

Bilton C of E Junior School

Inspection report

Unique Reference Number	125682
Local Authority	Warwickshire
Inspection number	340817
Inspection dates	1–2 December 2009
Reporting inspector	Karen Heath

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

Type of school	Junior
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Mike Goode
Headteacher	Richard Powell
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited twenty lessons, eight of which were joint observations with the head and deputy headteachers. The inspection team held meetings with governors, staff, groups of pupils and parents. They observed the school's work, and looked at a wide range of documentation; including teachers' planning, pupils' books, school improvement information, minutes of governing body meetings and documentation with reference to the safeguarding of pupils. The inspection team scrutinised 163 parental questionnaires.

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

- How the school is ensuring pupils make the expected progress, particularly in mathematics.
- The progress made by girls.

Information about the school

Bilton is a large junior school to the south west of Rugby. While the majority of the pupils live locally, a significant proportion of parents choose Bilton as the preferred school for their children and travel to the school from outside the local area. It has a lower than average proportion of pupils entitled to free school meals. The proportion of pupils with special educational needs and/or disabilities is average. The school has a slightly higher proportion of pupils whose first language is not English. The school has won its second Eco award and attained the Healthy Schools Standard. After-school care is available on the school site. This provision is operated independently from the school and 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?

3

The school's capacity for sustained improvement

3

Main findings

Although Bilton C of E Junior School provides well for pupils' personal development, the progress made by pupils in lessons is only satisfactory. This is because teaching does not provide a sufficient level of challenge to enable the pupils to make as much progress as they are capable of. In most lessons pupils are heavily dependent on the support of adults working with them in order to make progress. Pupils with special educational needs and/or disabilities make better progress in lessons because they are supported well by teachers and teaching assistants who have a good understanding of their particular needs. National assessment results at the end of Year 6 are above average, but this represents only satisfactory progress from the pupils' above average starting points. Pupils make less progress in mathematics than in English and science.

Parents and pupils are overwhelmingly positive about the school. Pupils feel safe and appreciate the caring, nurturing and inclusive environment. They speak with pride about their school and have a high regard for the staff. They have an outstanding awareness of living a healthy lifestyle and show a well-developed understanding of cultural differences. A wide range of extra-curricular activities and enrichment opportunities are taken up by the pupils. These include opportunities to play musical instruments and take part in exciting residential trips both in this country and abroad.

The senior leadership team understands the school's strengths and areas in need of development. Plans have been put in place to address identified areas of weakness and the impact of this work is beginning to become evident in the outcomes for some pupils. For example, pupils with special educational needs and/or disabilities are now making good progress. However, the school development plan lacks detail and does not include sufficient measurable criteria against which the success of the school's improvement work can be judged.

What does the school need to do to improve further?

- Ensure that pupils make the progress of which they are capable, particularly in mathematics by:
 - using the school's tracking data to identify underperforming pupils
 - setting targets for pupils so that they know how they are doing and what they need to do to improve
 - making sure that strategies identified to improve progress are being implemented in the classroom.
- Improve the quality of teaching by:

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- matching lesson activities to pupils' abilities
- questioning effectively to challenging under-performing pupils
- giving pupils more responsibility for evaluating their own learning.
- Make school development work more effective by:
 - devising a school improvement plan which is focused on outcomes for learners
 - measuring the success of planned actions against clearly stated criteria within a specified timescale
 - sharing responsibility for school improvement activity more widely within the staff team and holding individuals to account for their work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

Pupils of all abilities enjoy school. They are motivated to learn and particularly enjoy opportunities to engage in practical activities. They work well individually and cooperate well in groups. However, they do not have enough opportunities to develop their independent learning skills through this type of activity. As a result, the progress pupils make is no better than satisfactory as too much time is lost as pupils wait for direction from their teacher. Previous assessment data indicated that girls did not make as much progress as boys. Observations of lessons and a review of pupils' work show that boys and girls are now making similar progress. Pupils who do not have English as their first language make similar progress to other pupils.

Pupils get on well with each other, show caring attitudes and report little bullying. Behaviour in lessons is good. The school council provides opportunities for pupils to influence the life of the school and make an outstanding contribution to both the school and wider community. For example, the school council was proactive in bringing about improvements to the school toilets and making them a more pleasant environment. Links with a school in Uganda encouraged pupils to raise a significant amount of money to buy mosquito nets for children in Africa.

Pupils' understanding of the importance of leading a healthy lifestyle is very well developed. They participate keenly in games lessons and are eager to join the extra-curricular sports clubs, many of which are over subscribed. The school's healthy snack competition has had a significant impact on encouraging pupils to consider carefully what they eat.

Spirituality is a strong element of this Church of England school and the pupils have an outstanding grasp of cultural and moral issues. They articulate a mature understanding of racism and discrimination and have good strategies for resolving conflict.

These are the grades for pupils' outcomes

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
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	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	2
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Pupils make satisfactory progress because teaching is not consistent throughout the school. There is not enough teaching which is sufficiently carefully directed to engage pupils of different abilities in the lesson. For example, questions are frequently directed at the whole class, rather than specific questions being used to challenge individual pupils of different ability. As a result, progress slows as too many pupils do not participate fully in the lesson. Opportunities to move learning on or assess what pupils have understood are frequently missed. Pupils are rarely given opportunities to be involved in checking their own learning. In the minority of lessons where pupils make good progress, teachers' expectations are high and pupils respond to exciting and engaging activities. For example, in a Year 6 science lesson, pupils designed and experimented with paper parachutes to learn about air resistance. These pupils were keen to learn and made good progress. In a Year 4 mathematics lesson pupils were asked to look for a partner with a portion of pizza that matched with theirs to make a whole one and this helped them to understand fractions in a fun way.

The care, guidance and support given to pupils are good. Effective transition arrangements from the feeder schools ensure that pupils feel at ease when they begin junior school. Pupils are prepared well for their move to secondary school at the end of Year 6. Parents feel their children are supported well and the care for pupils with special educational needs and/or disabilities is particularly valued.

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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The school has invested in modern technology to support teaching and learning. Interactive whiteboards are used in lessons, but sometimes teachers' choice of interactive programmes, whilst engaging the pupils, does not always challenge their thinking and extend their learning.

These are the grades for the quality of provision

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

How effective are leadership and management?

The senior leadership team's commitment to school improvement is shared by the governing body and the newly formed middle management team. However, the accountability for pupils' achievement is not yet sufficiently embedded in the culture of the school. The assessment leader has instigated a new system for tracking pupils' progress and setting targets. However, it is too early to measure the impact of this on the progress pupils are making.

Bilton is an inclusive school and pupils of different backgrounds work and play in harmony. The school places a strong emphasis on supporting pupils who may have difficulties accessing certain aspects of the curriculum. For example, pupils with impaired access to physical education. Data and lesson observations show that there is no significant difference in attainment of minority groups within the school.

Consultation with the local and wider community means the school has a good understanding of its responsibility to promote community cohesion. As a result of its analysis of its own community, the school has taken action to address concerns of local residents regarding parking and safety issues. It has provided after school facilities to support working parents and actively engages with other faiths to promote a climate of tolerance amongst the school community.

Safeguarding procedures are robust and all statutory requirements were in place at the time of the inspection. Staff are suitably trained in child protection and appropriate risk assessments have been undertaken for activities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3

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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
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	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Nearly half of the pupils' parents responded to the inspection questionnaire. Almost all of the questionnaires were very positive about the work of the school with comments such as, 'BJS offers a very caring and happy environment.' and, 'The school is particularly strong in its pastoral care.' A number of parents wanted better information about their child's progress and more information about what they are learning in school so that they can support them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bilton C of E 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 163 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	58	65	40	2	1	0	0
The school keeps my child safe	90	55	72	44	1	1	0	0
The school informs me about my child's progress	52	32	90	55	14	9	0	0
My child is making enough progress at this school	73	45	72	44	10	6	0	0
The teaching is good at this school	77	47	78	48	1	1	0	0
The school helps me to support my child's learning	60	37	87	53	12	7	0	0
The school helps my child to have a healthy lifestyle	89	55	69	42	3	2	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)	59	36	88	54	3	2	0	0
The school meets my child's particular needs	62	38	89	55	6	4	0	0
The school deals effectively with unacceptable behaviour	57	35	85	52	8	5	1	1
The school takes account of my suggestions and concerns	45	28	92	56	11	7	2	1
The school is led and managed effectively	71	44	76	47	5	3	0	0
Overall, I am happy with my child's experience at this school	85	52	70	43	3	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"> ■ 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.



9 December 2009

Dear Pupils

Inspection of Bilton C of E Junior School, Rugby, CV22 6LB

Thank you very much for making the inspection team so welcome, we feel that you talked to us in a very confident and mature way. We are pleased that you feel safe and agree with you that the staff are very caring and want the best for you.

We think you behave well in your lessons and we are very impressed with your understanding of how to stay healthy, especially the number of brussel sprouts you have managed to grow in the school garden!

You told us that you enjoy school and you like the teachers and find it easy to make friends. Many of you particularly like all the musical activities you can do.

We would like your school to improve certain things and have asked your headteacher to:

- make sure you make better progress, particularly in mathematics
- improve some of your lessons so that you are doing work which makes all of you really think and gives you a clearer idea of your achievement
- make sure that the plan to help the school improve is clear so that governors and staff can keep a check on how well you are doing.

You are very fortunate to have the opportunity to do so many different activities at Bilton Junior School which makes it so enjoyable and you are obviously very proud of your school.

Yours sincerely

Karen Heath

Lead Inspector

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