



Toton Bispham Drive Junior School

Inspection Report

Unique Reference Number 122554
Local Authority NOTTINGHAMSHIRE
Inspection number 292438
Inspection date 19 October 2006
Reporting inspector David Speakman

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

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|---|--------------------|-------------------------|--|
| Type of school | Primary | School address | Bispham Drive |
| School category | Community | | Toton, Toton |
| Age range of pupils | 7-11 | | Nottingham, Nottinghamshire NG9 6GJ |
| Gender of pupils | Mixed | Telephone number | 01159137447 |
| Number on roll (school) | 277 | Fax number | 01159137467 |
| Appropriate authority | The governing body | Chair | Mr D Fisher |
| | | Headteacher | Mr M J Barker |
| Date of previous school inspection | 20 May 2002 | | |

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

Bispham Drive Junior School is an average sized school. It draws most of its pupils from the local area, in which there is a degree of social advantage, and about one tenth of the pupils come from out of district. The percentage of pupils claiming a free school meal is well below average. The proportion with learning difficulties or disabilities is above average but a below average number has a statement of special educational needs. Fewer pupils than average come from minority ethnic groups and a small proportion are at an early stage of acquiring English. Attainment on entry is above average. The school is popular and is oversubscribed in all year groups.

Key for inspection grades

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|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

Inspection outcomes agree with the school's evaluation that its effectiveness is good. It provides good value for money. However, there are many outstanding aspects of its work. The headteacher provides excellent leadership; he has established an extremely strong ethos, based on traditional values and mutual respect. This permeates all aspects of the school's work. The level of care shown for pupils is excellent.

Pupils make good progress and achieve well. From above average starting points they reach well above average standards, as reflected in the test results at the end of Year 6 over a number of years. Results in 2006 were slightly lower than usual but were still above the national average. These pupils achieved well in relation to their starting points and met the challenging targets set for them.

Pupils' personal development is outstanding. Behaviour and attitudes to school are excellent. The degree of social harmony within the school reflects the high quality relationships and pupils help to make this a very safe and comfortable place to be. Pupils enjoy school a great deal, show great pleasure in achieving well and attendance is well above average. Pupils are given every opportunity to make suggestions about how the school can be improved and to voice individual concerns. They make an outstanding contribution to the school community. Pupils adopt healthy lifestyles, actively encourage healthy eating at school and stay physically fit. High standards in literacy, numeracy, use of computers and pupils' outstanding ability to work collaboratively, provide an excellent preparation for their future.

The quality of teaching and learning is particularly good and impacts positively on pupils' achievement. There are many outstanding features of teaching, which add to pupils' enjoyment and enthusiasm. The curriculum is outstanding. Planning is constantly reviewed using evaluations of how well pupils have achieved. The curriculum is therefore closely tailored to the needs of pupils and moves them on at brisk pace or, where aspects need revision, pupils progress with secure knowledge and understanding. This also ensures teachers carefully track pupils' achievement as they move through the school. This year they have started to assess attainment soon after entry into Year 3 and the school is building a useful profile of each individual's strengths and areas where they need help, so any difficulties can be overcome at the very start. The school has rightly identified the need to develop this aspect of its work even further.

Leadership and management are good. The headteacher, the senior leadership team and subject leaders work extremely well together to establish the vision of the school and set an outstandingly clear way forward. The very strong team work and the shared drive for excellence give the school a good capacity to improve further.

What the school should do to improve further

- Further develop the assessment of individual pupils' soon after they start this school, to identify their strengths and areas where they need help, and to establish an accurate starting point for each pupil's education.

Achievement and standards

Grade: 2

Pupils achieve well in relation to their starting points and test results at the end of Year 6 in English, mathematics and science have been well above average over a long period of time. Latest results in 2006 were lower than usual, but were still above the national average in each of the three subjects. These results reflect the higher than usual proportion of pupils, roughly a third, with learning difficulties or disabilities in this year group. Standards seen in lesson observations in Years 5 and 6 and in these pupils' work are well above average in English and mathematics and pupils are well on course to meet their challenging targets. There is no significant difference in the attainment and progress of different groups of pupils.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. There is a strong sense of unity in the school and pupils are given excellent opportunities to mix with others of all ages and backgrounds, showing racial harmony and a very good understanding of cultural differences. Pupils speak highly of school and confirm that they enjoy the interesting lessons and school life in general. They have a high awareness of healthy eating, grow vegetables in the school garden for use by the kitchen and select the menus for school lunches. At meal times pupils of all ages sit together and meals are served by Year 6 pupils. 'Family service' makes a significant contribution to pupils' social development. Pupils help to make the school a safe and secure place; they use the excellent facilities in the school grounds very safely, whilst caring for each other through the 'friendship stop'.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning is good throughout the school with some outstanding features. Teachers have created a highly stimulating learning environment. Classrooms and communal areas are colourful and interesting and pupils' work is displayed prominently. The emphasis placed on valuing excellence encourages pupils to produce work of a high quality. Lesson planning is thorough and detailed. It ensures that pupils of the same age in different classes receive equivalent learning experiences. Great care is taken to ensure that pupils are given tasks and support that are appropriate to their ability, but are still challenging enough to move them on at a good pace. Questions are matched to different abilities and well directed so pupils at all levels of attainment are included. Targets are used really well and best practice involves pupils in assessing their own achievements and helping them see what they need to do to move onto the next level. This helps pupils know how well they are doing. The school has recently

started assessing pupils' attainment soon after joining Year 3. This provides teachers with a very useful profile of what pupils can do well and where they might need help. All pupils' contributions are valued and they feel confident to volunteer answers and take an active part in lessons.

Curriculum and other activities

Grade: 1

The curriculum meets all statutory requirements and it is very rich in the arts, culture, sports and in personal, social and health education. There are very meaningful links between subjects, helping pupils to see the relevance of learning different skills, knowledge and understanding. Curriculum enrichment is excellent. There are lots of extra curricular activities which meet the preferences of a wide range of pupils and to which there is a good uptake. Opportunities to perform to a range of audiences and take part in residential trips help pupils' personal development very well. What makes the curriculum really special is the ongoing planning of the next steps, using assessments of recent learning outcomes. This ensures that the curriculum plans are highly appropriate to pupils' learning needs.

Care, guidance and support

Grade: 1

The school shows an outstandingly high level of care and guidance for its pupils. High quality procedures ensure the health and safety of pupils and arrangements for the safeguarding and safety of pupils fully meet requirements. Academic achievement is carefully monitored but the school is not complacent and has rightly identified that even more diligence is needed in relation to assessing pupils' attainment on entry. Pupils at all levels of attainment and those with English as an additional language or with learning difficulties or disabilities receive very good guidance on what they do well and how they can improve. Pupils say this means a lot to them as they are involved in assessing their own achievements and the marking of their work tells them a lot.

Leadership and management

Grade: 2

Inspection evidence agrees with the school's own assessment that the impact of leadership and management is good. The headteacher provides extremely strong and purposeful leadership and works in close collaboration with the senior leadership team and subject leaders to monitor effectively the school's performance. Increasingly detailed and robust assessment data gathered when pupils start at the school is helping to strengthen school self-evaluation even further. Governance is good. Governors support the senior leadership team well in their work and provide a good level of challenge. Staffing is organised well. Strong teamwork, effective organisation and wise deployment of staff ensure teachers cope well with the large class sizes. The deputy headteacher is not class based this year. He teaches throughout the school, enabling for example, the creation of three focus groups from two of the larger classes.

Teaching groups are also rotated which gives the deputy headteacher an excellent opportunity to monitor the school's effectiveness through direct involvement with pupils in lessons.

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Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

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|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 1 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 1 |
| The extent of learners' spiritual, moral, social and cultural development | 1 |
| The behaviour of learners | 1 |
| The attendance of learners | 1 |
| How well learners enjoy their education | 1 |
| The extent to which learners adopt safe practices | 1 |
| The extent to which learners adopt healthy lifestyles | 1 |
| The extent to which learners make a positive contribution to the community | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 1 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 1 |
| How well are learners cared for, guided and supported? | 1 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

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| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 1 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 2 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

20 October 2006

Dear Pupils,

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

I was very pleased to meet you when I visited your school. I enjoyed talking to you about your school, seeing you in class and I particularly enjoyed taking lunch with you. I appreciated the care that you gave to me, making sure that I was alright.

You go to a good school and there are many excellent features to your school that help you enjoy going there so much and learning as well as you do. I think your behaviour, your attitudes towards school and your enthusiasm for learning are excellent and this encourages teachers to provide you with interesting lessons so that you reach high standards. The way in which you do your jobs helps the school run smoothly each day. You have an excellent headteacher who values each of you very much and who has high expectations of everyone. This is one of the main reasons that the school is as good as it is.

There is very little to improve that the school has not already started to do. I have asked the headteacher, staff and governors to continue to find out what you do well and what you need help for as soon as possible after you start in Year 3. This will help them plan your learning so any difficulties can be overcome right at the very beginning of your time in school.

I wish you all the best in the future and hope that you continue to play your part in making Bispham Drive a successful school.

Yours sincerely,

David Speakman (Lead inspector)