

CfBT Inspection Services
Suite 22
West Lancs Investment Centre
Maple View
Skelmersdale
WN8 9TG

T 0300 1231231
Text Phone: 0161 6188524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk

Direct T 01695 566 937
Direct F 01695 729320
Direct email:
jsimmons@cfbt.com



7 December 2012

Mr Jim Lidgley
Headteacher
Pickering Community Junior School
Middleton Road
Pickering
North Yorkshire
YO18 8AJ

Dear Mr Lidgley

Special measures: monitoring inspection of Pickering Community Junior School

Following my visit to your school on 5 and 6 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2012. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory

Progress since previous monitoring inspection – good

Newly Qualified Teachers may be appointed.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Governing Body and the Corporate Director – Children's and Young People's Service for North Yorkshire.

Yours sincerely

Christopher Keeler

Her Majesty's Inspector

January 2012



INVESTOR IN PEOPLE

Annex

The areas for improvement identified during the inspection which took place in February 2012

- Raise attainment and improve pupils' progress in English and mathematics, especially for boys, those who are low-attaining, disabled pupils, those who have special educational needs and those who are more able by:
 - raising expectations of what pupils can achieve each year and by the end of the key stage
 - implementing regular, focused teaching for those pupils who struggle with reading so that their skills in knowing letters and sounds are sufficient for them to write with confidence and access all other learning
 - ensuring all learning proceeds at an appropriate pace and pupils are actively involved in their own learning.

- Improve the use of assessment to ensure the quality of teaching is at least good by:
 - using accurate data on pupils' progress that identifies individual gaps in learning
 - using assessment information to provide tasks and activities that are specifically tailored to the needs of individual pupils and groups
 - assessing pupils as they learn so that teaching can be adapted quickly to respond to their needs
 - having a consistent, effective approach to marking and feedback
 - tracking pupils' progress, including that of significant groups, more frequently and setting ambitious targets for what all pupils can achieve.

- Implement a consistent and effective approach to dealing with low-level disruption and poor behaviour.

- With immediate effect, address issues raised during this inspection to ensure that all pupils are fully safeguarded.

- Increase the impact of all leaders and managers, including the governing body, on pupils' achievement and the quality of teaching by:
 - raising their expectations
 - developing their skills of monitoring and evaluation
 - adapting school development planning to focus on the areas that will make the greatest difference to pupils' achievement
 - refining subject action plans to include clear, measurable outcomes and well-defined timescales, so as to measure their impact effectively.

Special measures: monitoring of Pickering Community Junior School

Report from the second monitoring inspection on 5 and 6 December 2012

Evidence

Inspectors observed the school's work, scrutinised documents and met with the acting headteacher, senior and middle leaders, a group of pupils, the Chair of the Governing Body and representatives from the local authority.

Context

The headteacher at the time of the previous inspection left the school in April 2012. The local authority arranged for two acting headteachers to be seconded to the school to share responsibility for the leadership of the school until the end of the summer term 2012. An experienced headteacher from within the authority is currently leading the school. A permanent headteacher takes up his appointment on 1 January 2013.

Achievement of pupils at the school

Attainment in English and mathematics at the end of Year 6 improved in 2012 and is broadly in line with the national average. All pupils are now making better progress throughout the school than at the time of the previous inspection. This includes those pupils who have been identified by the school as underachieving, disabled pupils and those who have special educational needs. However, the school's leaders are acutely aware that there is still work to be done to narrow the gap in attainment between these groups and pupils nationally. An analysis of school-held data and the outcomes of lesson observations conducted during the inspection support the view that pupils are making increased progress. Teacher assessment of the current Year 6 cohort indicates that attainment in English and mathematics is likely to be higher in 2013 with more pupils achieving standards beyond those expected for their age.

Progress since the last monitoring inspection on the areas for improvement:

- Raise attainment and improve pupils' progress in English and mathematics, especially for boys, those who are low attaining, disabled pupils, those who have special educational needs and those who are more-able – good.

The quality of teaching

Pupils are making better progress because the quality of teaching has improved. Teachers' planning makes clear reference to what pupils are expected to learn and this drives teaching. Expectations of what pupils are capable of are higher than they were in February 2012. The ability of teachers to identify pupils' misconceptions during lessons and then to plan work in order to move their learning forward is improving. As a result, work is much

more tailored to pupils' learning needs and this enhances progress. Other features of improved teaching noticed during the inspection include effective behaviour management, good subject knowledge, increased opportunities for pupils to reflect and discuss their work and activities that capture pupils' interests and make learning enjoyable. The quality of marking is much more consistent across the school and provides helpful feedback to pupils by making clear what they need to do to improve further. All pupils have now been set targets in relation to English and mathematics but not all of them can recall them or appreciate why they are set. The recent introduction of a system to check pupils' progress in English and mathematics is enabling teachers and senior leaders to identify underachievement and plan appropriate work. Teaching assistants are now assigned to a particular class as opposed to undertaking general duties around the school and this has enabled them to establish positive relationships with the pupils who they are working with. However, due to a lack of training and direction many teaching assistants do not possess the requisite skills necessary to quicken pupils' progress.

Progress since the last monitoring inspection on the areas for improvement:

- Improve the use of assessment to ensure the quality of teaching is at least good – good.

Behaviour and safety of pupils

Pupils' behaviour has improved considerably since the previous inspection. Low-level disruption is no longer a feature of lessons. A positive working climate has been established throughout the school, although a small minority of pupils, particularly in Years 3 and 4 need to learn to apply themselves more conscientiously when undertaking work. A behaviour management policy has been introduced and is adhered to by all staff. As a result, pupils are being given consistent messages as to what is and what is not considered acceptable behaviour. Teachers are making better use of praise to motivate pupils. The most significant factor that has resulted in improved behaviour is that pupils are more engaged in their learning because teachers are making lessons more interesting. School leaders have responded effectively to all safeguarding issues identified during the previous inspection.

Progress since the last monitoring inspection on the areas for improvement:

- Implement a consistent and effective approach to dealing with low-level disruption and poor behaviour – good.
- With immediate effect, address issues raised during the previous inspection to ensure that all pupils are fully safeguarded – good.

The quality of leadership in and management of the school

The current headteacher has successfully developed a strong sense of teamwork and astutely harnessed the skills of staff to drive the school improvement process forward. Staff are working hard and are determined to play their part in improving the quality of education. Important developments have taken place since the previous monitoring

inspection. Teachers have been placed in year groups which better reflect their skills and experience. Clear direction has been given by the senior leadership team as to what constitutes quality teaching. Teachers' expectations of pupils have been raised. A whole-school marking policy is in place and followed by all staff. The curriculum has been strengthened by the introduction of daily guided reading sessions and the discrete teaching of phonics (the relationship between sounds and letters). The deputy headteacher now plays a more prominent role in school improvement and has recently introduced a system to check pupils' progress as they move through the school. This means that school leaders are now in a better position to hold teachers to account for the progress the pupils they teach are making. Members of the senior leadership team are monitoring the work of the school much more closely because they appreciate that it is important to consolidate and embed current practice. Subject leaders in English and mathematics are now making a valuable contribution to raising standards and are checking that agreed policies and practice are being implemented across the school. The governing body is much better informed about the work of the school. Governors give good support but are still developing their ability to hold the school leadership to account. Concerted action since the previous monitoring inspection by the school leadership team means that it is now well placed to maintain and increase the momentum of improvement.

Progress since the last monitoring inspection on the areas for improvement:

- Increase the impact of all leaders and managers, including the governing body, on pupils' achievement and the quality of teaching – good.

External support

The local authority continues to provide good support in relation to the key priorities set out in the school improvement plan. The support provided by the literacy and numeracy advisers has been particularly effective.