



Bolsover Church of England Junior School

Inspection Report

Unique Reference Number 112801
LEA DERBYSHIRE LEA
Inspection number 279025
Inspection dates 11 May 2006 to 12 May 2006
Reporting inspector Dr. Kenneth Thomas LI

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Junior	School address	Horsehead Lane
School category	Voluntary controlled		S44 6XH
Age range of pupils	7 to 11		
Gender of pupils	Mixed	Telephone number	01246 822324
Number on roll	248	Fax number	01246 822324
Appropriate authority	The governing body	Chair of governors	Rev.Trevor Hicks
Date of previous inspection	6 March 2000	Headteacher	Mr. Ray White

Age group	Inspection dates	Inspection number
7 to 11	11 May 2006 - 12 May 2006	279025

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bolsover Church of England Junior School is an average size mixed school. Virtually all pupils are from a White British background and all speak English as their first language. The proportion of pupils known to be eligible for free school meals is above average. The proportion with learning difficulties and/or disabilities is above average and rising. Pupil mobility is about the same as in most other junior schools. The school occupied new premises three weeks before the start of the inspection.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

In this very recently occupied new school building there is a general sense of enthusiasm and optimism amongst staff and pupils. The school provides a satisfactory quality of education with some good features. This does not match the school's own evaluation of good overall. Standards overall are average, and achievement is satisfactory, but standards in writing are below average and the progress of boys is below that of girls. The restructured school leadership team is focused on raising standards and achievement. Through systematic monitoring, the school has identified both the strengths and weaknesses in teaching and learning. Some improvement is evident over the last two years. However, because action to tackle the weaknesses has not been pursued with enough urgency, the rates of improvement in the overall quality of teaching and the use of assessment information to guide planning, have been slow. The school provides a good level of care for its pupils so their personal development is good. Pupils behave well and relationships are strong. The school works well in partnership with parents and the local community. Overall leadership and management are satisfactory. Governors are keen to support the school but need to further develop their role as critical friends. The school recognises where it needs to make further improvements, particularly in strategies for raising achievement and action is now being taken to secure more rapid improvement. Improvements in standards in science and information and communication technology (ICT) show that the school has a satisfactory capacity to improve further. The school provides satisfactory value for money.

What the school should do to improve further

- Continue to implement strategies to raise standards in writing, and boys' achievement.
- Ensure that prompt and rigorous action is taken to tackle weaknesses identified through the school's monitoring procedures to improve the quality of education.
- Build on the examples of good practice to improve consistency of teaching and ensure that all teachers use assessment effectively in planning lessons so that activities are appropriately challenging for all pupils.

Achievement and standards

Grade: 3

When pupils start at the school their attainment is average. Inspection findings support the school's judgement that pupil achievement and the progress they make is satisfactory. Standards in Year 6 in English, mathematics, science and ICT are broadly average and pupils' achievement and progress are satisfactory overall. Standards in ICT have risen since the last inspection and there has been a small improvement in mathematics and good improvement in science. However, there has been little change to standards in English. Standards in reading are higher than in writing and girls achieve better than boys. The school is rightly focused on using a range of strategies to improve writing and to raise boys' standards in English. In recent years the targets the school

has set have not been challenging enough. Although pupils enjoy their education, expectations of what they can achieve have been too low. Improvements in the school's use of assessment information have resulted in challenging targets being set for this year. Inspection evidence shows that the progress made by many pupils has improved compared to previous years.

Personal development and well-being

Grade: 2

Inspectors agree with the school that pupils' personal development and well being have improved since the last inspection and are now good. Pupils' spiritual, moral, social and cultural development are good overall. Pupils' spiritual development has improved and is now satisfactory. Pupils talked to inspectors about lessons in which they had considered 'the meaning of life', for example. Another pupil said that he missed the views of Bolsover Castle which they had from the old school building, and which made him think about the past. Pupils' good moral and social development is reflected in their good behaviour in lessons and at play times. They have a satisfactory awareness of other cultures and lifestyles. Attendance rates are broadly similar to those nationally. Pupils feel safe and say that they feel confident about sharing any concerns with an adult. They understand what they need to eat in order to be healthy, and they take part in a wide range of sporting activities. Pupils enjoy school and are keen to take responsibility. Through the school council, they are able to express their views and influence what the school provides for them. Pupils play a strong role in the community by, for example, involvement with the church. They develop satisfactorily the basic skills that will contribute to their future economic well being.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall and most pupils make satisfactory progress. Although some very effective teaching was seen during the inspection, significant inconsistencies remain within and between year groups. Similarly, although recently introduced assessment procedures are robust, teachers' use of this information to plan lessons is variable. Pupils learned well when expectations of them were high and teaching made good use of assessment information to plan activities that closely matched their abilities and also challenged them to improve. These lessons moved at a good pace and included opportunities for pupils to make decisions and work together in pairs or small groups. In lessons where not enough use was made of assessment information to guide planning, many pupils had few demands made of them and their learning was only satisfactory. In some lessons introductions were too long and activities lacked excitement so pupils' enthusiasm waned and valuable learning time was lost. Throughout the school relationships are good and pupils are confident that their teachers help them to learn. These features, together with pupils' good behaviour and positive attitudes, help pupils to enjoy their learning.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory and provides a broad range of activities. The allocation of curriculum time reflects an appropriate emphasis on the development of pupils' literacy and numeracy skills. However, there is a need to ensure that pupils have opportunities to practise these skills in other subjects so that they are reinforced and applied in different contexts. Provision for ICT has improved since the last inspection and is now satisfactory. The increased availability and use of interactive whiteboards are beginning to add interest to lessons. Provision for pupils with learning difficulties and physical disabilities is good. The curriculum effectively promotes pupils' safety, health and well-being. Many pupils take part in the good range of after-school activities. These and other enriching activities are very much valued by the pupils, including those identified as gifted and talented, and help all pupils to increase their self-confidence and enjoyment of school.

Care, guidance and support

Grade: 2

Pupils' care, guidance and support are good. This is an improvement since the last inspection. All staff are strongly committed to promoting pupils' health, safety and well being. As one pupil said 'our teachers know us and do their best to help us'. Learners at risk are identified early and effective arrangements are put in place to deal well with their special needs, notably those with emotional and behavioural needs. Training for child protection is up-to-date and risk assessments are carefully attended to. The use of assessment information to support pupils' progress has improved since the last inspection. However, while pupils understand their targets for improving their writing, they are not always clear about what they need to do in order to improve their numeracy skills. The school works well with parents and other agencies to provide strong pastoral support.

Leadership and management

Grade: 3

The evidence from the inspection supports the school's view that leadership and management are satisfactory. The restructured senior leadership team provides the headteacher with good support and is very clear about what needs to be done in order to raise standards. They are strongly committed to improvement and the deputy headteacher provides a very good model for both teaching and planning. Because good systems have been established to monitor the quality of education being provided, senior managers have a good understanding of the school's strengths and weaknesses. However, action to tackle weakness has lacked rigour and urgency. As a result the rate of improvement has been slow. The move of the school into the new accommodation has been managed well and led to a general uplifting of morale. This provides the school with an excellent opportunity to make more rapid improvement. Parents are supportive of the school and appreciate the additional opportunities that the school

is now able to provide. Governance of the school is satisfactory. Governors are strongly committed to the school and over a period of several years have been highly involved in the planning and development of the new school buildings. Although governors have a good understanding of the school's relative performance, they need to be more challenging in their role as critical friends to ensure more rapid improvement. Financial management is good.

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and helping us to find out about it. This letter is to tell you about some of the most important things we saw. These are some of the best things

- You are now being taught in a new school building that you are all very proud of.
- You enjoy school and are keen to learn.
- You particularly like the many extra activities that your teachers provide for you
- You behave well in lessons and around the school, and get on well with your teachers and each other.
- Your parents are pleased that your school feels like a large family where people care about each other.

These are things that we feel can be made even better

- Your teachers are working hard to make your writing better and to make sure that boys do as well as the girls. We hope that you will work hard to help your teachers to do this.
- We have asked your headteacher and governors to make sure that all of the plans to improve the school are put into action.
- We have also asked the school to share the best teaching ideas so that all of your lessons are lively and interesting.

We enjoyed meeting you and seeing your work.