

Bakewell Methodist Junior School

Stoney Close, Bakewell, DE45 1FR

Inspection dates 30–31 January 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Subject leaders are not monitoring the quality of teaching rigorously enough against learning and progress over time.
- In a few lessons, expectations for learning are not high enough. As a result, pupils make only adequate progress in these lessons.
- There are inconsistencies in the use of assessment and so learning tasks are not always matched to pupils' different abilities and marking does not always inform pupils of the next steps they need to take to move their learning on.
- A few pupils with special educational needs, and a few for whom the school receives extra funding, do not make enough progress.
- Too few pupils are reaching higher standards in their writing and mathematics.
- The governing body does not challenge the school's use of extra funding rigorously enough and does not know how good teaching is over time.

The school has the following strengths

- Pupils' achievement in reading is good and pupils make good progress in using information and communication technology (ICT) as a result of good teaching in these areas.
- The headteacher has a realistic view of pupils' achievement over time and has used this to improve systems of tracking pupils' progress.
- The senior leadership team are making good progress in tackling weaknesses in teaching.
- Pupils' behaviour is good in lessons and around the school because staff have good relationships with pupils and manage their behaviour well.
- Pupils enjoy school and their attendance is above average.
- Staff and governors ensure that pupils are well cared for and, consequently, procedures for assuring pupils' wellbeing and safety are good

Information about this inspection

- The inspector saw all teachers teach in the eight lessons observed jointly with the headteacher, and carried out a learning walk around all four classes. The inspector also observed the headteacher feeding back on the quality of teaching and learning and pupils' achievements in lessons.
- The inspector listened to a group of pupils read in Years 3 and 4 and looked at two case studies and a sample of pupils' work jointly with the headteacher.
- Meetings were held with staff, 13 parents and carers, a group of pupils, five members of the governing body and a representative from the local authority. The inspector also took account of the 17 responses from parents and carers to the online questionnaire (Parent View) and questionnaire responses from staff.

The inspector looked at a range of documents including policies and procedures to ensure pupils are safe, the local authority review of the school's work, the school improvement plan, the school's monitoring of teaching and the school's data to track pupils' progress.

Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized junior school.
- Nearly all pupils are White British and very few pupils speak English as an additional language.
- An above-average proportion of pupils are eligible for the pupil premium. This is extra funding for pupils known to be eligible for free school meals and those who are in local authority care.
- A high proportion of pupils are supported at school action. The proportion of pupils who are supported at school action plus or who have a statement of special educational needs is below average.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.
- In June 2011, the school received a monitoring visit by one of Her Majesty's Inspectors and was judged to be making good progress towards its areas for improvement.
- A new senior leader has been appointed and a new Chair of the Governing Body is in post since the last inspection.
- The school now runs an after school club for working parents, which is managed by the governing body.
- All pupils are educated on site. The school does not use alternative provision to support any of its pupils.

What does the school need to do to improve further?

- Improve the quality of teaching so that all pupils make at least good progress by ensuring that:
 - learning tasks are always matched to pupils' different abilities, including those with special educational needs and those for whom the school receives the pupil premium.
 - teaching always challenges and extends the thinking of more-able pupils in writing and mathematics
 - marking consistently shows pupils the next steps they need to take to move their learning on.
- Strengthen leadership and management by ensuring that:
 - leaders are more robust in evaluating the impact of teaching and learning on pupils' progress over time
 - the governing body are more rigorous in monitoring the impact of the pupil premium on the learning and progress of eligible pupils so they can hold leaders to account for this work.

Inspection judgements

The achievement of pupils requires improvement

- Standards vary from above average to broadly average from year to year as Year 6 groups vary in the proportion of pupils identified with additional needs. In 2012, pupils left school at the end of Year 6 with above-average standards in reading and broadly average standards in writing and mathematics. This was slightly better than in the previous year when standards were broadly average in all areas but not as good as in 2010 when standards were above average.
- Nearly all pupils, including those of higher ability, who reach the higher levels, make good progress in reading because the teaching of reading is good. However, not enough of the more-able pupils are reaching the higher levels in writing and mathematics.
- Too few pupils exceed the expected rate of progress because of inconsistencies in the quality of teaching, where sometimes pupils do not always know how to improve their work or work is not matched well enough to pupils' different learning needs.
- Pupils supported by the pupil premium and disabled pupils and those who have special educational needs make less progress than other pupils at the school because of previous shortcomings in provision and their low levels of literacy have limited the pace of their learning. The attainment of pupils known to be eligible for free school meals was below average in English and mathematics in 2012 whereas the attainment of other pupils was above average in these subjects.
- The school is beginning to narrow the gap in attainment for both disabled pupils and those who have special educational needs and those eligible for the pupil premium, as seen in most lessons where they made equally good progress as other pupils from their relative starting points. Improved systems of assessment and support arrangements are enabling these pupils to reengage with learning more effectively. The school's introduction of systems to assess pupils' attainment on entry last year and the termly tracking of progress is enabling support to be targeted more precisely.

The quality of teaching requires improvement

- Performance data over the last two years demonstrates weaknesses in teaching over time, despite good and outstanding lessons observed by the school, the local authority and seen during the inspection. These weaknesses have arisen because not enough of the more-able pupils reach the higher levels in writing and mathematics, and learning tasks are not always matched to the needs of different pupils such as those who identified with special educational needs and those eligible for pupil premium funding.
- The quality of marking is patchy. In the majority of cases, pupils know their next steps for learning when their work is marked, but sometimes they do not.
- Support for pupils for whom the school receives pupil premium funding and for those with identified with special educational needs is not always effective. In lessons where teaching required improvement, these pupils were given the same task as other pupils. This was also sometimes seen in pupils' work. As a result, they found the work too difficult and more-able pupils found the work too easy.
- Where teaching is good it is as a result of training. Good use of technology by teachers in

lessons enables pupils to develop good skills in the use of ICT to support their learning. For example, in a Year 6 lesson, the teacher plotted coordinates on the interactive whiteboard. Then, pupils were asked to identify positive and negative numbers before being challenged to translate shapes in different quadrants by using coordinates accurately.

- Teaching assistants provide appropriate support for learning by breaking tasks down into smaller steps and making use of practical resources to ensure access to learning.
- Pupils are set regular homework, particularly in reading, where they make good progress.

The behaviour and safety of pupils are good

- Pupils' behaviour in lessons and their attitudes to learning are good because staff provide good role models and have good relationships with pupils. Pupils respond well to the effective management of their behaviour.
- Pupils enjoy school and this is reflected in their above-average attendance and good punctuality. These are promoted well by leaders through a well thought-out system of incentives and through close links with parents.
- Pupils feel safe in school and they know what constitutes unsafe situations. Pupils rightly say that any rare incidents of bullying or harassment are dealt with effectively and they have a clear understanding of different forms of bullying. There have been no exclusions recently. Nearly all parents agree that behaviour and safety are good.
- Pupils show care towards others and take responsibility in befriending others who may feel lonely. Through the active school council, they raise funds for charities.

The leadership and management requires improvement

- The headteacher provides clear direction for improvement but leadership and management requires improvement because subject leaders have not had enough impact on ensuring all pupils make equally good progress over time.
- Senior leaders monitor the quality of teaching and learning through lesson observations, discussion of pupils' progress and looking at pupils' work. Although their judgements of recent teaching seen as mainly good or better are consistent with those of the inspector and headteacher in their dual observations, insufficient account has been taken of the impact of teaching over time on the achievement of different groups.
- The school's performance management arrangements are adequate and hold staff to account for the progress pupils make, although they have yet to have full impact on the progress of different groups of pupils. Individual objectives are based on whole-school priorities and performance is linked to potential increases in salary.
- The local authority has provided effective support for the school since September 2012, although its previous involvement has been insufficient. An experienced adviser is now a regular visitor to the school and closely monitors and reviews its work through regular lessons observations, scrutiny of the school's data, the school improvement plan and self-evaluation documentation. This has led to school leaders having a more realistic view of pupils' achievement and the overall effectiveness of the school.

- The range of subjects and activities taught does not fully meet the needs of those for whom the school receives pupil premium funding or those identified with special educational needs because provision, particularly to support writing and mathematics, has not been good enough to ensure all of these pupils are making sufficient progress.
- The school uses its funding for pupil premium to provide small group and one-to-one sessions by teachers or teaching assistants for literacy and numeracy.
- Leaders have ensured good improvement in the use of ICT to support teaching and learning, which has led to pupils' good progress in its use.
- Personal, social and health education provision promotes good behaviour and safety, and consideration for others. Pupils' spiritual moral social and cultural development are promoted well through the subjects taught, with, for example, good opportunities for reflection, as seen in assembly and reflection corners in classrooms, and good opportunities to learn about world faiths and different cultures.
- Most parents have confidence in the work of the school and believe their children are happy and safe in school. The majority would recommend the school to others.
- **The governance of the school:**
 - Governors oversee how funding for pupil premium is used across the school by receiving regular reports, although they are unable to hold the school fully to account for this spending because they are not sufficiently aware of the progress these pupils are making relative to the progress of other pupils. Since the last inspection, governors have overseen the implementation of appropriate performance management procedures linked clearly to school development planning. They carried out routine monitoring visits, including visits to classrooms, and have overseen the good development of ICT to support teaching and learning. Their view of the quality of teaching is overly positive as it is based largely on reports they have received from monitoring which do not take sufficient account of the impact of teaching over time on the learning of different groups. Members of the governing body are very committed to the school. They produce their own informative newsletter to parents and regularly attend parents' evenings and important events. They ensure that statutory requirements are met, including those for safeguarding. They check that all staff and visitors have been thoroughly vetted, that training in safeguarding is up to date and that the school follows the local authority procedures for ensuring the safety and wellbeing of all pupils.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112870
Local authority	Derbyshire
Inspection number	401316

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	107
Appropriate authority	The governing body
Chair	Peter Wright
Headteacher	Sarah Elizabeth Owens
Date of previous school inspection	24 March 2010
Telephone number	01629 812389
Fax number	01629 812389
Email address	headteacher@bakewell-jun.derbyshire.sch.uk

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