

Bedgrove Junior School

Inspection report

Unique Reference Number	110280
Local Authority	Buckinghamshire
Inspection number	337462
Inspection dates	10–11 March 2010
Reporting inspector	Doris Bell

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

Type of school	Primary
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	442
Appropriate authority	The governing body
Chair	Wendy Jarvis
Headteacher	Graham Norris
Date of previous school inspection	11 March 2010
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Introduction

This inspection was carried out by four additional inspectors. They spent over half of their time looking at learning, observed 22 lessons and saw 24 teachers teach. They also held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding procedures. The responses from the pupil and staff questionnaires were analysed, as were the responses from the 242 parents' and carers' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- progress of pupils with special educational needs and/or disabilities
- how well skills in reading, writing, mathematics and information and communication technology (ICT) are taught in all subjects
- how closely leaders and managers check and improve teaching and learning and what impact this has on the outcomes for the pupils
- the effectiveness of safeguarding procedures.

Information about the school

This large school shares its site with the neighbouring infant school. The proportion of pupils from minority ethnic backgrounds and for whom English is an additional language is broadly average, as is the proportion of pupils with special educational needs and/or disabilities. No pupils are at the early stages of learning to speak English. The proportion of pupils known to be eligible for free school meals is well below average. The school holds a Healthy Schools award, and it has achieved the Activemark, Artsmark and a Challenge Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

The warm, good-humoured relationships between teachers and pupils create a very supportive environment in which all pupils are extremely well cared for, greatly enjoy learning and strive to do their best. Pupils report that 'teachers make learning fun' and 'you just want to get better and better', and this was certainly evident in lessons and in pupils' work. The results are outstanding achievement for all pupils, including those with special educational needs and/or disabilities, and for pupils from minority ethnic backgrounds. Attainment is high in Year 6 and has been sustained at this level for several years. Pupils' excellent progress is evident in lessons and reflected in their books. All of this happens because the headteacher and senior leadership team share and communicate high expectations in all aspects of the school's work. They have embedded ambition in all staff and driven improvement robustly through rigorous self-evaluation, challenging targets, and a steely determination to sustain high standards. This includes well-focused checks on teaching and learning that lead to further improvement. There is a strong feeling in the school of everyone working towards the same goal. This, the school's track record and the systems in place to keep it moving forward, all give it excellent capacity for sustained improvement in the future. Teaching is exceptionally well planned to meet the needs of individual pupils. Marking and dialogue between staff and pupils are almost always of high quality, and assessment information is used exceptionally well to set targets and to adjust learning in class or in the curriculum overall. Different subjects are used extensively as a vehicle for teaching, consolidating and extending basic skills, and relevant links are made between subjects. The vibrant curriculum provides for an excellent range of increasingly demanding activities in lessons and beyond the normal school day that contribute greatly to pupils' learning, personal development and well-being.

The school improvement plan has a manageable number of clearly stated priorities, but the success criteria against which progress towards them is measured are not related clearly enough to outcomes for the pupils. The school promotes community cohesion well, and pupils show great respect for each other. There is a strong sense of harmony amongst pupils from different backgrounds. However, governors' role in monitoring, evaluating and ensuring the success of this work is underdeveloped. Other than this, governors fulfil their responsibilities well, and they ensure that pupils and staff work, learn and play in a safe and secure environment. Pupils have a good understanding of how to keep themselves safe, fit and healthy, and they leave the school exceptionally well prepared for the future.

What does the school need to do to improve further?

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- Ensure governors understand and fulfil their role in checking how effectively the school promotes community cohesion.
- Sharpen the success criteria in the school improvement plan to include the impact the identified actions are intended to have on outcomes for pupils.

Outcomes for individuals and groups of pupils**1**

Attainment is above average when pupils arrive at this school and high when they leave. Their writing shows a very well developed sense of audience and purpose, and they use a wide range of vocabulary and writing styles to draw the reader in and make their writing exciting. All pupils are equally well challenged by their learning and they work productively together to improve it. They often learn intuitively, encouraging each other to explore, inquire, seek clarity and think critically and imaginatively. Pupils see the relevance in their learning as, for example, they learn how to read train timetables in mathematics, or undertake investigations in science that help them to understand the world they live in better. They work equally well with and without supervision, persevering and remaining on-task even when work is challenging, and they strive to do their best at all times. Their excellent behaviour and attitudes have a marked impact on the quality of learning and rate of progress in lessons.

Pupils demonstrate a strong sense of pride in and ownership of their school. They know they are highly valued, and the unusual step of including every pupil in the school council gives them a very strong voice in the school. For example, pupils are involved in determining what makes a good lesson, and, in some lessons, they help to construct the success criteria against which their progress is to be measured. Pupils with special educational needs and/or disabilities make the same outstanding progress as other pupils, as do pupils from different minority ethnic backgrounds. A good proportion of pupils with special educational needs and/or disabilities reach average standards by Year 6. This is because their learning is very focused on their specific needs and high quality support ensures they make as much progress as possible towards their targets.

Pupils demonstrate an excellent understanding of the importance of following a healthy lifestyle. They readily talk about developing good eating habits and following a balanced diet, and large numbers participate in the many extra-curricular sporting activities available to them. Pupils are reflective, responsive and resourceful, and they accept responsibility well, relishing their roles, for example, as play leaders and librarians. They feel very safe and very well looked after. They report that any disturbance, however minor, is dealt with promptly and effectively, that staff are 'kind and they always help you', and that they can approach any adult in the school for help should they need it. Pupils make a very valuable contribution to the school and wider community, and readily engage in business enterprise tasks, for example designing and selling T-shirts to raise money for charity. They have a very well developed understanding of the range and diversity of culture at home and abroad, and they develop an excellent range of skills and attitudes that set them up really well for their futures. These include high levels of attendance and punctuality.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The curriculum guides teaching and learning exceptionally well. Using it, teachers routinely plan a range of exciting learning activities that match pupils' different ability levels and learning styles. Teachers have very high expectations of their pupils' work rate, behaviour and ability to work independently or together, resulting in most lessons proceeding at a very fast pace. In the very few lessons where teaching was only satisfactory, it was usually because the pace was slower, or learning not as quickly adjusted in response to pupils' needs.

Teachers use everything they know about how well their pupils are doing to plan the next stages in their learning. Pupils are fully engaged in reviewing their learning and in setting the scene for future learning. They demonstrate excellent ability to apply and use confidently the knowledge they have gained. This is because they are given time to respond to some very well-considered marking comments and they understand clearly how to improve their work. Their individual targets are challenging and, in lessons, teachers constantly remind them to refer to their targets, as well as to the learning objective for the lesson.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Excellent links with other schools and external agencies contribute greatly to the pupils’ learning and personal development, as do the extensive range of visits, visitors and extra-curricular sporting and arts activities in which a high proportion of pupils participate. The school works closely with the infant school and local secondary schools to aid transition between different key stages. It also ensures seamless transition from one year group to the next within the school. High quality displays celebrate pupils’ work and achievements, and contribute greatly to pupils’ sense of pride, joy and self-esteem. All of this underpins the outstanding care, guidance and support provided for every pupil.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher rigorously pursues high standards, embedding ambition in all staff and driving improvement in all aspects of school life. Responsibilities for this and for monitoring and improving teaching and learning are widely shared across the leadership teams. There is a strong commitment to improvement at every level in the school. Whole-school targets are ambitious and usually met. The school aims high in expecting all pupils to make better than expected progress, and pupils’ progress towards their targets is monitored rigorously. The information is shared across the teaching teams, and swift action is taken to tackle any relative underachievement. The impact of any intervention to get pupils back on track is carefully monitored. Partnerships with parents are good. The school seeks and, where possible, acts on parents’ and carers’ views and it keeps them well informed about their children’s learning.

Safeguarding procedures are good. Child protection procedures and risk assessments are thorough. Every adult who comes in contact with pupils is checked, and all vetting and barring procedures are given due attention. Governors have the skills and confidence to influence the direction of the school and have a good understanding of performance data. They use their skills well to challenge the school and to set the priorities in the school improvement plan.

The school’s excellent promotion of equality of opportunity and the robust action it takes to eliminate any form of discrimination ensure that pupils and staff work, learn and play in a very caring, supportive environment, free from harassment of any sort. The school has a good understanding of its own context, and of its place in the local, national and global community. It successfully ensures that pupils have a really good understanding

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of different faiths, ethnicities and cultures, and it works hard to promote gender equality. The school improvement plan shows clearly how the school intends to take all of this even further and underpins the good promotion of community cohesion well. However, governors rely heavily on the headteacher for information about this, and are not yet playing a full enough part in monitoring the impact of this work themselves.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Parents and carers are mostly very pleased with the school, as reflected in comments like 'a marvellous school with dedicated and enthusiastic teachers', 'the school offers many experiences and events that are highly valued by pupils and parents' and, simply, 'a great school'. Many parents and carers also praise individual members of staff for the support they give their children. Some parents and carers feel the school does not do enough to help them support their children's learning, for example through homework, or does not provide them with enough information about their children's progress. Inspectors found that the school provides parents and carers with up-to-date information about what is being taught, for example through newsletters and curriculum information, and also gives pupils a reasonable amount of homework to extend the learning taking place in class. It goes further than most schools in providing parents and carers with termly reports on their children's progress and following them up with parents' and carers' evenings to discuss it.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bedgrove Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 242 completed questionnaires by the end of the on-site inspection. In total, there are 442 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	114	47	120	50	7	3	1	0
The school keeps my child safe	148	61	92	38	0	0	1	0
The school informs me about my child's progress	84	35	132	55	21	9	3	1
My child is making enough progress at this school	76	31	129	53	21	9	5	2
The teaching is good at this school	91	38	137	57	6	2	1	0
The school helps me to support my child's learning	57	24	141	58	35	14	3	1
The school helps my child to have a healthy lifestyle	85	35	148	61	3	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	70	30	139	57	15	6	1	0
The school meets my child's particular needs	78	32	134	55	17	7	4	2
The school deals effectively with unacceptable behaviour	18	33	133	55	11	5	4	2
The school takes account of my suggestions and concerns	61	25	140	58	17	7	9	4
The school is led and managed effectively	104	43	111	46	17	7	3	1
Overall, I am happy with my child's experience at this school	106	44	115	48	11	5	4	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 March 2010

Dear Pupils

Inspection of Bedgrove Junior School, Aylesbury, HP21 9DN

What a delight it was to visit your school! Thank you very much indeed for the very warm welcome you gave us. You are right to be so proud of your school and how well you learn there. We found many aspects of the school's work to be outstanding.

Your excellent behaviour contributes greatly to your outstanding progress, as does the high quality teaching you receive and the excellent care, guidance and support the school provides for each one of you. The curriculum is really well planned to ensure your teachers can use it to plan exciting learning activities for you. You clearly recognise this, because you told us they 'make learning fun' for you, and you just want to 'get better and better'. It was a joy to see the humour, hear the laughter around school, and watch you thoroughly enjoy what you were doing. All of you get on so well together as you share learning, help each other, and reflect on how well you are doing. Your teachers mark your work really well and give you time to show you understand what they expect you to do to improve your learning.

You have an excellent understanding of how to keep yourselves safe, fit and healthy, and you make an excellent contribution to the school community. You have an impressive understanding of the many different cultures, faiths and ethnic backgrounds that exist in this country and around the world. We noted that the governors of your school, while they do a good job, do not know enough about how all of this is going. We have therefore asked them to check it all more closely. The school has a plan to ensure it continues to improve but the plan does not show clearly enough how its priorities will affect your learning. We have asked the school to ensure that it does.

We hope you never lose the enthusiasm and joy with which you approach your learning now, and we wish you well in the future.

Yours sincerely

Doris Bell

Lead inspector

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