

# Breadsall Hill Top Junior School

## Inspection report

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<b>Unique Reference Number</b>	112747
<b>Local Authority</b>	Derby
<b>Inspection number</b>	338007
<b>Inspection dates</b>	25–26 January 2010
<b>Reporting inspector</b>	Derek Watts

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	199
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	No chair at present
<b>Headteacher</b>	Jim Pierce
<b>Date of previous school inspection</b>	9 November 2006
<b>School address</b>	St Andrew's View Derby DE21 4ET
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons or part lessons and held discussions with governors, pupils and staff. Pupils' work was carefully examined along with assessments, policies, teachers' plans and school improvement planning. The inspection team analysed 76 questionnaires from parents and carers, and others from pupils and staff.

Inspectors reviewed many aspects of the school's work. They looked in detail at the following:

- the effectiveness of strategies to improve pupils' performance in writing
- the factors contributing to the improved attainment and progress in mathematics
- how well teachers use assessment to plan teaching and match tasks to pupils' different needs
- the extent leaders and managers at all levels are contributing to monitoring, evaluation and improvements.

## Information about the school

Breadsall Hill Top Junior is a slightly smaller than average primary school. The vast majority of pupils are from a White British background. Very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is about average. The nature of these difficulties lies mainly in the areas of moderate and severe learning. Over a quarter of pupils are eligible for free school meals and this is above average. The school has experienced considerable staffing changes in the past but there has been a more settled teaching force during the past two years.

The school provides before- and after-school care in partnership with a private company. This provision is inspected separately.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Breadsall Hill Top Junior has made good improvements and is now a good school. Good leadership and a more settled teaching force have contributed to the improvements. Pupils make good progress because of good teaching and a well planned curriculum. Successful care, guidance and support leads to good personal outcomes for pupils.

Attainment dipped to below average in writing and mathematics after the last inspection. Effective strategies have been implemented to improve performance in these areas and attainment in the current Year 6 is just above average. Teachers establish good relationships with their class and pupils are keen and interested learners. Assessment is used well to plan teaching and to match tasks to pupils' abilities and needs. As a result, all groups are challenged well and make good progress. The more able pupils are extended and those who need extra help receive good support. However, there are inconsistencies in pupils' presentation of work and opportunities are missed to celebrate pupils' writing by showing or displaying it to others. Occasionally, the rate of learning slows when pupils are not sufficiently involved in their learning and introductions to lessons are too long. An interesting curriculum is enriched by a wide range of clubs.

Pupils thoroughly enjoy school and the activities provided. They are considerate, friendly and polite. Pupils relate well to adults and to their peers. Behaviour is generally good in lessons and around the school. Pupils adopt healthy lifestyles by eating healthily and participating in regular exercise. They make a good contribution to the school and to the wider community. They readily take on additional responsibilities and raise funds for a variety of national and international charities. Attendance levels are improving and are closer to the national average than in the past.

The headteacher and staff, have successfully created a very positive and welcoming ethos. Good partnerships been established with parents and carers, who are pleased with the care and education provided. Through systematic evaluation, the school has a good understanding of its performance and takes successful action to bring about improvements. Since the last inspection, teaching and pupils' progress have improved from satisfactory to good. Key subject leaders are more effective in their roles. A number of experienced governors have completed their term and the governing body currently has vacancies and no chair. Statutory requirements are met but at present governors are not providing sufficient support and challenge. Nevertheless, the school has demonstrated a good capacity to improve further.

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

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- Improve elements of teaching and learning by:
  - implementing consistent guidelines across the school on how pupils are expected to present their work
  - ensuring learning moves on at a good pace in all lessons and that pupils are participating fully in their learning.
  - displaying and celebrating pupils' written work more widely.
- Strengthen the governing body so that there is a full complement of governors who play an active part in supporting the school and checking its performance and improvements.

**Outcomes for individuals and groups of pupils****2**

Pupils are achieving well and thoroughly enjoying their learning. Their work, the lessons seen, assessments and national test results indicate that attainment by the end of Year 6 is just above average in English, mathematics and science. By Year 6, pupils have developed into articulate and confident speakers because of the good opportunities provided for discussion. Initiatives to improve writing are working well. Pupils write for a range of purposes and in different styles. They apply and develop their writing skills effectively in other subjects. Boys' writing has improved because teachers select topics which appeal and inspire them. For example, in Years 4 and 5, pupils wrote a thrilling detective story after they had examined the crime scene of a kidnapping set up by the teacher.

Well-focused teaching and tasks matched suitably to needs has brought a steady improvement to pupils' progress in mathematics. In a Year 6 lesson, pupils made exceptionally good progress in identifying different shapes. They accurately described the shapes and their properties using mathematical vocabulary accurately. Pupils learning and enjoyment was enhanced as they applied the new knowledge and vocabulary through activities such as, 'Guess my shape game'. Both boys and girls are making good progress in English and mathematics. The positive steps taken by the school means that any differences in their attainment are not significantly different the national picture. Pupils with special educational needs and/or disabilities receive targeted support and make good gains in their learning.

Pupils' personal outcomes are developing well. They work cooperatively in pairs and small groups. Pupils gain in confidence and social skills as they move through the school. They feel safe and very well cared for at school and are confident that they could turn to any of the adults in the school to if they have a problem or if they are upset. Behaviour has improved since the last inspection. Most pupils behave appropriately and the few younger ones who display less positive behaviour are managed capably by staff. By Year 6, behaviour is often exemplary. Older pupils support the younger ones. Those on the school council represent their fellow pupils and have contributed to improvements in playground equipment and organise fund raising events. Pupils are well prepared for their future economic well-being because they develop good personal and social skills and make good progress in acquiring and applying literacy,

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numeracy and information, communication and technology (ICT) skills.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

'Teachers make learning fun', the pupils told the inspectors. The quality of teaching is good with examples of outstanding practice. Teachers effectively share the purpose of the lesson so pupils know what they are expected to learn. Pupils have positive attitudes to learning and respond enthusiastically to their teachers' clear instructions and explanations. Questioning is used effectively to challenge pupils and to check their knowledge and understanding. Pupils make good progress in lessons because teachers set tasks that are well suited to their abilities. Those who need additional help with language, literacy or numeracy receive effective support from teaching assistants. The presentation of written work is inconsistent and some pupils' efforts are disorganised and untidy. Consistent guidance on how pupils are expected to present their work is lacking. In a few lessons, pupils are sitting and listening to the teacher for too long when they are eager and ready to move on to the main task. When this happens, the rate of learning slows.

<sup>1</sup> 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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The curriculum promotes good academic progress for pupils and contributes well to their personal development. A more interesting and exciting curriculum has been recently developed. Good links between subjects add relevance and enjoyment to pupils' learning. Improvements to the English and mathematics curriculum have had a positive impact on pupils' attainment and progress. Health education is given good attention. This and the good physical activities provided make a valuable contribution to pupils' healthy lifestyles. A good range of additional activities are enjoyed by the pupils and appreciated by parents. Popular clubs include, basketball, boys into books, cheer leading, cookery, football, gardening, rugby and tennis. A residential visit to Shrewsbury for Year 6 pupils provides exciting outdoor activities and promotes problem-solving and team-building skills well.

Good care, support and guidance underpin the school's ethos and contribute well to pupils' personal development. Parents rightly commented, 'The teachers are very caring and helpful' and 'I feel that the school keeps my children safe'. The learning mentor plays a valuable and highly effective role in coordinating and providing support. Support for the few pupils with challenging behaviour works well. Sensitive and appropriate support is given to pupils and their families where they have social difficulties. The school has been particularly successful in providing for pupils who were unable to settle in previous schools. A very happy parent wrote, 'The school have dealt really well with the progress of my son who had severe behaviour issues before attending the school. There have been huge improvements and staff are very supportive'. The school works hard to promote good attendance but a small number of parents are not supporting these efforts.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The experienced headteacher is highly regarded by pupils, parents and staff. He is effectively supported by the deputy headteacher and other senior staff in embedding ambition and driving improvement. Teamwork among the staff is strong and there is a clear commitment to doing the best for all pupils. Leaders of English, mathematics and science are more effectively involved in monitoring and improving their areas of responsibility than at the time of the last inspection, and this has had a positive impact on pupils' attainment and progress. Teaching has improved through effective monitoring and development. Lesson observations with the inspectors demonstrated that the

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headteacher and deputy headteacher have a clear overview of the quality of teaching. Senior staff appreciate the need to focus more on pupils' learning when evaluating lessons.

Changes to the governing body and the absence of a chair mean that the governors are not currently providing the challenge and support required to make a full contribution to the school's development. The school and local authority have plans in place to remedy this. There are good procedures to protect and safeguard pupils. Equality is promoted well and discrimination is tackled effectively. Community cohesion is promoted satisfactorily. The school has a clear understanding of the community it serves. Productive partnership has been formed with the local community, and with partner infant and secondary schools. Topics and links with schools abroad are being developed to increase pupils' understanding of global issues.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

Just over a third of parents and carers responded to the questionnaire. The vast majority of parents and carers who returned them are happy with their child's experience at the school. They are particularly pleased with safety in school and the way the school helps them to support their children's learning. Teaching and leadership also receive praise. The inspection team agrees with the parents' and carers' positive views. The successful workshops in literacy and numeracy help involve parents and carers more in their children's learning. A very small minority of parents and carers who responded to the questionnaire do not believe that the school keeps them informed



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enough about their child's progress. The school provides two evenings in the autumn, spring and summer for parents and carers to discuss their children's progress with teachers. In addition to this, staff are available at other times to discuss pupils' development. The school strives to meet the needs of parents and carers.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Breadsall Hill Top 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 199 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	44	40	51	2	3	0	0
The school keeps my child safe	46	59	31	40	0	0	0	0
The school informs me about my child's progress	38	49	33	42	7	9	0	0
My child is making enough progress at this school	28	36	46	59	3	4	0	0
The teaching is good at this school	38	49	39	50	1	1	0	0
The school helps me to support my child's learning	39	50	32	41	5	6	0	0
The school helps my child to have a healthy lifestyle	29	37	41	53	4	5	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)	31	40	42	54	3	4	0	0
The school meets my child's particular needs	29	37	46	59	2	3	0	0
The school deals effectively with unacceptable behaviour	38	49	35	45	5	6	0	0
The school takes account of my suggestions and concerns	29	37	42	54	4	5	0	0
The school is led and managed effectively	38	49	36	46	3	4	1	1
Overall, I am happy with my child's experience at this school	41	48	41	48	2	2	0	0

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



27 January 2010

Dear Pupils

Inspection of Breadsall Hill Top Junior School, Derby DE21 4ET

Thank you so much for welcoming us into your school and showing us your work. We thoroughly enjoyed our visit and would like to tell you what we found. Yours is a good school. It has made good improvements recently.

These are the school's main strengths.

You really enjoy school.

The school is a welcoming and pleasant place to learn.

You are making good progress because you are taught well.

You get on well with others and your behaviour is good.

The school provides a good range of learning activities including clubs for you.

You have a good understanding of how to keep healthy and fit.

You feel safe at school because the teachers and other adults take very good care of you and provide good support and guidance.

You make good contributions to the school and to the wider community.

Your headteacher is a good leader and he is well supported by other senior staff.

We have asked the headteacher and teachers to do a few things to make the school even better.

Some of you could improve the presentation of your work and your teachers should provide you with clear guidance on how to do this.

In a few lessons, the teachers could involve you more in your learning and move you onto the main task more quickly.

Display your good written work around the school so that it is celebrated and shared with others.

The school needs a few more governors to support the school and check how well it is doing.

You can help by continuing to work hard, especially on your presentation. Finally, thank you once again for all your help. We wish you all the very best for the future.

Yours sincerely

Derek Watts

Lead inspector

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