

Ibstock Junior School

Inspection report

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|--------------------------------|------------------|
| Unique Reference Number | 119931 |
| Local Authority | Leicestershire |
| Inspection number | 358652 |
| Inspection dates | 22–23 March 2011 |
| Reporting inspector | Andrew Stafford |

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

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|--|---------------------------------------|
| Type of school | Junior |
| School category | Community |
| Age range of pupils | 7–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 195 |
| Appropriate authority | The governing body |
| Chair | Nicky Pepper |
| Headteacher | Jo Parkes |
| Date of previous school inspection | 31 January 2008 |
| School address | Melbourne Road Ibstock LE67 6NP |
| Telephone number | 01530 260481 |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons taught by 10 teachers. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the data the school has collected on pupils' attainment and progress, the school strategic plan, lesson and curriculum planning, and procedures for keeping pupils safe. The inspection team scrutinised 93 questionnaires returned by parents and carers, and also spoke with a number of them.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors considered the progress made by pupils in Years 3 to 6, especially by the boys.
- They looked at the quality of the challenge that teachers provide to secure good progress for different ability groups in Years 3 to 6.
- The inspection team evaluated the effectiveness of improvement planning to accelerate progress across the school.

Information about the school

Ibstock Junior is smaller than the average primary school. Most of the pupils are White British. The proportion of pupils with special educational needs and/or disabilities is above average. Most of these pupils have moderate learning difficulties or speech and language difficulties, and an above average proportion have a statement of special educational needs. The proportion of pupils known to be eligible for free school meals is below the national average. The school has recently gained a number of awards, including Investors in People and National Healthy Schools Status. The school has undergone a period of instability in senior leadership during the last four years.

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

2

Main findings

Ibstock Junior provides a satisfactory and improving education. In a safe, caring and happy atmosphere, pupils grow into confident and mature young people. Parents and carers are pleased with the quality of education the school provides. Typically, one parent wrote, 'There has been a very positive change in the school. This is a great thing to feel as a parent. The effective headteacher is an obvious benefit to the school'.

Since the last inspection the school has improved aspects of leadership and governance, the provision for care and the curriculum, and the quality of teaching and learning. The school's robust use of its tracking system to identify quickly any pupils making slow progress is helping to improve outcomes. The school has had support from the local authority and has successfully tackled underachievement through effective improvement plans and the determined leadership of the headteacher. As a result, progress and achievement are now satisfactory and improving, particularly in Year 5 where progress is good. The curriculum is now good. Attainment, which has been low in recent years, is now average. The leaders' drive to improve the school is clearly articulated and enthusiastically embraced by staff, especially in literacy and numeracy. Leaders' very rigorous monitoring of the school's performance provides them with secure and accurate information for self-evaluation. The success of this leadership record shows the school has a good capacity to improve further.

There are many signs that teaching and learning are improving as a result of focused professional development. Teachers plan interesting and relevant work that leads pupils to make good progress. As a result, relationships are strong and pupils have positive attitudes to their work and try hard. Teaching assistants make a valuable contribution to learning through the well-timed use of their expertise in supporting those who need help with literacy and numeracy. This is most evident for pupils with special educational needs and/or disabilities. While many good lessons were seen, teaching overall is satisfactory because the level of challenge in lessons is not yet consistently good enough throughout the school to ensure consistently good progress. Typically this is because teachers do not always use progress data well enough to plan work that matches closely the needs of different pupils in the class. Teachers do not always give pupils enough opportunities to write well for a range of purposes in subjects other than English. The quality of marking and feedback to pupils, especially the older ones, is also inconsistent, and so not all of them are clear about what they need to do to improve their work.

Pupils are cared for well in school and feel safe. They really enjoy lessons, school clubs and meeting friends. The interest and challenge that the curriculum provides, especially for the boys, is promoting accelerated progress. For example, an ongoing learning project on robots in Year 4 and the regular use of computers and games across the school engage them well. Pupils share a range of religious festivals, which gives them a developing

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insight into the diversity of British culture. Most pupils come to school regularly, making attendance above average.

Up to 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.

What does the school need to do to improve further?

- Improve teaching so that the level of challenge and progress in lessons is consistently good, by making better use of assessment information to plan work that closely matches the needs of each pupil so they are fully stretched.
- Sharpen the quality of marking and other feedback to older pupils so that they better understand how to improve their work.
- Extend the variety of opportunities across the curriculum that stimulates good writing for a range of purposes.

Outcomes for individuals and groups of pupils

3

All groups of pupils, including those with special educational needs and/or disabilities, enjoy learning, and their achievement is satisfactory. The progress of boys is accelerating and they now make the same progress as the girls. Pupils enter Year 3 with levels of attainment that are broadly average for their age. The learning observed in lessons was consistently at least satisfactory and often good. Pupils are keen to learn, try their best and take pride in their work. Their research and basic skills are quickly improving and many are becoming proficient as independent learners. Pupils enjoy discussing ideas in small groups and with their class, and this is promoting their self-confidence, communication skills and understanding. This was seen when Year 3 pupils were captivated by the adjectives in a poem. They quickly identified opposites and alliteration correctly. Talking with partners and working from previous planning, pupils were able to use these devices to rapidly plan poems that they rehearsed by the close of the session. However, occasionally pupils find their work either too hard or too easy and this slows their progress.

Pupils are confident that any rare cases of bullying will be quickly resolved by the school. They know precisely how to keep themselves and others safe. They do their best to eat a healthy diet and take plenty of exercise, and this is reflected in the school's national recognition in this area, although they have limited knowledge about the consequences of a less healthy lifestyle. Pupils collect generously for charity. Positive attitudes and average standards in the basic skills mean pupils' preparation for secondary school and future work is satisfactory. Pupils reflect maturely on their own feelings and those of others and have reflected on the impact of the disasters in Queensland and Japan. A strong moral code supports their good behaviour. Pupils work productively in teams and regularly celebrate each other's successes. These opportunities contribute effectively to their good spiritual, moral, social and cultural development.

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These are the grades for pupils' outcomes

| | |
|---|----------|
| 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 | 3 |
| 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 | 3 |
| 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 | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

How effective is the provision?

Generally, teachers are raising their expectations of the effort and progress that pupils need to make. They make good use of resources, such as electronic whiteboards, to develop learning. The impact of this strengthening of teaching was evident in the good progress made by current Year 5 pupils in key subjects in 2009/10. In Year 6 classes teachers' questions and the tasks they set really make pupils think, although the challenge provided by teaching is inconsistent across Years 3 to 6. Pupils have an improving understanding of their challenging targets.

The curriculum supports aspects of pupils' personal development well. For example, opportunities across the curriculum to study the Second World War help to develop knowledge and skills. This stimulating topic is linking history, art, science, mathematics and information and communication technology (ICT) and leads to memorable experiences for pupils. Pupils benefit from tuition at the local community college in science and French, and college tutors run workshops at school in technology and mathematics to further extend pupils' experiences. Recent changes to the English and mathematics curriculum, to guide learning more actively, have given these subjects greater appeal, especially to boys and girls respectively. The school uses the resources within its boundaries well. It uses, for instance, opportunities to study the natural world through gardening and taking part in the county-wide scheme to plant elm trees. A good range of

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well-attended clubs and many educational visits, including a residential stay in Liddington, add to pupils' enjoyment of school and widen horizons.

Staff use their detailed knowledge of each pupil expertly to provide them with good care, guidance and support. Pupils with a concern turn confidently to an adult, knowing that it will be quickly resolved. Transition arrangements, both into the school and on to secondary education, are particularly strong. The tracking of academic progress gives accurate information that teachers use to provide effective individual support for pupils who are falling behind and help them catch up. Pupils with special educational needs and/or disabilities receive sympathetic support and learning programmes that mean they join in all that the school offers. The school's targeted support for pupils and families whose circumstances have the potential to make them vulnerable is effective through the work of the parent support advisor. The school works closely with many external agencies to promote pupils' education and welfare. The attendance figures this year show that its hard work with pupils, parents and carers to maintain above average attendance is proving successful.

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?

Leaders articulate clearly to staff their ambitious targets and their plans to make the school better. The English and mathematics subject leaders and the special needs coordinator take a high level of responsibility for checking standards in their areas and ensuring that they are improving. Leaders have accurately identified needs and, supported by good partnerships with local authority consultants, have provided successful training that has sharpened teachers' skills. One example of this is teachers' better understanding of how to make English and mathematics lessons interesting and relevant. Senior leaders have introduced staff groupings to distribute leadership and promote teamwork in raising standards. Currently, the strategic roles and responsibilities of subject leaders beyond English and mathematics are still being developed. The governing body is supportive of the school. Governors' sound understanding of data means that they are able to challenge the school over its performance and hold leaders to account. Through links with subjects and staff, the governing body has an up-to-date view of what is happening in the school and this is helping to improve provision. Governors are becoming more knowledgeable about strategies to accelerate pupils' progress.

Regular homework and the valuable help and advice given to parents and carers help them to support children's education at home. The thorough way that staff carefully check the progress of different groups of pupils reflects the school's Investors in People award.

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The school puts its commitment to equal opportunities at the centre of its ethos and the success of its plans to remedy previous gender differences in progress shows that its policies are having a good impact. Safety and safeguarding are given a high priority. The school makes rigorous checks on the suitability of adults to work with pupils. Child protection procedures are robust, regularly updated and fully meet current safeguarding requirements. The presence of closed-circuit cameras around school provides an additional layer of security. The school is a happy and harmonious society in which pupils from all backgrounds integrate well. It promotes community cohesion well in the local area and there are many notable successes. For example, the school is producing a 'Spin the Yarn' piece of artwork to be displayed locally. Pupils see themselves as members of the community through their work with the local council to improve the environment. The school is promoting religious cohesion through the celebration of a range of religious festivals that encourage an understanding of Christian and other traditional forms of worship. The school is maintaining links with schools in France and in a Black community in Uganda to support pupils' understanding of diversity.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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

About half of the parents and carers returned a questionnaire, which is above average. Their responses showed that they are very happy with the quality of education the school provides. Many added positive comments about how much their child enjoyed school and how confident they were about their child's safety. Many parents and carers said they felt the headteacher led the school well and that teachers were welcoming and approachable. Inspectors endorse these positive comments. A small number wrote that they have concerns about poor behaviour at the school. Inspectors explored these concerns and found that behaviour is well managed by staff and that is it good in lessons and around

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the school. The small number of constructive parental concerns were shared and discussed anonymously with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ibstock 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 93 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 39 | 42 | 44 | 47 | 8 | 9 | 2 | 2 |
| The school keeps my child safe | 38 | 41 | 49 | 53 | 5 | 5 | 0 | 0 |
| My school informs me about my child's progress | 28 | 30 | 60 | 65 | 2 | 2 | 0 | 0 |
| My child is making enough progress at this school | 27 | 29 | 59 | 63 | 5 | 5 | 1 | 1 |
| The teaching is good at this school | 28 | 30 | 58 | 62 | 6 | 6 | 0 | 0 |
| The school helps me to support my child's learning | 23 | 25 | 61 | 66 | 6 | 6 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 25 | 27 | 65 | 70 | 1 | 1 | 1 | 1 |
| 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) | 19 | 20 | 65 | 70 | 6 | 6 | 0 | 0 |
| The school meets my child's particular needs | 23 | 25 | 57 | 61 | 9 | 10 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 26 | 28 | 50 | 54 | 7 | 8 | 7 | 8 |
| The school takes account of my suggestions and concerns | 20 | 22 | 56 | 60 | 9 | 10 | 2 | 2 |
| The school is led and managed effectively | 28 | 30 | 55 | 59 | 5 | 5 | 3 | 3 |
| Overall, I am happy with my child's experience at this school | 30 | 32 | 54 | 58 | 3 | 3 | 6 | 6 |

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 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 | 59 | 35 | 3 | 3 |
| Primary schools | 9 | 44 | 39 | 7 |
| Secondary schools | 13 | 36 | 41 | 11 |
| Sixth forms | 15 | 39 | 43 | 3 |
| Special schools | 35 | 43 | 17 | 5 |
| Pupil referral units | 21 | 42 | 29 | 9 |
| All schools | 13 | 43 | 37 | 8 |

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



24 March 2011

Dear Pupils

Inspection of Ibstock Junior School, Ibstock, LE67 6NP

Thank you for being so polite and friendly when we visited your school recently. We enjoyed our visit and having the opportunity to talk to some of you and to see you in lessons and at play. I especially enjoyed joining you in assembly and hearing you sing so heartily. You are rightly proud of the school's happy atmosphere in which you all get on so well together. Ibstock Junior is a satisfactory school and it is improving. Here are some of the things we liked best.

You told us you enjoy school and feel safe and secure.

You try your best to eat a healthy diet and take plenty of exercise.

Your behaviour is good.

You have good relationships with your teachers and you try hard for them.

The curriculum provides you with exciting clubs and visits, which you enjoy.

Adults look after you well and are always ready to help you.

The headteacher and staff are working hard to make the school get better.

We have asked the school to do three things to help you do even better in your learning.

Improve teaching by making sure teachers always provide you with work that is neither too hard nor too easy, so that you make better progress.

Provide older pupils with more information about how they can improve their work.

Give you more opportunities to use writing in lots of different ways.

All of you can help the school by continuing to try your best in lessons, behaving well and supporting your classmates. We wish you all the best in the future.

Yours sincerely

Andrew Stafford

Lead inspector

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