

Inspection of a good school: Bottesford Junior School

Manor Road, Bottesford, Scunthorpe, Lincolnshire DN16 3PB

Inspection dates: 30–31 October 2019

Outcome

Bottesford Junior School continues to be a good school.

What is it like to attend this school?

There is a warm, welcoming and caring atmosphere throughout this school. The staff encourage all pupils to aim high and do their best, both in lessons and in their personal development. Pupils enjoy attending school and studying a wide range of topics across the curriculum. Pupils are enthusiastic about learning new things because lessons are interesting.

Pupils like learning outdoors and going on the trips that support their learning, for example to museums. Pupils are proud of their achievements, including their school choir and the many sporting trophies they have won. The school community is proud to have achieved the government's School Games Award (Gold).

Leaders provide pupils with skills to help them to stay safe. Pupils say that they feel safe in school and understand how to stay safe while online. Pupils describe behaviour at this school as good, with hardly any bullying, and I agree. Pupils like sharing their worries or concerns with the 'Pals' group, who are trained to help pupils to sort things out together, sometimes with staff.

Parents appreciate how staff work hard to provide for pupils' academic and emotional needs. They value the secure use of social media for effective communication with the school.

What does the school do well and what does it need to do better?

Leaders have planned an ambitious curriculum. They make good use of technology to help staff in their planning. A range of whole-school topics are well organised to help pupils to build their knowledge as they progress through the school. Computing, physical education (PE), history and music are taught well. It is clear from the actions that leaders have already taken that they are making similar improvements to deepen pupils' learning in all subjects.

Teachers encourage pupils to develop a love of reading. Books are well chosen for pupils to enjoy in lessons and in the reading shed outside. Teachers listen to pupils read regularly. This helps them to read with accuracy and fluency. Pupils who are struggling to read catch up quickly because of helpful support from staff. Pupils enjoy listening to adults read aloud to them. Parents receive useful guidance about reading, including the 'Bottesford Parent Guide to Reading'.

Mathematics is a strength of the school. The subject leader has a clear overview of what should be taught and when. Teachers check pupils' learning carefully. They build successfully on what pupils already know and can do. Teachers' assessment in other subjects is improving but it is not always used well to challenge pupils appropriately.

Pupils behave well in lessons, at breaktimes and when moving around the school. Learning is rarely interrupted. Pupils like to help each other, especially when someone is feeling upset or worried.

Disadvantaged pupils and those with special educational needs and/or disabilities (SEND) achieve well. Staff identify any barriers to learning quickly and put the right support in place. The most vulnerable pupils are involved in all aspects of school life, including after-school clubs.

Pupils are well prepared for life in modern Britain. Staff encourage pupils to be welcoming and respectful to everyone. Pupils have a good understanding of different backgrounds and cultures. The school mascots, Billy and Bella, were designed by pupils to represent their school community and to celebrate diversity. Pupils relish opportunities to contribute to the life of the school, for example as house captains, sports leaders and members of the school council.

Leaders know the school well. They are reflective and continually seek further ways to improve it. The headteacher has built a well-trained and motivated staff team. Staff value the support they receive. Leaders at all levels consider the mental health and well-being of staff and pupils as a priority.

Governors share leaders' vision that every pupil can and will achieve well. They hold leaders to account and help leaders to focus on the school's priorities. For example, governors challenge leaders about pupils' achievements and make sure that additional funding is spent effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff are well trained to know how to keep pupils safe. Adults know what to do if they are concerned about a pupil's well-being. Pupils trust staff and are comfortable to raise concerns with them. Staff teach pupils how to keep themselves safe, including when using the internet.

Leaders carry out the necessary checks on employees and volunteers who come into

school to be sure that they are suitable to work with pupils. Leaders are persistent when following up actions with other organisations, such as social services.

Governors check regularly that school safeguarding procedures are being applied robustly.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The curriculum is delivered effectively, overall, particularly in English and mathematics. There are a few remaining instances, such as in languages and art, where leaders need to continue to improve teachers' planning and assessment to ensure that all pupils are suitably challenged to learn well.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Bottesford Junior School to be good on 16–17 March 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	117727
Local authority	North Lincolnshire
Inspection number	10110811
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair of governing body	Gemma Campbell (joint chair) Claire Holmes (joint chair)
Headteacher	Phil Brown
Website	www.bottesfordjuniors.com
Date of previous inspection	16–17 March 2016

Information about this school

- The school is a larger-than-average primary school.
- Pupils start at the school at the age of seven.
- The proportion of disadvantaged pupils for whom the school receives the pupil premium funding is low.
- The proportion of pupils with SEND is average.

Information about this inspection

- I spoke with leaders, including the headteacher and three members of the governing body. I considered documents that leaders provided, including records of the checks that have taken place before adults can work with pupils.
- I looked at reading, computing and history in detail. I talked to leaders and teachers about their curriculum plans. I also talked to pupils about what they knew and remembered in these subjects. I looked at pupils' work and discussed this with them.
- I held discussions with teachers and staff about the training that they had received.
- The views which parents expressed on Ofsted's online survey, Parent View, were

considered.

- I spoke with pupils and considered their views on the pupils' survey.
- I held discussions with leaders about the actions that they take to keep pupils safe.

Inspection team

Cathy Morgan, lead inspector

Ofsted Inspector

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