

Bakewell Methodist Junior School

Inspection report

Unique Reference Number	112870
Local Authority	Derbyshire
Inspection number	338036
Inspection dates	24–25 March 2010
Reporting inspector	Clive Lewis

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	120
Appropriate authority	The governing body
Chair	Miss Sam Bradwell
Headteacher	Miss Sally Dixey
Date of previous school inspection	13 September 2006
School address	Stoney Close Bakewell Derbyshire
Telephone number	01629 812 389
Fax number	01629 812 389
Email address	headteacher@bakewell-jun.derbyshire.sch.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by two additional inspectors. Eight lessons were observed. All full-time teachers and all support staff were seen working with children. Meetings were held with staff, governors and pupils. Inspectors looked at pupils' books, curriculum plans, assessment and tracking data and the school development plan, and scrutinised 67 parental questionnaires.

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

- the effectiveness of leadership and management under the current acting headteacher arrangement
- the quality of the school's assessment and tracking systems
- pupils' behaviour in and around the school
- provision for information and communication technology (ICT).

Information about the school

This smaller than average sized junior school serves a small town in rural North Derbyshire. Relatively few pupils are entitled to free school meals. Almost all pupils are from White British backgrounds. The number of pupils with learning difficulties and/or disabilities is below average although the school has a high proportion of pupils with statements of special educational needs. The present acting headteacher has been in post for six months. The school has gained the Healthy Schools award, the ActiveMark and Eco-School awards.

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?

3

The school's capacity for sustained improvement

3

Main findings

Under the skilled leadership of the acting headteacher, clear priorities have been set for further improvement and a realistic view of pupils' progress has been developed. Leaders and managers and the governing body are keen to work together to improve pupils' attainment and progress. Staff are responding positively to the support and guidance they are receiving and are successfully incorporating the newly-adopted assessment for learning strategies into their lesson plans. However, subject coordinators have not yet developed a good overview of their subjects because they have not had the opportunity to observe the quality of teaching in their subject. Although there is still some inconsistency across the school in teachers' use of assessment data and in the level of challenge for pupils of different abilities within each class, the quality of teaching is beginning to improve as a result of effective support from the acting headteacher and the local authority. Parents are very supportive of the school. They particularly like the positive family atmosphere. One parent commented: 'The school has improved markedly over the last few years and continues to do so', and another, 'Not only does my daughter love the school but her academic and developmental progress is admirable'. Staff clearly want the best for each child and strive hard to achieve this goal through working closely with families and external agencies.

All pupils make at least satisfactory progress as they move through the school. Pupils with special educational needs and/or disabilities frequently make good progress because of the very high level of skilled support they receive and the very inclusive nature of the school. Pupils' have a good understanding of how to keep safe and they understand the need for healthy lifestyles. Although levels of attendance are only broadly average, parents say their children enjoy coming to school and pupils agree enthusiastically, one pupil writing: 'I feel happy and SUPER safe!' A strong moral code is implicit within the school's ethos and this is reflected in pupils' good behaviour. This in turn has a positive effect on the progress pupils make in lessons. In most instances, they work hard and conscientiously, both independently and co-operatively, without the need for constant adult intervention.

The curriculum ensures that pupils receive a satisfactory variety of interesting activities and experiences through visits, residential stays and visitors to school. Pupils particularly enjoy the after-school activities and clubs, including sporting opportunities. However, provision for the cross-curricular use of information and communication technology is currently limited, a situation reflected by one pupil who, when asked what could be improved in the school, wrote: 'I would like to do more work on the computers'. The school has rigorous, well-organised arrangements for the care of all pupils, which contributes to their well-being and supports their learning effectively. Data from the

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

school's assessment and tracking system are now being used pro-actively to ensure that any pupil falling behind is identified quickly and support promptly provided. The school has good links with the local community and organisations but realises it needs to do more to develop and strengthen ties with groups in this country and overseas. The school has a satisfactory understanding of how well it is doing and what needs to be done next and has a satisfactory capacity to maintain and sustain improvement.

What does the school need to do to improve further?

- Raise standards and improve the quality of teaching and learning from satisfactory to good by:
 - ensuring all teachers make good use of assessment data to plan work with an appropriate level of challenge for pupils of different abilities within each class
 - reviewing and improving the curriculum for information and communication technology
 - empowering subject and curriculum leaders to carry out their monitoring and evaluation roles effectively.
- A small proportion of the schools whose overall effectiveness is judged satisfactory, but which have areas of underperformance, will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils make satisfactory progress in Years 3 to 6 and attainment by the end of Year 6 is in line with national averages in English, mathematics and science. Observations during lessons and around the school confirm that pupils' behaviour is good and reflects pupils' good spiritual, moral, social and cultural development. Pupils show considerable respect for the feelings and beliefs of others. In lessons they demonstrate good attitudes to learning and work together well, developing considerate relationships with their peers and with adults. Pupils have a good range of opportunities to contribute to school and local communities through the work of the school council and regular collections for a number of charities. They value their school community and participate constructively in school life. Pupils say they enjoy coming to school but, although the school has good and effective systems to monitor and improve attendance, their impact is yet to be fully reflected in the broadly average levels of attendance. Pupils' satisfactory skills in literacy and numeracy and their good behaviour and good social skills prepare them soundly for the future world of work.

These are the grades for pupils' outcomes

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

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

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

How effective is the provision?

Whilst there are some strong features to teaching, these are not yet securely established across the school. Although in the best lessons teachers have high expectations of pupils, this is not always the case and the planning and delivery of lessons do not always take full account of the wide range of abilities of different groups of pupils. In some lessons where teaching was otherwise satisfactory, the pace of learning was slower and too much time was given to activities reviewing work that the majority of pupils already understood. A strong emphasis is placed on promoting positive behaviour and teachers are skilled in doing this through giving consistent messages, using incidental praise and highlighting good responses from pupils. Marking is up to date and encouraging and in many cases, particularly in literacy work, usefully points out what steps pupils should take to improve their work.

The curriculum is satisfactory overall although provision for the use of information and communication technology across the curriculum is limited. A good range of enrichment activities and well-attended after-school clubs and 'theme weeks' provide pupils with many opportunities to develop new skills and interests. The school effectively helps many of its pupils to manage their behaviour and feelings. The school supports potentially vulnerable pupils through its good links with a wide range of specialists and support agencies.

These are the grades for the quality of provision

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	
---	--

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The school has dealt effectively with the issues raised at the last inspection. Communication with parents has improved, behaviour is now good across the school and subject coordinators have developed a better understanding of their roles. The acting headteacher has quickly identified and has begun to tackle areas requiring further improvement with rigour. The school's assessment and tracking system has been strengthened. As a result teachers have a better understanding of exactly what each child in their class is currently achieving and, through regular progress meetings during the year with the acting headteacher, where they need to be by the end of the year. Strategies for improving attendance have been strengthened and are beginning to show some signs of success. Governors fulfil their statutory duties, are supportive and are beginning to challenge the school to do well. Although parents have understandably been concerned about the recent significant changes in personnel and its effect on their children's progress, the school has a positive relationship with most groups of parents and carers. The school's strong links with a wide range of external providers contribute well to pupils' learning and progress. The school is very inclusive and promotes equal opportunity in all its work. It adopts recommended good practice for safeguarding pupils across all areas of its work and quality assurance and risk assessment systems take due account of pupils' and parents' views. The school identifies dangers, fosters a realistic understanding of risk and helps pupils to keep themselves safe. The school makes a satisfactory contribution to community cohesion. Although it has good links with the local community and links with a Methodist school in Rwanda, the school realises that pupils' understanding of the wider national and global dimensions needs to be further developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning	3
	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2

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

The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

The great majority of parents and carers who responded to the questionnaire are very satisfied with the school. Almost all felt that their child enjoys school, that the school keeps the children safe, that it encourages their child to develop a healthy lifestyle, that it prepares their child well for the future and are, overall, happy with their child's experience at the school. A small minority felt that the school does not take sufficient account of their concerns, that the quality of teaching is not good and that their child isn't making enough progress. The inspection team investigated these issues and found that the school's systems for communication with parents, including a texting system that allows the school to contact all parents and carers immediately when, for example, the school had to be closed due to snow, is now better than most schools. The team also found that the quality of teaching is at least satisfactory across the school and, as a result, children make at least satisfactory progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bakewell Methodist 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 120 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	30	45	30	45	2	3	0	0
The school keeps my child safe	33	49	29	43	1	1	0	0
The school informs me about my child's progress	25	37	33	49	3	4	1	1
My child is making enough progress at this school	19	28	35	52	7	10	1	1
The teaching is good at this school	24	38	35	56	7	11	1	2
The school helps me to support my child's learning	23	34	34	51	5	7	1	1
The school helps my child to have a healthy lifestyle	32	48	30	45	1	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)	26	39	33	49	0	0	0	0
The school meets my child's particular needs	24	36	33	49	3	4	1	1
The school deals effectively with unacceptable behaviour	20	30	37	55	4	6	1	1
The school takes account of my suggestions and concerns	22	33	32	48	6	9	2	3
The school is led and managed effectively	23	34	31	46	4	6	3	4
Overall, I am happy with my child's experience at this school	28	42	29	43	4	6	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">■ 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.



Friday 26 March 2010

Dear Pupils

Inspection of Bakewell Methodist Junior School, Derbyshire, DE45 1FR

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. I enjoyed watching lessons and talking to many of you. You attend a satisfactory school and are making satisfactory progress. Your headteacher and staff care for you well and give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves and keep safe. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is good. You work hard and try to succeed in all that you do.

We have asked your school to do three things we think will help you make better progress and make it a better school:

- improve teaching so that all your lessons are as exciting and interesting as they can be in order that you all make good progress in every lesson
- increase opportunities for you to use information and communication technology in all subjects so that you all develop better ICT skills
- make sure that teachers in charge of subjects have an opportunity to observe lessons so that they have a better view of how well teachers teach and how well you do in each subject.

Yours sincerely

Clive Lewis

Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.