groups of pupils equally well. Teaching assistants make a valuable contribution to learning, sometimes supporting small groups and individuals who need additional help with their learning or who need further challenge to achieve more.
- The teaching of music, physical education (PE) and information technology (IT) is consistently good or better. Specialist teachers work across the school to develop and extend pupils' knowledge and skills. Pupils enjoy the physical/practical nature of these activities. They waste no time changing for PE because they want to participate and improve; they sing enthusiastically, exploring the world of music; they attentively follow highly disciplined instructions to devise computer games of differing complexity.
- The teaching of science, history and geography requires improvement. Pupils, particularly the most able, are not challenged by the work they do in these subjects and so do not make the progress they should. When engaged well, pupils are keen to learn and are fascinated, for example by events they study in history or the practical investigations in science. In these subjects pupils have insufficient opportunities to think for themselves, reflect on what they already know and develop their own ideas, theories and views.
- Staff provide very timely and effective feedback during lessons to help pupils in their learning, correcting recurring errors through further teaching and guidance. Marking which follows school policy in English and mathematics, where pupils are guided well as to how to improve, for example, their spelling and punctuation or the setting out of their calculations, improves pupils' subsequent work. Elsewhere, marking is less effective. This results in pupils not taking sufficient care with spelling, punctuation, grammar or presentations. If unchecked, these errors persist and pupils' work does not improve sufficiently.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupil's personal development and welfare is good. Pupils, parents and staff are very positive about how well the school cares for pupils. Staff are clear about their responsibilities to safeguard pupils and are trained appropriately.
- Incidents of bullying are rare and when they occur pupils say they are dealt with promptly. Pupils are clear about what they should do if they are worried or upset about anything, confident that staff will help them resolve matters. Some pupils (known as PALS) have had special training so that they too can support their peers and raise concerns regarding e-safety, for example. Pupils know the dangers posed by social media sites and to report concerns immediately. Pupils take their responsibilities seriously, keen to help others.
- Pupils have a good understanding of how to keep themselves safe. They say, for example, that you should not take drugs or eat unhealthy diets that might make you obese or diabetic. They also say that it is important to look after the environment so that 'we don't spoil the world for the future'. Their understanding of citizenship is strong.
- Pupils are generally highly motivated, knowing that school and learning are important for their futures. They talk about lessons being 'interesting and fun', particularly subjects such as PE and IT, where they say the teaching is 'really amazing'. They are also quick to say that some teaching is not as engaging because the work is sometimes too easy or that they do not have enough time to complete their work.
- Pupils are keen to share their views about the school and express their aspirations to be, 'the best I can be'. They say that teachers are kind and supportive and that they learn about important things such as respecting others, especially those from different cultures and faiths. They learn French and know that communities have traditions different to their own. They talk excitedly about the many trips they go on to extend their experiences of life beyond school and are actively involved in events in the local community and inter-school sports competitions.

Behaviour

- The behaviour of pupils is good. Pupils are typically very well behaved in lessons and around school

generally and respond promptly when asked to settle to work. Occasional lapses do occur where pupils are not engaged by their learning sufficiently. They then become restless and chatty and do not work as well as they should. Incomplete work and careless errors creep into their work as a result.

- Pupils know right from wrong. Behaviour management processes are clear. Class rules and timely reminders ensure that pupils behave well with all staff. For example, numerous clubs and activities run at lunchtimes and after school and pupils value the time staff give them and so show due respect.
- Pupils discuss current news issues and understand that while other communities may be different to theirs, they should show tolerance and respect towards everyone. Pupils are very kind to others, for example, looking after those who might take a tumble in the playground or need help with their learning.
- Pupils' attendance has improved since the previous inspection and is now well above average, reflecting their eagerness to attend regularly and be punctual. Parents ensure that pupils are suitably prepared for school and support their children's learning at home effectively. Parents' partnership with school is good.

Outcomes for pupils

are good

- Leaders have improved teaching since the previous inspection and as a result, pupils are now making good progress in many subjects including in English and mathematics. Assessment systems in these subjects are rigorous and effective. Teachers use this information to set pupil targets so that they all make the progress they should and more exceed the age-related expectations. At the end of Year 6 in 2015, pupils' attainment in reading, writing and mathematics was well above average.
- Information about how well pupils are doing identifies quickly where pupils are at risk of falling behind so that additional support is organised appropriately. As a result, all groups of pupils receive the support they need to make good progress. There are opportunities missed to challenge the most able further, particularly in the foundation subjects, so that a higher proportion exceed the age-related expectations.
- Pupils mostly start school above the standards expected for their age. The starting points for some are not as high, but staff know the needs of all pupils and so plan work accordingly. Parents are very positive about the school and the good progress their children make in their learning in English and mathematics.
- While most pupils start at above-age-related skills in their reading, those that are less confident, for example in linking letters and the sounds that they make (phonics) and building unfamiliar words confidently, receive individual help so that they achieve well. Teachers introduce captivating fiction, such as 'Pig Heart Boy', and informative non-fiction texts and encourage pupils to undertake their own research using the internet to extend pupils' reading skills. Current pupils in Year 6 are working at above-age-related levels overall.
- Progress in writing is also good generally. Pupils write well in English, developing their own styles and applying a range of features, including inventive vocabulary and metaphors, to make their writing interesting. The skills pupils develop in their English work are often of very high quality but this is not reflected consistently in their writing in other subjects. As a consequence, pupils' ability to record information in some foundation subjects, for example to express their ideas in history and explain their understanding in science, is not as developed as it should be if they are to achieve well in these subjects.
- The school has focused effectively on developing the teaching of mathematics, particularly pupils' ability to work speedily and apply their knowledge of number operations, multiplication tables and problem solving to arrive at the correct answer using a range of strategies. For example, pupils in Year 6 know how to check their answers using inverse calculations. An increasing number are exceeding age-related expectations as a result.
- The progress made by disadvantaged pupils in the school is consistently better than pupils' progress nationally because the support for them is good. The gaps between the attainment of these pupils and pupils nationally have closed successfully. While the numbers of pupils supported through the pupil premium grant in any year group are relatively low, pupils receive the individual guidance they need to achieve as well as their classmates. Only those few who have additional challenges in their lives achieve less well. However, overall, their progress is good from their starting points.
- The support for pupils who have special educational needs or disability is very timely and effective. They make good progress because activities are tailored to their needs accurately and expectations of them are high. The school identifies quickly their individual needs and seeks support from parents and other agencies where necessary to provide the best they can to help these pupils to achieve well.

School details

Unique reference number	117727
Local authority	North Lincolnshire
Inspection number	10002086

This inspection 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	255
Appropriate authority	The governing body
Chair	David Thomson
Headteacher	Phil Brown
Telephone number	01724 867906
Website	www.bottesfordjuniors.com
Email address	admin.bottesfordjuniors@northlincs.gov.uk
Date of previous inspection	30–31 October 2013

Information about this school

- This is a larger than average-sized primary school.
- Pupils start at the school at the age of seven.
- Almost all pupils are of White British heritage.
- The proportion of pupils who have special educational needs or disability is average.
- The proportion of pupils deemed disadvantaged and supported through the pupil premium is very low. (The pupil premium is additional government funding provided to support disadvantaged pupils including those who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils moving in and out of the school at times other than the start of early years is well above average.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

Information about this inspection

- The inspectors observed teaching and learning throughout the school; four observations were carried out jointly with the headteacher. In addition, the inspectors scrutinised pupils' workbooks with senior leaders and listened to pupils read.
- The inspectors held meetings with the pupils, the chair and vice-chair of the governing body and two parent governors, the headteacher, senior and middle leaders and subject leaders. The inspectors also had a meeting and a telephone conversation with a representative from the local authority.
- The inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, information on current pupils' progress, and planning and monitoring documentation. Inspectors scrutinised the spending of funding for disadvantaged pupils and primary school sports funding. Records relating to behaviour and attendance, as well as documents relating to safeguarding, were also taken into consideration.
- Inspectors considered the 121 responses to the online questionnaire (Parent View) and the few parents who expressed their views via text messages to Ofsted. They also considered the findings of the school's own survey of parents.
- The inspectors took account of the 16 responses to Ofsted's staff questionnaires and talked to staff during the inspection about their views of the school.
- The inspectors took into account the views of the five pupils who responded to the online pupil survey.

Inspection team

Rajinder Harrison, Lead inspector	Ofsted Inspector
Tracy Fulthorpe	Ofsted Inspector
Mahajid Ali	Ofsted Inspector

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