Bolsover Church of England Junior School

Horsehead Lane, Bolsover, Chesterfield, Derbyshire S44 6XH

Inspection dates 21–23 February 2017

Overall effectiveness	**Inadequate**
Effectiveness of leadership and management	**Inadequate**
Quality of teaching, learning and assessment	**Inadequate**
Personal development, behaviour and welfare	**Requires improvement**
Outcomes for pupils	**Inadequate**
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders do not have an accurate understanding of the school's weaknesses. They have not taken effective action to bring about the necessary improvements.
- Teachers do not have high enough expectations of what pupils can achieve. Teachers' planning does not take into account pupils' different starting points. All pupils often work on the same activities and many are not sufficiently challenged.
- Standards have declined since the previous inspection. Pupils make poor progress in reading and mathematics and make much less progress in these subjects than other pupils nationally.
- Leaders have not ensured that disadvantaged pupils are supported well enough to make the rapid progress needed for them to catch up.
- Pupils who have special educational needs and/or disabilities make slower progress than other pupils nationally. Leaders and teachers do not have high enough expectations of these pupils.
- The proportion of pupils who achieve the higher standards in reading, writing and mathematics is below the national average. Pupils are not supported to aspire to these high standards.
- Leaders have not taken effective action to improve the attendance of disadvantaged pupils and pupils who have special educational needs and/or disabilities. The attendance of these groups of pupils is very low and continuing to decline.
- Leaders at all levels do not check whether the actions they have taken to tackle areas of weakness have been effective. Plans for improvement are vague and are not precise enough to bring about the rapid improvement that is required in all areas of the school.
- Governors are committed to the school but do not have an accurate understanding of the school's weaknesses. The governing body does not effectively challenge leaders and does not hold them to account for the lack of improvement.

The school has the following strengths

- Leaders promote pupils' personal development well in many aspects of the school. Pupils are encouraged to take responsibilities through initiatives such as the 'Pupil Parliament'.
- Pupils are supported effectively to develop their creativity through art and make good progress in this area.

Full report

In accordance with sections 44(1) and 13(3) of 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.

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
  - leaders make accurate evaluations of the school's strengths and weaknesses
  - leaders identify in plans for improvement precise actions and who is responsible for carrying them out
  - the governing body holds leaders to close account for rapidly improving the quality of education provided by the school
  - leaders use additional funding more effectively so that disadvantaged pupils and pupils who have special educational needs and/or disabilities make faster progress, particularly in reading and mathematics
  - all middle and subject leaders take effective action to make improvements in their areas of responsibility
  - leaders take action to improve pupils' attendance, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities.
- Improve the quality of teaching and, thereby, outcomes by ensuring that all teachers:
  - have high expectations of what pupils are able to achieve
  - improve the accuracy of their assessment of pupils' work and use assessment information to inform their planning
  - plan more demanding work so that pupils of all abilities are sufficiently challenged in their thinking
  - target work for the most able pupils that allows them to achieve the higher standards in reading and mathematics.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management	Inadequate

- Leaders and governors have too generous a view of the school's strengths and do not recognise the significance of its weaknesses. External support to the school has not identified areas that need tackling with the highest priority.
- Leaders are not aware of the decline in progress in reading and mathematics, particularly for disadvantaged pupils. They have not taken effective action to improve pupils' attainment, which has been significantly below that of other pupils nationally in recent years.
- Leaders do not have high enough expectations of pupils and staff. Leaders have not held staff to account for their performance. Teachers are unable to recognise the weaknesses in their teaching.
- Leaders and the governing body have not ensured that the pupil premium funding to support disadvantaged pupils has been used to raise the achievement of these pupils. Their progress is declining and is in the lowest 10% of all schools nationally in reading and mathematics.
- The leadership of pupils who have special educational needs and/or disabilities is weak and additional funding has not been used to promote good progress for this group of pupils. There is a lack of clarity over the way this responsibility is managed and action has not been taken to accelerate the progress of these pupils.
- The action that leaders have taken to improve the attendance of groups of pupils has not been effective. Leaders have not recognised this and have not amended the strategy they use. As a result, the proportion of pupils who are persistently absent has increased.
- The support that the school has received from the local authority has not been effective. Leaders' inaccurate self-evaluation has not been challenged. This means that leaders have not been supported to identify areas of weakness accurately or to take action to tackle them.
- Plans for school improvement are vague. They do not correctly identify the areas that require improvement, nor do they specify the actions to be taken to tackle weaknesses. Evaluations are similarly vague and are not sharp enough to plan clearly for improvement.
- The leadership of mathematics is inadequate. Leaders have not accurately identified weaknesses in teaching. The tracking of pupils' progress is not robust enough to identify gaps in pupils' learning. Leaders have not held teachers to account for pupils' underachievement in this subject.
- Leaders do not monitor the effectiveness of the school's behaviour policy and so are unable to determine its effectiveness. For example, leaders note the number of 'pink slip' sanctions pupils receive but do not use this information to identify areas of concern or to take action to support pupils to improve their behaviour.
- Leaders have not ensured that staff have received appropriate training to improve their practice or to eliminate weaknesses in their teaching. Staff have received training in

conjunction with their collaborated school but this has not tackled the weaknesses specific to Bolsover Church of England Junior School. Leaders have not ensured that the pockets of good practice that exist in the school are shared with other staff.

- There is no formal evaluation of the work of teaching assistants. It is unclear who is responsible for ensuring that teaching assistants are effective in their role.
- The curriculum is varied and provides pupils with opportunities to experience a wide variety of experiences. For example, pupils benefit from specialist teaching in art and technology, which supports them to make good progress in these subjects. Activities that take place beyond the classroom contribute well to pupils' personal development. For example, pupils recently participated in the school's 'End Hunger' event where they explored the subject of global famine and created food parcels for their local community, using produce from the school garden.
- Leaders have ensured that pupils' spiritual, moral, social and cultural development is promoted well. For example, they have introduced a new religious education curriculum that ensures that other faiths and beliefs are considered alongside the Christian values of the school. The 'Pupil Parliament' enables pupils to take on leadership responsibilities, such as 'sports ministers' and 'food and farming ministers'.
- Newly qualified teachers may be appointed.

Governance of the school

- Governors do not have an accurate understanding of the school's weaknesses and the governing body is not, therefore, able to hold leaders to account for the quality of education provided at the school.
- Governors are not aware of the decline in pupils' progress, particularly in reading and mathematics, since the last inspection.
- The governing body has not held leaders to account for the way in which additional funding has been used, such as the pupil premium to support disadvantaged pupils. Governors have not challenged the ineffectiveness of this strategy to support these pupils.
- Although the sports leader has ensured that pupils benefit from the primary physical education (PE) and sport premium funding, the governing body does not challenge leaders for the way in which it is used, nor does it hold them to account.
- Governors share leaders' low expectations of what pupils should be able to achieve, particularly the least able pupils and those who have special educational needs and/or disabilities.
- Governors are committed to the school. They are in school often and regularly visit to undertake activities. They listen to pupils read and hold discussions with them to ascertain their views.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have ensured that staff have received appropriate and up-to-date training. Staff at all levels recognise and understand their responsibility in ensuring the safety and well-being of pupils.

- Leaders have created a culture where all staff take their responsibilities to safeguard pupils' well-being seriously. They are vigilant in following the school's safeguarding procedures. Pupils feel that staff care about their welfare and are confident to speak to them about any concerns they might have.
- Leaders take appropriate action if they have concerns over a child's welfare. They are robust in following up concerns that are referred to external agencies.

Quality of teaching, learning and assessment — Inadequate

- The quality of teaching, learning and assessment has been inconsistent since the last inspection. Expectations have not been high enough, so teaching has not led to pupils making adequate progress.
- Teachers do not have high enough aspirations of what pupils are able to achieve. The level of challenge is too low. Several pupils told inspectors that they found their work too easy. Work in pupils' books shows that pupils often undertake activities that are too simple for their levels of ability.
- Teachers do not use assessment information effectively to plan work that matches pupils' different abilities. Too often, all pupils undertake similar tasks, regardless of their ability. This means that the majority of pupils, particularly the most able, are not sufficiently challenged. Assessments of current pupils are too generous which means that work is not appropriately targeted at individual pupils' needs.
- The teaching of reading is not effective. Activities are not planned to meet pupils' needs. There is too much emphasis on completing activities rather than learning from them.
- Teachers do not move pupils on to more challenging activities quickly enough. Inspectors noted several examples where pupils, particularly the most able, had completed a task and were waiting for others to catch up before they could move on. This means that pupils waste learning time and make limited progress.
- Teachers' questioning is inconsistent. Pupils' responses are not explored or extended and teachers do not support pupils to develop their reasoning skills through discussion.
- Teachers' explanations are sometimes too long and unclear. This means that pupils lose focus and do not fully understand what they have to do.
- Teachers do not plan activities that inspire or motivate pupils. Many activities are repetitive, particularly in English.
- The use of teaching assistants is inconsistent across the school. There is some effective practice where teaching assistants support pupils' learning so that they make progress but, in too many instances, teaching assistants prevent the development of pupils' independence in learning. For example, some teaching assistants tell pupils the answers rather than supporting pupils to work them out for themselves.
- Pupils enjoy positive relationships with teachers and other adults. Pupils want to do well and seek the approval of their teachers.
- The quality of teaching, learning and assessment in art is a strength of the school. Teachers have good subject knowledge in art and plan lessons that interest and motivate pupils. Teachers understand pupils' strengths and weaknesses and plan

activities that are matched to individual pupils' abilities. This means that pupils enjoy their learning and make good progress in art.

Personal development, behaviour and welfare	Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils do not gain enough experiences of how to become successful learners because teachers' expectations of what they can and should be able to achieve are too low.
- Teachers do not consistently ensure that pupils present their work neatly, particularly in mathematics, and it is not seen as a high priority in the school. In other subjects, such as English, however, teachers encourage pupils to develop the quality of their handwriting.
- Pupils understand different forms of bullying. They report that bullying is rare but trust that teachers and other staff would resolve any concerns that occur, swiftly and effectively.
- Pupils understand how to keep themselves safe. They are aware of a variety of potential dangers, for example those posed by the inappropriate use of the internet.
- Pupils' physical and emotional well-being are developed effectively through the curriculum. Pupils experience a range of physical activity and the primary physical education and sport premium funding has been used effectively to encourage a greater number of pupils to participate in physical activity beyond the usual curriculum.
- Pupils are taught about other faiths and demonstrate respect and tolerance of religious views that differ from their own.
- A strength of the school is the strategy to develop pupils' understanding of their responsibilities to care and nurture. Pupils take responsibility for a number of animals that are kept on the school site, ranging from small pets inside the school building to larger animals such as pigs and goats kept on the school grounds. Pupils look after these animals, for example by cleaning and feeding them.
- Pupils are encouraged to live healthy lifestyles. They learn about healthy eating, growing their own produce in the school grounds and using them in cooking activities.
- School leaders have ensured that pupils' social skills are developed through the lunchtime 'family service'. Pupils sit in mixed-age groups and they value the opportunities to take turns in serving the meal and to forge friendships with others.

Behaviour

- The behaviour of pupils requires improvement.
- The attendance of all pupils is slightly above the national average. However, the attendance of disadvantaged pupils is below the national average. The attendance of pupils who have special educational needs and/or disabilities is well below the national average and in the lowest 10% of all schools nationally. Leaders have not taken

effective action to improve the attendance of these groups of pupils.

- The proportion of pupils who are persistently absent is above the national average and in the highest 10% nationally for disadvantaged pupils and those who have special educational needs and/or disabilities.
- Pupils respect the school environment. They conduct themselves well around school and in lessons. In lessons where teaching is weaker, pupils' behaviour is less positive.

Outcomes for pupils — Inadequate

- Since the last inspection, pupils' progress in reading and mathematics has declined and is now in the lowest 10% of all schools nationally.
- In 2016, the proportion of pupils achieving the expected standards in reading, writing and mathematics combined at the end of key stage 2 was lower than that of other pupils nationally. The proportion of pupils achieving the higher standard was also lower than that achieved nationally.
- Many pupils enter the school with achievement that is higher than other pupils nationally. A greater proportion than that seen nationally are high-ability pupils. The proportion of pupils reaching the higher levels of attainment in reading, writing and mathematics, however, was lower than the national average in 2016. Teachers do not have high enough expectations of what the most able pupils can achieve and therefore do not challenge them consistently to make progress towards the higher standards, particularly in reading and mathematics.
- Pupil premium funding has not been used effectively to diminish the differences in attainment between disadvantaged pupils and non-disadvantaged pupils nationally. In recent years, disadvantaged pupils have made slower progress in reading, writing and mathematics than other pupils nationally. In 2016, the progress made by disadvantaged pupils in mathematics was in the lowest 10% of all schools nationally. Disadvantaged pupils' progress in reading was in the lowest 1% of all pupils nationally.
- Pupils who have special educational needs and/or disabilities make slower progress than other pupils nationally. Leaders have not ensured that the additional funding for these pupils is used effectively. They do not track these pupils' progress carefully and teachers do not have high enough expectations of what they can achieve.
- Pupils make more progress in writing than they do in reading and mathematics but it is still below the national average, particularly for the most able pupils.
- The proportion of pupils reaching the expected standard in writing is higher than the national average. Fewer pupils achieve the higher standard, however, than the proportion of all pupils nationally.
- Leaders judge the progress of current pupils to be higher than in previous years. Inspectors were unable to find evidence to corroborate this view.
- Pupils' attainment in grammar, punctuation and spelling is stronger than in reading and mathematics. Although the proportion of pupils achieving the expected standard is slightly below the national average, the proportion of pupils achieving the higher standard is just above average.
- Pupils' achievement in science is stronger than in reading and mathematics. A higher

proportion of pupils reached the expected standard in science than the national average.

- The work that pupils produce in art is of a high standard. Teachers use assessment information to plan activities that are matched to pupils' abilities. Pupils make good progress because teaching is strong and they are well supported.

School details

Unique reference number	112801
Local authority	Derbyshire
Inspection number	10003048

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.

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	289
Appropriate authority	The governing body
Chair	Graham Briggs
Executive headteacher	Rowena Herbert
Telephone number	01246 822324
Website	www.bolsover.schooljotter2.com
Email address	info@bolsover-jun.derbyshire.sch.uk
Date of previous inspection	29–30 May 2012

Information about this school

- The school is a little larger than the average-sized primary school.
- Since the last inspection, the local authority has arranged for a formal collaboration with a neighbouring school. The headteacher of Bolsover Junior School was appointed as the executive headteacher of the collaboration.
- The executive headteacher is a local leader of education (LLE).
- The proportion of disadvantaged pupils is larger than average.
- The proportion of pupils who have special educational needs and/or disabilities is larger than average.
- The proportions of pupils from minority ethnic groups and those who speak English as an additional language are below the national averages.
- The school meets the government's current floor standards, which set the minimum

expectations for pupils' attainment and progress.

- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors observed learning in every class on several occasions, some jointly with senior leaders.
- Discussions were held with senior, middle and subject leaders, members of the governing body, staff, parents and representatives of the local authority.
- Inspectors looked at pupils' work in lessons and a large sample of pupils' books, some jointly with leaders.
- Inspectors observed pupils' behaviour during lessons, before school and during breaktimes.
- Inspectors heard pupils read and spoke with pupils formally and informally.
- Inspectors scrutinised a wide range of documents, including school improvement plans, the school's self-evaluation, minutes of meetings of the governing body, information about the attainment and progress of all pupils, records relating to behaviour and safeguarding, and information on the school's website.
- Inspectors considered the 45 responses to Parent View, Ofsted's online questionnaire, and the 39 free-text responses from parents. Inspectors also considered the 52 responses from pupils and the 18 responses from staff to Ofsted's questionnaires.

Inspection team

Deborah Mosley, lead inspector	Her Majesty's Inspector
Linda Lyn-Cook	Ofsted Inspector
Vic Wilkinson	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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