

Toton Bispham Drive Junior School

Inspection report

Unique reference number	122554
Local authority	Nottinghamshire
Inspection number	380491
Inspection dates	27–28 February 2012
Lead inspector	Michael Bartleman

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Ian Craik
Headteacher	Ashley Crawshaw
Date of previous school inspection	19 October 2006
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Age group	7–11
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Introduction

Inspection team

Michael Bartleman

Additional inspector

Verna Plummer

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 18 lessons for a total of nine hours, observing eight different teachers. They held meetings with members of the governing body, staff, and groups of pupils. The inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at a wide range of documentation, including school data on pupils' attainment and progress, procedures for keeping pupils safe, and the school development plan. They analysed questionnaires from 117 parents and carers, as well as others completed by a sample of staff and pupils.

Information about the school

This is an average-size junior school. Most pupils are from White British heritage. The number of pupils from minority ethnic groups is lower than the national average, as is the proportion of pupils who speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below average. The proportion of disabled pupils and those with special educational needs is below average. The school exceeds the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress. The headteacher and deputy headteacher have been appointed since the previous inspection. The school has received a number of awards, including: Healthy Schools Gold Award, Active Mark, FA Charter Mark, Eco-Schools silver award, and a school's achievement award.

There is a privately run before- and after-school club, Bizzy Kidz, on site, which is subject to separate reporting and inspection arrangements.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school which has consolidated the strengths evident in the previous inspection and responded well to fluctuations in achievement, despite changes in the leadership. Parents and carers are supportive of it, with many written comments referring to the school's pleasant, friendly atmosphere and high expectations of standards of work and behaviour. The school is not yet outstanding because; the quality of teaching is not outstanding overall; a significant minority would like communication to be improved; the monitoring and analysis of pupils' progress by all leaders and managers is not secure.
- Pupils' behaviour is good; pupils are considerate of one another so that they are happy and feel very safe. They have positive attitudes to learning and thrive personally and academically. Their enjoyment of school and the interesting curriculum are reflected in high attendance. The school safeguards the pupils well.
- The industrious atmosphere in lessons results in most pupils making good progress during their time in the school. Attainment in the Year 6 English and mathematics tests is consistently above average and an above-average proportion of pupils attain the higher levels. Pupils' attainment in reading and mathematics is higher than in writing. This is being tackled well, but there remains a wider-than-usual gap between pupils' attainment in reading and that in writing.
- Teaching is good. Lessons are well organised and teachers use their good subject knowledge to make learning interesting, with many hands-on, practical activities. Occasionally, teachers talk for too long so that pupils do not have sufficient time to complete their work or plan work that is not sufficiently challenging. Opportunities for pupils to respond to teachers' comments to improve their work are inconsistent across the school.
- Senior leaders monitor the work of the school closely and make good use of data to plan its strategic development, although middle leaders such as subject coordinators are not so effective at this. Senior leaders know the school's strengths and weaknesses well. They have used the new assessment systems and support effectively to improve the quality of learning and performance of

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teachers and to target further improvements. The curriculum is successfully meeting the needs of all pupils.

What does the school need to do to improve further?

- Improve the quality of teaching and ensure that, by February 2013, all pupils are making good progress from their starting points in writing by:
 - ensuring staff take every opportunity to model writing well
 - ensuring marking of writing pinpoints pupils' mistakes and guides them towards improvement
 - ensuring assessment and marking are used effectively to plan task which are appropriate to pupils' next steps in learning
 - ensuring a balance between adult talk and pupils' activities which maximises opportunities for learning.
- Explore and utilise further ways of developing effective communication and partnership with all parents and carers.
- Enable all members of the leadership team to use their skills to track, monitor and analyse pupils' progress and provision across the school.

Main report

Achievement of pupils

Pupils build well on their above-average starting points when they join the school in Year 3. Parents and carers recognise that almost all pupils make good progress and are well equipped for secondary school. By the end of Year 6, the proportion of pupils attaining or exceeding the expected level is well-above average in English and in mathematics. This is because teachers have high expectations and use information and communication technology well to engage pupils, who respond positively. For example, in one English lesson pupils watched a video clip before writing a story. The discussion supported all pupils well, developing their vocabulary and paragraphing skills effectively, which enabled them to complete the task successfully. Disabled pupils and those with special educational needs make good progress due to the effective and well-focused support from teaching assistants. Apart from some minor variations because of the differing abilities in year groups, standards have been maintained since the previous inspection. Occasionally, a few pupils do not make expected progress in a year, which the new assessment systems are identifying, enabling the school to put remedial action in to place rapidly.

Work in books demonstrates that the vast majority of pupils are making good progress and attaining well. Pupils' presentation skills are good and the pupils are proud of the work they produce. Opportunities to write in different areas of the curriculum are increasing, which gives pupils more meaningful tasks to write at length. 'Working walls' are increasingly used to support pupils' work; however

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teachers do not routinely model writing. Pupils appreciate particularly that learning is often practical and that group work gives them opportunities to discuss their ideas. In such instances, conversation is focused and mature, showing pupils' sense of responsibility and positive attitudes. This was seen in an art lesson, when pupils worked collaboratively on a series of tasks, listening and talking together well. They discussed Tudor artefacts, drawing pictures before writing captions for their museum wall. Attainment in reading is above average throughout the school. By the time pupils leave in Year 6, they have highly positive attitudes to reading. The introduction of guided reading lessons is developing pupils' already strong reading skills further, although there are inconsistencies in the way teachers structure lessons. Additionally, a wide range of activities is boosting reading skills effectively for those pupils who have made slower progress previously. Pupils use their literacy, numeracy, and information and communication technology skills confidently in different subjects. Transition arrangements for pupils leaving and joining the school are well developed, although the school, rightly, recognises that further links with the infant school are necessary to enhance transition and ensure that all pupils' needs are met on arrival.

Quality of teaching

The inspection findings of good teaching match the school's own assessments, the positive parental views, and those of pupils. Teaching is effective so that most pupils make good progress in lessons through the school. Teachers 'grab' pupils' interest quickly to develop curiosity and make learning fun, often using a range of visual images, including video clips and the interactive whiteboard to stimulate pupils' imagination. Teachers and teaching assistants question pupils effectively, making sure that all are involved and deepening understanding through probing questions. Teachers know pupils and their capabilities well, but do not always set tasks which match the pupils' needs exactly. In a few of the lessons seen, the introduction was over-long and did not take learning forward quickly, particularly for more-able pupils. In those instances, the lack of balance between teacher talk and independent or group tasks did not maximise learning opportunities and led to more-passive learning behaviours.

Teachers ensure that pupils, particularly the older ones, know what they are going to learn and then give pupils opportunities through the lesson to review their success, giving pupils a strong sense of achievement. Work is marked regularly and, together with oral feedback, is helping pupils to understand the quality of their work and what they have to do next to improve. Some good practice has developed which requires pupils to try out teachers' suggestions for improvement, for example by trying a few additional calculations or incorporating suggestions to rewrite a paragraph. However, this practice is not consistent across the school. Teaching assistants are well briefed about their role in the lesson and provide good levels of support because they have high expectations of what pupils can do for themselves. Teachers use the curriculum themes well to make links between subjects and promote pupils' spiritual, moral, social, and cultural development effectively.

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Behaviour and safety of pupils

Pupils behave well in lessons and show high levels of engagement in their learning. A few parents and carers raised concerns about the way in which the school deals with bullying. Pupils say that bullying is very rare. When it happens, it is dealt with quickly and effectively. Pupils are aware of what constitutes bullying and are vigilant in looking after each other. The parental inspection survey and discussions with pupils revealed that good behaviour is the norm and that pupils feel extremely safe. Staff use judicious praise to encourage good behaviour, to which pupils respond well. The school is a wholly inclusive and harmonious community where, as one parent put it, 'every child feels valued'.

Minor accidents and incidents are dealt with swiftly, thanks to good supervision and monitoring. Pupils are polite and confident, with older pupils taking good care of younger ones around school, which was particularly evident during 'family service' at lunchtimes. Such positive attitudes are having a strong impact on improving achievement and are reflected in attendance, which is consistently above average for all groups of pupils. The school ensures pupils and parents and carers have a good understanding of e-safety, both at school and at home. Wide-ranging sporting and adventurous activities provide excellent opportunities for pupils to learn about how to assess risk.

Leadership and management

The headteacher, very ably supported by the deputy headteacher, has a clear vision and a purposeful approach to driving school improvement. Well-targeted professional development is focused on improving the quality of teaching and is helped by the school's partnership with a local, outstanding headteacher. Consequently, the quality of teaching is improving and inconsistencies are reducing, but there is insufficient sharing of good practice to speed up the process. Leaders have a clear understanding of the school's strengths and weaknesses, although the roles of middle leaders are underdeveloped. The school has good capacity to improve, as it has maintained the strengths from the previous inspection and is improving provision further. The school has a clear commitment to promoting equality of opportunity. All groups of pupils make similar progress and discrimination in any form is not tolerated. The school has refined its system for tracking pupils' progress, which is being used more effectively by staff to identify groups and individuals who need additional support to close any gaps in their learning quickly. The provision for disabled pupils and those with special educational needs is managed well by the special educational needs coordinator and is effective, particularly in reading.

Since the last inspection, the governing body has enhanced its role by carrying out more monitoring activities. This makes sure that school leaders are challenged frequently by probing questions about the quality of education and the progress all pupils are making. The governing body ensures that pupils are safeguarded well. Safeguarding procedures are robust and meet the current government requirements. The school has a range of effective partnerships, for example, to provide

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opportunities in music and sport and to support pupils who have a range of learning, emotional and behavioural needs and their families. The school has a good partnership with the majority of parents and carers, but there is a significant minority who would like communication to be enhanced.

The school promotes well a good, broad curriculum that is continuing to develop. Theme days, for example Roman and Tudor Days, including visiting theatre groups, are enjoyed well by the pupils and focus learning effectively. Well-planned enrichment activities, including residential visits, links with partner schools in Europe as part of the Comenius project, and visits help to develop pupils' understanding of other faiths and cultures have a good impact on pupils' spiritual, moral, social, and cultural development. Pupils make the most of all the music and dramatic opportunities offered to them and are very proud to be national kwik cricket champions. There are many popular extra-curricular clubs which promote learning and enjoyment in sporting, arts, and environmental activities.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



29 February 2012

Dear Pupils

Inspection of Toton Bispham Drive Junior School, Nottingham, NG9 6GJ

Thank you for making us so welcome when we inspected your school. We enjoyed meeting you, reading your questionnaires and hearing what you had to say about your school. We were pleased to hear about how you enjoy everything the school has to offer you. We were impressed with how polite and friendly you are. The positive attitudes that you show towards your work is one of the main reasons why you are all doing so well, including those of you who find work difficult.

You go to a good school. There are many good things about your school, such as the welcoming atmosphere, your enjoyment of reading, and the high standards you reach by Year 6. Your attendance is above average – well done!

Your teachers look after you well and try to make your lessons fun, although, occasionally, some activities are not challenging or exciting enough, especially in writing. You told me that you look forward to coming to school because you like your teachers, the after-school clubs and visits. Your parents and carers like the school too.

To make sure that all of you make even better progress we have asked your headteacher and other school leaders to:

- improve the teaching of writing so you make faster progress
- give you activities in lessons that are matched to your needs well and that challenge and interest you
- ensure all the leadership team is fully involved in monitoring and tracking your progress
- keep your parents and carers better informed.

You can help by continuing to behave well and trying hard in your lessons.

Yours sincerely

Michael Bartleman
Lead inspector (on behalf of the inspection team)

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