

# Driffield Junior School

Bridlington Road, Driffield, East Riding of Yorkshire, YO25 5HN

**Inspection dates** 28–29 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school. Select

- Most pupils learn well. They make increasingly good progress in writing and mathematics, and achieve particularly well in reading. Since the previous inspection standards across the school have risen, and are above average in many lessons.
- Pupils, who are behind with their reading, writing and numeracy skills when they start at the school, catch up quickly. Those identified as disabled or having special educational needs make good progress.
- Teaching is good and most lessons are stimulating and include interesting activities and experiences.
- Pupils enjoy coming to school. They say they are very safe and exceptionally well looked after. Pupils are polite and courteous at all times, behave outstandingly well, and have excellent attitudes to their learning. Attendance is high. Bullying is rare and there are no exclusions.
- The headteacher is aspirational for all pupils and a highly effective leader. She is well supported by a strong team of leaders and managers, and committed staff. The school's checks on how well it is doing are accurate. A comprehensive training programme has improved teaching. Teachers readily share their good ideas and are keen to continue to improve the quality of teaching and learning.

### It is not yet an outstanding school because

- Not enough average attainers make good progress. More pupils reach high standards in reading over time than in writing or mathematics.
- In a few lessons teachers do not check carefully enough the understanding of all pupils. On occasions, the work is not hard enough for some pupils. Marking is not always as helpful as it might be in pointing out the next steps in pupils' learning.

## Information about this inspection

- Inspectors observed 17 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons, and listened to individual pupils read.
- Meetings were held with two groups of pupils, governors and school staff, including senior and middle managers.
- Inspectors took account of the 28 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work and looked at a number of documents, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governors' meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.

## Inspection team

Andrew Swallow, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Barbara Martin

Additional Inspector

## Full report

### Information about this school

- This school is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium, largely those known to be eligible for free school meals, is below average.
- The proportions of pupils supported at school action are similar to those seen nationally, but below for those at school action plus or with a statement of special educational needs.
- The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.
- The school is part of a formal collaboration with Langtoft Primary School, teaching all junior-aged pupils from Langtoft School. There is no off-site provision.
- The school has achieved the Healthy School status, Artsmark, Activemark, Inclusion, Eco Schools Green Flag, International School Awards and is a Fair Trade school.

### What does the school need to do to improve further?

- Improve teaching so that it is consistently at least good, and more is outstanding by:
  - ensuring that all teachers systematically check all pupils' understanding in lessons, and meet any emerging needs, so that they learn exceptionally well
  - ensuring that tasks are hard enough to enable average-attaining pupils to attain to their potential
  - ensuring that when teachers mark pupils' work, they all give clear points about how it can be improved.
- Accelerate pupils' progress in writing and mathematics, so that many more reach high standards by the end of Year 6 by:
  - ensuring that refined tracking arrangements are used astutely by all leaders and managers to pinpoint pupils' underperformance early, especially average attainers
  - using and developing key writing and mathematical skills in meaningful contexts across all subjects.

## Inspection judgements

### The achievement of pupils is good

- Standards are rising steeply, as was evident in Year 6 lessons and in Year 6 pupils' work, and are now above average in reading, writing and mathematics, although reading outcomes remain higher over time. Standards have improved across the school since the previous inspection, due to increasingly good teaching. Teachers have been particularly successful in ensuring that more high-attaining pupils reach the high outcomes of which they are capable. They have also reduced the attainment gaps between boys and girls, and between low-attaining pupils and their peers. The gap in average points attained by pupils known to be entitled to free school meals, and their peers, is also narrowing.
- Pupil premium funding is being used wisely to make sure individual pupils get the right sort of support. For example, smaller teaching groups have been created for writing and mathematics, and the teaching of phonics (letters and the sounds they make) has been introduced across all years. These are particularly helping to improve the range of language that pupils known to be entitled to free school meals use, their confidence in using complex sentences and their calculation skills.
- Pupils enter Year 3 with average standards. Some have particular emotional and social needs. All groups of students, including those who have special educational needs, now make good progress because of better teaching, and generally good support, in many English and mathematics lessons to develop key literacy and calculation skills.
- Judicious changes to the curriculum have led to good learning, in particular the teaching of pupils in specific ability groups for literacy, the regular sounding and spelling of common words, and the real-life contexts for learning that motivate and enthuse. Nonetheless, lesson observations and the school's data show that not all average attainers are challenged sufficiently by all teachers, to reinforce key literacy and numeracy skills, across all subjects. As a consequence, not all these pupils progress as rapidly as their peers.
- Most parents who responded to Parent View believe that their children are making good progress. The majority of the pupils think that they learn a lot most of the time.
- The inspectors found this to be so in the vast majority of lessons where teaching was good or better. For example, in a Year 6 literacy lesson, all pupils rose to the challenge of analysing an author's use of language to develop characters in a novel. Almost all extended their range of vocabulary to continue a story in a captivating manner. This was due to the frequent opportunities they were given to share ideas with peers and to the excellent checking of emerging understanding by the teacher and teaching assistant. Similarly, in a Year 3 lesson on ancient Egypt, inspired by the exciting resources, all pupils persevered well to complete instructions for a trainee embalmer about how to create a mummy. Generally, pupils show a readiness to learn in lessons, with high levels of motivation and self-discipline.

### The quality of teaching is good

- Teaching has improved since the previous inspection and is usually good, with examples of outstanding practice. As a result, most pupils make good progress and achieve well. The teaching of reading is a particular strength.
- Teachers generally have high expectations and plan lessons carefully to interest and stimulate learners of all ages. They create positive climates in lessons throughout the school, so that pupils are provided with many opportunities to think for themselves, and to share their ideas with each other. As a result, they are fully committed and really enjoy their learning. Teaching assistants are usually managed effectively, supporting individuals and small groups of pupils with special educational needs well, both in and out of lessons.
- A range of interesting activities and experiences excites pupils in all years. For example, Year 4 pupils create high quality natural sculptures out of woodland leaves, twigs and fruit; Year 6

pupils' imagination is fired by visiting artists to produce ceramic faces that are poignantly displayed throughout the school; pair-work in Year 3 ensures perseverance and concentration in researching ancient Egyptian gods and goddesses.

- In the most effective lessons, teachers routinely check students' understanding, intervening when necessary with notable impact on the quality of learning. Regular opportunities are provided for pupils to discuss and question, share ideas and justify opinions. In scenarios that require accurate mathematical understanding, teachers ensure that all pupils are confident in measuring and calculation skills, and in representing key data in simple graphs and charts.
- Teaching requires improvement in a small proportion of lessons in which teachers do not check sufficiently on pupils' progress, so do not always adapt activities to meet their changing needs. Pupils are occasionally provided with the same work regardless of ability so that it is either too easy or too hard for some pupils. Some teachers do not always manage the work of teaching assistants carefully enough, so that explanations are consistently clear, and all pupils are reliably challenged. While there are examples of very good marking in writing and mathematics which enable students to know how well they are doing and what to do next, this is not uniformly the case.

### **The behaviour and safety of pupils** are outstanding

- Around the school pupils behave exceptionally well towards each other, and are extremely polite and courteous to adults and visitors. Scrutiny of behavioural records shows that behaviour is outstanding over time.
- Parents are unreservedly positive about their children's attitudes towards school, and say how much they enjoy their learning. As a consequence, their attendance is well above average. In lessons they listen very carefully, are keen to participate in pair and group activities, and show high levels of perseverance and commitment when working individually. They contribute exceptionally well to their own learning.
- Pupils have a very good understanding of unsafe situations and are confident in identifying and in dealing with them. They are assured in talking about cyber and homophobic bullying, and take active steps to ensure that it does not happen in school, in their roles as school councillors and playground peacemakers. As a result, school is a harmonious community.  
Pupils say that they always feel very safe in school and that adults are always there for them. They secure very effectively the well-being of pupils whose circumstances may render them vulnerable.

### **The leadership and management** are good

- The headteacher is hugely aspirational for all pupils and has raised the morale and expectations of staff over time. Since the previous inspection, she has developed more thorough procedures to check the quality of teaching. Observations of lessons identify the strengths of teaching and actions for improvement and these are followed up in subsequent observations. A comprehensive programme of training has led to an improvement in the quality of teaching, especially the way in which higher-attaining pupils are being given work that makes them think. It has been well received by staff who feel more confident about tackling aspects of their performance that should be better.
- Refined tracking systems ensure reliable and accurate information about all pupils' progress. There is scope for them to be used more diligently by all leaders and managers to pinpoint pupils' underperformance early enough, and especially to accelerate average attainers' progress.
- Senior leaders share the headteacher's vision, and constantly communicate high expectations. They ensure that checks on how well the school is doing are accurate and that major improvement actions are concerted and carefully planned.

- Performance management of staff is well organised and identifies clearly individuals' precise development needs. Leaders and managers across the school evaluate the impact of training thoroughly, to ensure maximum effect. Weaknesses in the work of teachers are followed up with additional training and support. The headteacher makes the right decisions about teachers' movements up the salary scale on the basis of the quality of their teaching.
  - The school's curriculum is well matched to pupils' needs, including those who are disabled and who have special educational needs. Full advantage is taken of the many visits to local places of interest, and the many visitors to school, to motivate pupils with real-life scenarios and resources. Links with schools in Malawi and Bradford, and French and Spanish lessons, deepen pupils' understanding of different cultures and faiths. Opportunities are missed by some teachers to encourage all pupils to use and develop key writing and mathematical skills in meaningful contexts across the curriculum.
  - A wealth of extra-curricular experiences, including extensive sporting and music activities, makes very strong contributions to students' spiritual, moral, social and cultural development. Circle time, and the social and emotional aspects of learning programme raise pupils' self-esteem and successfully promote their personal qualities. They support very effectively the school's drive to promote equality of opportunity, and to tackle immediately any discrimination that may arise.
  - Parents believe that the school is very welcoming and say how well teachers communicate with them about their children's progress. Good partnership arrangements exist with local schools, including the formal collaboration with Langtoft Primary that ensures effective teaching and learning, on behalf of the school, for the small number of junior-aged pupils from Langtoft. Other links with the local secondary school, universities and community services, all have a positive impact on pupils' achievements.
  - The local authority provides good support through a School Improvement Officer and specialist practitioners, particularly in boosting the quality of overall teaching.
  - **The governance of the school:**
    - The governing body asks challenging questions of the headteacher and senior staff. As a result, governors know which groups of pupils most need additional support. The headteacher has made sure that the governors are perceptive in their discussions about the value of spending decisions and the impact these have had on pupils' learning and progress. This has led to some good decisions about what the school spends the pupil premium funding on. For example, governors have authorised phonics training for all staff, and the recruitment of extra teaching time for additional, weekly lessons for pupils who have not kept pace with others in their classes.
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## 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

<b>Unique reference number</b>	117840
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	401698

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

<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>	478
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	V Barrett
<b>Headteacher</b>	S Barraclough
<b>Date of previous school inspection</b>	24 February 2010
<b>Telephone number</b>	01377 253371
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