

# Inspection of a good school: Toton Bispham Drive Junior School

Bispham Drive, Toton, Nottingham, Nottinghamshire NG9 6GJ

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Inspection dates:

22 and 23 November 2022

## Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. The next inspection will therefore be a graded inspection.

## What is it like to attend this school?

Pupils are happy and feel safe at this school. All pupils know the school's values of being 'determined, resilient, innovative, value and empathetic' (DRIVE). They are keen to earn stamps for their bookmarks when they show one of the school values.

The majority of parents and carers are positive about the school. A typical comment a parent made was, 'This is a wonderful school with such amazing and caring staff.'

Leaders have high expectations of pupils' behaviour and attendance. Behaviour in school is mostly positive. Pupils know the importance of being kind and respectful to others. Bullying does occasionally happen. Leaders have a zero-tolerance approach to bullying and act quickly to resolve it.

Pupils enjoy taking their learning outdoors in the Forest School. They say they learn about different habitats, den building and survival skills. Leaders have not yet thought well enough about what they want pupils to learn and when in some foundation subjects.

Leaders are proud of their strongest readers. They work hard to ensure that pupils have access to as many books as possible during their time in the juniors. However, effective provision for phonics and early reading for the weakest readers is not in place.

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

Leaders are ambitious for all pupils to achieve their best. In many subjects, leaders have identified the knowledge that pupils should learn and when, so that they can build their understanding over time. This is not the case in some foundation subjects.

Teachers are efficient in delivering the curriculum to all pupils, including those with special educational needs and/or disabilities. Teachers adapt their teaching to ensure that pupils access the full curriculum. Leaders provide the right support for pupils who speak English as an additional language. These pupils achieve well.

Teachers routinely check pupils' knowledge and understanding. They adapt lessons so that pupils are secure in what they know before moving on with new learning. For example, in mathematics, teachers may continue to embed multiplication and division in some classes, before moving on to fractions. Pupils can recall what they are learning in mathematics now and what they learned previously.

Leaders have not yet prioritised early reading. They have identified an age-appropriate early reading programme they plan to use. This is not yet in place. Therefore, pupils who struggle to read do not make quick-enough progress to become confident readers. The books do not always match the sounds pupils know. Some pupils do not have the phonics knowledge to help them learn how to read well as quickly as they should.

Leaders have prioritised reading for pleasure. There are termly reading competitions, '60 reads', in place to encourage pupils to read at home. Some pupils are now reading up to four books per week. They look forward to being invited to a reading party to celebrate their reading achievements.

Most pupils are ready to learn and enjoy school. There is little low-level disruption. Teachers deal with any quickly when it happens. Such behaviour does not distract others from their learning. Pupils show mutual respect to adults and other pupils.

Leaders ensure that they promote pupils' personal development very well. The 'philosophy for children' programme allows pupils to think about challenging topics. Pupils are mature enough to listen to each other's ideas and think about different points of view. They know about differences and the importance of respecting those who may think or act differently to themselves.

Pupils learn to care about others, their community and the wider world. At the recent pupil parliament ballot, they voted for what was worrying them. Pupils identified the environment, world conflict and the incorrect use of social media as issues that concerned them.

Pupils are knowledgeable about different faiths and cultures. They enjoy attending a range of clubs that allow them to explore their interests and talents, including badminton, football, cheerleading and choir.

Leaders are mindful of staff well-being and workload. Most staff say they are happy and are proud to work at this school. Governors know the school well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is the highest priority in school. Staff receive the training they need to keep pupils safe. All staff know how to identify pupils who may be at risk of harm. They report concerns quickly. Leaders respond to concerns in a timely manner. They work effectively with external agencies to get the right support for pupils.

Pupils learn to keep themselves safe, including when online. Pupils know how to look after their own mental health and well-being. They know who to speak to if they have any worries.

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

### **(Information for the school and appropriate authority)**

- Leaders are in the early stages of identifying a phonics programme that will suit the needs of pupils. Books do not always match the sounds that pupils know. Not all pupils become fluent readers quickly enough. Leaders should ensure that there is a consistent approach to teaching phonics so that all pupils receive effective support to become confident readers.
- Leaders have not thought well enough about what knowledge they want pupils to learn and when across some subjects in the wider curriculum. Pupils do not always get the chance to build on what they have learned before. Leaders should ensure the important knowledge that pupils need to learn and remember is identified from Year 3 to Year 6, in all subjects.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in June 2017.

## 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 information from Ofsted Parent View 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.

## 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

<b>Unique reference number</b>	122554
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10240803
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	238
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Cheryl Cooper
<b>Headteacher</b>	Andrea Goetzee
<b>Website</b>	<a href="http://www.bisphamdrive.notts.sch.uk/">www.bisphamdrive.notts.sch.uk/</a>
<b>Date of previous inspection</b>	13 and 14 June 2017, under section 5 of the Education Act 2005

## Information about this school

- There is a breakfast and after-school club managed by the school.
- The school does not make use of any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held meetings with the headteacher, the deputy headteacher, curriculum leaders and the special educational needs coordinator. She met with members of the governing body and spoke with a representative from the local authority.
- The inspector carried out deep dives into the following subjects: reading, mathematics, and art and design. She met with curriculum leaders, visited lessons, looked at samples of pupils' work, listened to pupils read and met with teachers and pupils. She also considered curriculum documentation.
- The inspector met with groups of pupils both formally and informally. She considered responses to Ofsted's online survey for pupils.

- The inspector spoke informally with parents at the end of the school day. She considered the views expressed through Ofsted's online survey, Parent View.
- The inspector spoke with groups of staff and took account of views shared through Ofsted's online survey for staff.
- To inspect safeguarding, the inspector spoke with leaders, staff and pupils, and scrutinised school documents.

### **Inspection team**

Anita Denman, lead inspector

His Majesty's Inspector

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