



Bedgrove Junior School

Inspection Report

Unique Reference Number 110280
Local Authority Buckinghamshire
Inspection number 288619
Inspection dates 17–18 January 2007
Reporting inspector Nicola Davies

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

Type of school	Junior	School address	Ingram Avenue
School category	Foundation		Aylesbury
Age range of pupils	7–11		HP21 9DN
Gender of pupils	Mixed	Telephone number	01296 487973
Number on roll (school)	422	Fax number	01296 395895
Appropriate authority	The governing body	Chair	Mr P Gausden
		Headteacher	Mr G Norris
Date of previous school inspection	24 September 2002		

Age group 7–11	Inspection dates 17–18 January 2007	Inspection number 288619
--------------------------	---	------------------------------------

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This is a larger-than-average four form entry junior school in Aylesbury. Most pupils are of White British heritage and very few are eligible for free school meals. The proportion of pupils with learning difficulties and disabilities is lower than that found nationally. Most pupils transfer to the school from the adjoining infant school and standards on entry are above average. The headteacher, deputy and many of the teachers and governors have joined the school within the last two years.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bedgrove Junior provides a good education which enables its pupils to make good progress and achieve well in acquiring new skills and knowledge across all areas of their learning. Pupils enjoy school a good deal, relishing not only their lessons, but also the very wide range of opportunities to try out and develop their skills in many areas. For example, nearly all pupils take part in some of the wide ranging lunchtime and after school clubs on offer. Opportunities to play netball or ring hand bells are equally welcomed. Pupils also value the good opportunities they have to get involved and make a difference to school life; which they rightly feel helps them to become confident and responsible young people. This means they are well prepared for their secondary schooling and their future lives.

Through a period of rapid change in the last two years, staff and pupils have been involved in evaluating what the school did well and what it needed to improve. The impact of this self evaluation is now being seen in various improvements. For example, the physical environment is improving rapidly, much to the delight of pupils who feel that the school has taken note of their suggestions. Improved play equipment, ice-cold water dispensers and improved outdoor areas complete with a gazebo are just some of the improvements which pupils and parents commented on positively. Both pupils and staff eagerly await the completion of the building work currently taking place to improve the accommodation.

The school's good leadership and management have managed this period of change well to ensure continued improvement in pupils' education. For example, the school identified that whilst the standards that pupils achieve are consistently above average, not all potentially higher attaining pupils were making good enough progress. The work of senior staff and teachers to ensure that all pupils are challenged has been very successful and has led to a significant increase in the percentage of pupils attaining high levels in English in national tests. The school has rightly identified that aspects of progress in mathematics and science could be similarly improved. Teaching and the curriculum across the school are good. Effective systems have been put in place to make the most of the expertise and skills of the school's most experienced staff.

Thorough self evaluation has also meant recognising some weaker areas. For example, the school identified that not enough use was being made of information about pupils' progress both in lessons and over time. This has been tackled well. Pupils are now fully involved in assessing their own work in lessons and benefit from effective marking. Their individual targets help them to improve over time. Similarly, teachers are now much more aware of how well pupils in their classes make progress compared to pupils in other schools nationally. However, further improvements are needed in using such information to set fully challenging targets for pupils to achieve in national tests.

Another area which has come under scrutiny from the school is support for pupils who have learning difficulties and disabilities. Effective steps have been taken to ensure that these pupils are included and supported well in lessons and that they make good

progress. However, the school has recognised there is more to be done, particularly to support pupils who find mathematics more difficult.

The effective headteacher has built successfully on the enthusiasm and commitment of teachers, governors and the school community to steer it well through a period of change. This contributes to its good capacity to improve further.

What the school should do to improve further

- Make sure that leadership and management make good use of assessment information to set fully challenging targets for all pupils.
- Accelerate the progress of pupils with learning difficulties and disabilities, particularly in mathematics.

Achievement and standards

Grade: 2

The standards that pupils achieve at the end of Year 6 are consistently above average in English, mathematics and science. A successful whole school focus on ensuring that more able pupils are sufficiently challenged has led to a significant improvement. For example, in the most recent national test results in English well over half of the pupils exceeded national expectations in the subject. Inspection evidence indicates that pupils are now mostly well challenged across subjects and that their progress is good as a result.

Although there are no significant differences in the progress of pupils from different groups, the school has identified areas where this could be further improved, for example, for some less able pupils in mathematics and ensuring that more able girls or boys achieve equally well in some subjects.

Personal development and well-being

Grade: 2

Pupils' personal development and well being, including their spiritual, social, moral and cultural development, are good. Pupils really enjoy school and their attendance is good. Pupils are keen to adopt healthy lifestyles. They also enjoy the extra facilities they now have for exercising outdoors and the awards they collect for walking or cycling to school. Pupils show a good awareness of safety issues and are alert to bullying and racism, which they are confident are both rare and effectively tackled. They make a good contribution to school life through the wide variety of responsibilities they hold. All pupils are members of the school council and, as a result, feel they have a great deal of influence in the life of the school. They are particularly proud of the way they contribute to the school by acting as school monitors or librarians. As they say, such activities 'give us more responsibility' and help maintain the very good behaviour and happy atmosphere of the school. As a result, pupils grow in confidence which, together with their good standards in basic skills, prepares them well for their

future. The school plans to enhance this even more through additional opportunities for pupils to develop workplace and enterprise skills.

Quality of provision

Teaching and learning

Grade: 2

Enthusiastic and well informed teaching, together with pupils' good attitudes to learning, ensures that pupils make good progress across the school. Teachers plan well to cater for the different needs and abilities of pupils in their classes. However, ensuring appropriate support for pupils who are experiencing difficulties is inconsistent. Teachers use new technologies well to interest and stimulate pupils' learning. During the inspection, interactive whiteboard displays of moving and still images prompted pupils to include interesting detail in their stories. Others used the whiteboard to share their own work in mathematics to identify and discuss what they could improve. Teachers use good marking and opportunities for discussion to assess pupils' learning and to guide them on how to improve further.

Curriculum and other activities

Grade: 2

The school provides a good curriculum that meets the needs of pupils well. Links between information and communication technology and other subjects are having a positive impact on pupils' learning, particularly in literacy. Art and design and technology are areas that the school has identified for further improvement. However, a strong emphasis on musical creativity contributes much to pupils' enjoyment and motivation. A good variety of out of school clubs, visits, visitors and residential trips successfully add to the richness of the curriculum and help pupils develop a wide range of skills and interests.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Systems to protect and care for children are robust and support for pupils who are more vulnerable is effective. Systems to monitor the progress of all pupils have been improved. Teachers use this information well to set targets which are routinely shared with pupils and parents but some improvement is needed in making sure that targets are consistently challenging. Pupils with learning difficulties and disabilities are well supported in lessons. However, support for pupils who are experiencing difficulties in mathematics is relatively weak. The school has yet to put in place the extra programmes it has identified that would help these pupils to catch up.

Leadership and management

Grade: 2

Leadership and management are good. Since the time of the school's previous inspection, much has changed at the school. This period of rapid change has been well managed. Effective systems ensure that more experienced teachers support the development of less experienced colleagues within their teams. Similarly, teachers with expertise in particular subject areas are effective in monitoring and evaluating their subjects, although the impact of this on standards is not fully evident in mathematics and science. Governors make a good contribution to the life of the school and are developing expertise in holding the school to account. A weaker area is ensuring that challenging targets are set for pupils in national tests. This gap reduces the effectiveness of staff in judging their impact on pupils' performance.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

I really enjoyed meeting some of you when I visited your school recently. It is not often that everyone I talk to in a school is a member of the school council. Thank you for taking time to talk to me and helping me find out about the school. It was also thoughtful of you to be so quiet when you were passing the door of the office I was using (although I enjoyed listening to some of the musicians amongst you).

You will be pleased to hear that I agree with you, your parents and your teachers that you go to a good school. Many of the reasons why are explained in full in the report that accompanies this letter. Knowing how well most of you do in English, I am sure that some of you will want to read the full report for yourselves. However, these are the edited highlights.

I was pleased to hear from you and your parents about all the improvements that your headteacher and all the other staff have made to the school. I was particularly glad to hear that you are involved in this, not only by deciding about new equipment and so on, but also by acting as monitors, librarians and all your other jobs. The standards that you achieve in your work are good and you make good progress. This is because you are taught well, your lessons are interesting. Your teachers spend a lot of time planning and talking to make sure that they think of different activities that will help all of you do well. You play a big part in this too, by behaving well, working hard and thinking carefully about your own progress.

I have asked the school to make sure that the targets they set for how well you achieve in national tests are always challenging. I have also agreed with them that there is more they can do to make sure that they help you if you have difficulties, especially in mathematics.

With best wishes for your future

Nicola Davies Lead Inspector