

# Berkeley Junior School

## Inspection report

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<b>Unique Reference Number</b>	117781
<b>Local authority</b>	North Lincolnshire
<b>Inspection number</b>	379472
<b>Inspection dates</b>	2–3 November 2011
<b>Reporting inspector</b>	Alan Lemon

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	341
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Veall
<b>Headteacher</b>	Paula Bennett
<b>Date of previous school inspection</b>	03 February 2009
<b>School address</b>	Marsden Drive Scunthorpe DN15 8AH
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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed involving 11 teachers. Inspectors held meetings with groups of pupils, staff and representatives of the governing body. They observed the school's work and sampled work in pupils' books. Inspectors looked at a range of the school's documentation including policies and procedures for safeguarding pupils, data on pupils' performance and the school's improvement plans. Ninety three questionnaires completed by parents and carers were scrutinised.

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

- Is the evidence for pupils' progress secure and convincing?
- Is teaching across Key Stage 2 consistent and effective in promoting good learning and progress?
- Has new leadership had sufficient time driving improvement to have had a positive impact on the school's provision and pupils' achievement?

## Information about the school

The school is larger than average. The very large majority of pupils are of White British heritage. The proportion of pupils who have special educational needs and/or disabilities is slightly above average. The proportions of those known to be eligible for free school meals or who speak English as an additional language are slightly below average. Most pupils transfer at the end of Year 2 from an adjacent infant school and others come from schools in the neighbourhood.

The headteacher was appointed in April 2011. Since July 2005 the school has had five different headteachers, two of whom were acting headteachers.

The school operates a breakfast club. The school has Healthy School status, Activemark Gold award, Artsmark Silver award and gained the Food For Life Bronze Award in July 2011 in recognition of the success of the school garden.

**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

This is a satisfactory school. Most pupils enter the school in Year 3 with average attainment and, by the end of Year 6, their attainment is broadly average. There has been improvement in pupils' progress, which is gathering pace, and achievement is satisfactory. The headteacher gives the school clear direction and sets high expectations. Good support and challenge from the experienced and committed governing body ensures the school stays focused on improvement. Wider leadership roles and accountability are being developed which is having a positive impact, particularly on the curriculum. Pupils' work and activities are well adapted to their needs, stimulating their interests and creating enjoyment. Leaders are ensuring the school gains in strength and has satisfactory capacity to sustain improvement. Self-evaluation procedures are accurate in pinpointing the further work required to improve pupils' achievement and strengthening teaching and learning. The initiatives needed to raise achievement, in all of the areas where it is required, have been identified, with some measures already implemented and some at an early stage of development. Reading has improved as a result of these efforts. Currently, staff are giving close attention to closing gaps in writing, mathematics, and the performance of boys and more-able pupils with some success. A new procedure for tracking and analysing pupils' performance introduced in 2010 sharpens the focus on attainment and progress. It is helping leaders and teachers to know every pupil, see their progress at any time and gain a clear overview of their performance in relation to what they are expected to achieve.

Teaching is satisfactory and, overall, there is a balance of good and satisfactory lessons. However, this makes progress uneven over time and there is less good teaching of mathematics. Several teachers set high expectations, plan a range of work to match pupils' different abilities and take care to assess learning accurately. This good practice is not firmly established and consistent across the school.

Pupils are well cared for, guided and supported. Pastoral support is embedded as are many procedures to promote pupils' care and well-being. The school's arrangements for their safeguarding upils are comprehensive and rigorous. Good partnerships, particularly with a wide range of agencies and good engagement with parents strengthen the school's promotion of pupils' welfare. As a result, pupils enjoy school. Their attendance is above average and they behave well. Roles of responsibility have been developed for pupils and they have taken to these with enthusiasm. Their good contributions extend beyond school through sports and entertaining groups with

stage productions and assemblies. They learn the important facts about staying safe and, to a good extent, they feel safe. Pupils respond well to the school's active promotion of a healthy lifestyle and many are keen to be involved in the sports and physical activities offered.

Up to 40% of 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?**

- Strengthen achievement by maintaining a sharp focus on raising attainment in writing and mathematics, particularly in relation to the performance of boys and more-able pupils.
- Improve teaching by ensuring the expertise promoting good learning and progress found in the best lessons becomes embedded in all lessons so that the weaker aspects of teaching are eliminated.

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

<b>3</b>
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Leaders are resolutely tackling low attainment and there was an overall improvement in 2011 compared with previous years. The school's data and observations of current pupils' work show improvement being sustained. While the disparity between boys' and girls' attainment is affected by the higher proportion of boys with special educational needs and/or disabilities, more-able boys' attainment in particular is slightly lower than expected in writing and mathematics. Pupils with special educational needs and/or disabilities and those known to be eligible for free school meals are making satisfactory progress and more progress than the same groups in previous years.

Pupils' attitudes to learning and the quality of learning get better as they move through the school. Pupils are naturally curious and enjoy new experiences. Occasionally, in Years 3 and 4, a lack of good attention and effective listening skills detract from pupils' concentration and effort, from boys in particular. The pace of learning is often moderate and sometimes slow, although the few lessons that were taught well effectively engaged pupils in learning. A good Year 4 mathematics lesson ensured boys and girls enjoyed the fast flow of activities and gave them many opportunities to consolidate counting skills and apply the knowledge of drawing and interpreting graphs. As a result, they listened intently and thought carefully before answering a question. Some pupils in Year 3 made basic mistakes in simple calculations. Better teaching generally in Years 5 and 6 has a positive impact on these pupils' learning and progress, closing gaps in attainment.

Pupils' spiritual, moral, social and cultural development is good. Pupils feel safe and this contributes to them behaving well. They have a strong sense of right and wrong and show a good regard for each other. Pupils are confident about speaking to staff and sharing their concerns. They know they will be listened to and any problems will be dealt with urgently. Most pupils opt for the school's freshly prepared, nutritious

meals and they grow some of the produce used in their meals in the school garden. The breakfast club provides pupils with healthy choices and physical activities. Pupils develop a good understanding of a healthy lifestyle. Provision for sports and other physical activities is promoted well and even the most reluctant pupils take part. Pupils are keen to take on responsibilities and contribute to the success of the school council, play leaders and classroom monitors. The school council is a strong voice in decision making which has been instrumental in the development of the bicycle shed, water fountains and improving playground resources.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

Teaching is satisfactory but variable in its impact on learning as leaders continue to drive improvements to make it consistent and effective across the school. The lessons where teaching is good are lively, engage pupils' attention and make them think and work hard. These lessons are well planned with clear learning objectives strongly supported by a good choice of teaching methods and learning resources. A Year 5 English lesson had good pace and opportunities for pupils to talk and work together. Questions for pupils focused sharply on the learning objective and were used well to assess their progress. Despite leaders' drive to increase the rate of pupils' progress, in some lessons the pace of learning is moderate and occasionally slow, especially when younger pupils are set to work on their own. Work is sometimes not checked carefully to see that pupils have secured the knowledge and skills being taught. In one mathematics lesson several pupils made errors in their calculations which were not corrected and they did not have a means to check their own work.

The curriculum is adapted well to the needs and interests of all pupils. It is enriched in many ways giving pupils opportunities to experience a variety of arts and sports activities. The breakfast club provides a good variety of well-organised activities which pupils enjoy. Topics on survival and the Titanic disaster capture pupils' interest, especially that of boys. The school garden provides good opportunities for

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

pupils to apply and extend what they know and can do in the context of outdoor learning and growing plants and vegetables. New initiatives managed by the inclusion leader have been introduced to boost progress and attainment, writing and mathematics in particular, and these are beginning to have a positive impact. There is a comprehensive programme of support for learning centred on literacy and numeracy. This is benefiting a wide range of pupils including those with special educational needs and/or disabilities, lower attaining and more-able pupils.

Pupils are encouraged in positive ways by the good relationships in school. Staff provide good role models and build pupils' confidence by their willingness to listen and take heed of what pupils say. The social and emotional needs of pupils who may, for one reason or another, be vulnerable are supported well with a range of nurturing activities led by the learning mentor. Close attention is paid to the security of the school and keeping pupils safe and this extends to arrangements for the breakfast and after-school clubs. Good behaviour is effectively encouraged and the challenging behaviour of a few pupils is managed systematically. The school works closely with parents, carers and agencies where the needs of pupils are being supported more widely.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher sets out an ambitious vision which the school is beginning to realise in its mission to raise pupils' attainment and all outcomes further. This ensures the school is promoting equality and tackling discrimination satisfactorily. Staff are clear in their direction and respond positively to leaders' high expectations and challenging targets. Staff perform many leadership roles and are increasingly held to account for outcomes. The work of the school and pupils' performance are monitored and evaluated accurately. The current development plan is securely based on the priorities for improvement in teaching and the curriculum and when fully implemented these aim to ensure pupils achieve well. The rise in attainment between 2010 and 2011, while not comprehensive, indicates the drive for improvement is beginning to have an impact and that leadership is increasingly effective. The governing body knows the school well from its close involvement and the headteacher's accurate reports. Members of the governing body are experienced and qualified in forming a critical view of the school's effectiveness and accordingly challenge and support it well.

The school is a cohesive community and knows the community it serves. It has a good reputation among parents and carers and staff encourage their close involvement in its work. Parents and carers are kept well informed about the school and their children's progress and their views are influential in the school's development. Parents' evenings, the school's website and its open-door policy for

parents and carers all contribute good channels of communication. A good range of partnerships contribute to the school's work and to supporting pupils' welfare. The breakfast club is managed well. The inclusion leader and the learning mentor are an effective bridge with partners and this contributes to good transition arrangements with infant and secondary schools.

The safeguarding of pupils is good. Clear policies, effective procedures and rigorous record-keeping are well embedded in the school's work and used consistently by staff.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account:	
The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

The number of parents and carers returning completed questionnaires was broadly average. Of these, the overwhelming majority expressed positive views of the school and are happy with their child's experience. While all of these parents and carers are of the view their children make enough progress, inspection findings show that while progress is satisfactory overall, improvement is needed in mathematics and writing. Inspection findings confirm these are two areas school leaders are working hard to improve and that they have found some early success. Moreover, while most parents and carers believe teaching is good, inspection findings show it is satisfactory and the need for school leaders to achieve the consistency of good teaching across the school.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Berkeley 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 341 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	44	50	54	1	1	1	1
The school keeps my child safe	43	46	48	52	1	1	0	0
The school informs me about my child's progress	26	28	55	59	8	9	2	2
My child is making enough progress at this school	22	24	62	67	8	9	0	0
The teaching is good at this school	29	31	57	61	4	4	0	0
The school helps me to support my child's learning	22	24	60	65	8	9	1	1
The school helps my child to have a healthy lifestyle	26	28	63	68	4	4	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)	21	23	66	71	4	4	0	0
The school meets my child's particular needs	22	24	64	69	4	4	0	0
The school deals effectively with unacceptable behaviour	25	27	55	59	6	6	2	2
The school takes account of my suggestions and concerns	18	19	56	60	11	12	0	0
The school is led and managed effectively	28	30	55	59	5	5	1	1
Overall, I am happy with my child's experience at this school	34	37	51	55	4	4	2	2

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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



4 November 2011

Dear Pupils

**Inspection of Berkeley Junior School, Scunthorpe, DN15 8AH**

Many thanks for your warm welcome when I visited your school recently. Thanks also to the groups of pupils who met inspectors and shared their views of school. Berkeley Junior is a satisfactory school and in some respects it is good. You are achieving satisfactorily but there are positive signs that your achievement is improving.

- You are making satisfactory progress, especially in reading, although you could achieve more in writing and mathematics.
- The extent to which you feel safe, adopt a healthy lifestyle and contribute in school and beyond are all good.
- Your behaviour is good and attendance is above average showing that you enjoy school a lot.
- The work and activities the school has planned for you have been made interesting and enjoyable by staff. There are lots of new experiences and activities that are positively challenging.
- Staff take good care of you and make sure you have all the help you need to be confident and equipped before moving to secondary school.

In order to help the school to improve further, I have asked the headteacher to:

- continue the work started on improving boys' and more-able pupils' writing and mathematics
- make sure all of your lessons are taught as well as the best lessons.

You can help by keeping up your good attendance and working as hard as you can. I wish you all the best for the future.

Yours sincerely

Alan Lemon  
Lead inspector

