

Market Drayton Junior School

Alexandra Road, , Market Drayton, TF9 3HU

Inspection dates 13–14 December 2012

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- The school is an attractive, safe and secure environment for pupils to thrive personally, socially and academically.
- Pupils achieve well and work hard to produce good quality of work in lessons. They enjoy coming to school, which is reflected in their good punctuality and above average attendance.
- Pupil's attainment has risen further in reading and writing. Focused work is already leading to further improvements in mathematics.
- Disabled pupils and those who have special educational needs make good and at times rapid progress, particularly in their reading and writing skills, due to the excellent support that they receive from teaching assistants.
- Pupils' attitudes to learning are exemplary, and they demonstrate impeccable behaviour at all times, particularly when learning.
- Effective leadership of teaching and learning results in teaching that is good and sometimes outstanding. Teachers are continually developing their skills to ensure pupils are taught using the most effective teaching methods.
- Pupils take active roles in contributing to the life of the school, and enjoy the opportunities that they have to learn and play cooperatively.
- The school makes an outstanding contribution to developing pupils' spiritual, moral, social and cultural development. This is exemplified by the exceptionally high levels of respect, tolerance and courtesy that they routinely show to one another and to adults.
- The school is led and managed well. The headteacher has secured the confidence of parents, pupils and staff by making improvements in the short time he has been in post.

It is not yet an outstanding school because

- Pupils' mathematical and problem-solving skills are not as good as their reading and writing skills.
- On occasions some teaching does not always provide enough challenge for the more- able.
- Pupils' individual targets do not always promote aspirational outcomes.
- Governors are not always supporting senior leaders enough to improve teaching quality and to monitor the outcomes of initiatives.

Information about this inspection

- Inspectors observed 18 lessons, of which six were jointly observed with senior leaders. They attended one assembly and observed pupils during play time. In addition, inspectors made a number of other short visits to lessons and observed teaching assistants working with small groups. They looked at a wide sample of work completed by pupils. They also heard pupils read.
- Inspectors met with two groups of pupils, members of the governing body, and senior and middle leaders. They also met with a local authority representative.
- Inspectors looked at school planning, monitoring and evaluation documents, including the school's own performance data and analysis of pupils' progress from when they joined the school, performance management information, improvement plans, safeguarding information and records relating to behaviour and attendance.
- Inspectors took account of 13 responses to the online Parent View survey and one written communication from a parent. They also took account of the school's recent survey of parents' views about the school, of which there were 175 respondents. Inspectors also met with some parents.
- Inspectors took account of 31 responses to the staff questionnaire.

Inspection team

Paul Delbridge-Smith, Lead inspector	Additional Inspector
Balbir Kaur-Pierpoint	Additional Inspector
Neil Taylor	Additional Inspector

Full report

Information about this school

- Market Drayton Junior School is larger than the average-sized primary school. It does not make use of alternative provision.
- Most pupils enter Year 3 from the nearby infant school.
- Most pupils are White British. The percentage of pupils from minority ethnic backgrounds is well below the national average.
- The proportion of disabled pupils and those with special educational needs who are supported through school action, school action plus or have a statement of special educational needs are above average.
- The proportion of pupils supported through the pupil premium, which is additional funding for looked after children, pupils eligible for free school meals and children of services families, is average.
- The school meets the government's floor standard, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took up his post in September 2012.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding overall by:
 - making sure teachers always provide pupils, particularly the more-able, with challenging and demanding activities that take account of their capabilities
 - ensuring teachers routinely provide high quality feedback to identify what must be improved and ensure aspirational individual targets are set
 - ensuring pupils take greater responsibility for leading their own and each other's learning
 - provide more opportunities for pupils to further develop their problem-solving skills using real life contexts.
- Improve the effectiveness of the governing body by:
 - taking a more central role in supporting school leaders to improve the quality of teaching further and in monitoring the impact of initiatives to raise standards.

Inspection judgements

The achievement of pupils

is good

- Attainment at the end of Key Stage 2 is rapidly improving because teaching is more effective and pupils are achieving more demanding targets, with regard to the number of pupils reaching and exceeding the expected National Curriculum level for their age in English and mathematics.
- The learning and progress of current pupils is good in all year groups. They are making more rapid progress due to improvements in teaching.
- Pupils currently in Years 5 and 6 are making up for lost time, due to weaker teaching in the past, and are now making good gains in their learning and sustained accelerated progress. Assessment data indicates that most pupils are on track to reach, or exceed, the national expectations for their age by the end of Key Stage 2, particularly at the higher National Curriculum levels.
- Pupils make good progress in reading and writing, particularly boys. Handwriting has improved since the last inspection and pupils produce high quality written work, which is routinely presented neatly and accurately. Pupils enjoy reading regularly and those who have lower reading skills on entry to the school are making rapid gains in their learning because of effective specialist teaching and the use of effective reading strategies in class.
- Pupils' progress in mathematics is also good and improving, but there are times when problem-solving skills using real life contexts are not sufficiently promoted.
- Pupils with disabilities or special educational needs make good progress from their starting points, due to the excellent monitoring of their work to inform intervention and the superb support and teaching input provided by teaching assistants.
- The achievement of pupils supported by pupil premium funding is now good, but this has not always been the case in the past. Their performance when compared to all pupils nationally is closing at a good rate. Pupils are achieving well because they get effective targeted teaching and support to move learning on.
- Senior and year group leaders track individuals' progress very carefully to ensure all pupils achieve what is expected of them. Support is put in place for pupils who need extra help to boost their learning so they do not fall behind.

The quality of teaching

is good

- The quality of teaching is good, and there are some outstanding practices, particularly in the teaching of literacy. Effective teaching is characterised by high teacher expectations, challenging work and good use of resources to support learning. Lessons are generally well matched to pupils' needs and interests. However, on occasions the work planned for the more-able is insufficiently demanding.
- Teachers monitor pupils' progress closely during the best lessons, intervening at well-judged moments to clarify teaching points or to remind pupils of what is expected of them.
- Marking of pupils' work is good. It provides effective feedback about how well they have done in their work. At times, pupils are able to self-assess and to review each other's work to bring about further improvement. However, marking and assessment does not always provide enough detail of what pupils need to do to further improve the quality of their work to ensure success targets are met. This means pupils do not always know how well they are achieving in relation to their level of ability. The individual targets set are not always aspirational ones.
- Outstanding use is made of information and communication technology to enhance and enrich pupils' learning experiences. When it is used well it brings learning alive, for example, pupils in Year 4 were captivated when listening to and watching a video about how 'kindness keeps the world afloat' and were considering how to make respectful and kind choices each day. Pupils demonstrated exceptional empathy when talking about people who are less fortunate than they

are.

- In the best lessons, teachers place the pupil experience at the heart of their planning. They move learning on quickly, set challenging tasks, and give themselves time to carefully monitor and assess how well their pupils are responding to the work set and are achieving. Staff know the pupils extremely well and are very experienced in promoting and rewarding good learning behaviour.
- High quality teaching support is provided by well trained assistants who demonstrate exceptional skill in questioning pupils to think for themselves; positively praising them when they make small successful steps in their learning which helps them to build their self-confidence and learning power. This enables pupils to produce some outstanding work individually and together.
- Homework is used well to encourage pupils to learn with their families at home. Activities focus on relevant and interesting issues, some of which are extended through longer-term projects. Pupils are free to choose how and when to carry out their homework tasks, which develops their resourcefulness and independence.

The behaviour and safety of pupils are outstanding

- The behaviour and safety of pupils over time are outstanding. Parents and staff overwhelmingly say that pupils are kept safe and they are very confident that school leaders will promote and reward good behaviour, and the inspectors agree.
- Pupils say they feel safe at all times and are very well cared for. They say bullying is rare, and on the few occasions that it does happen it is very well managed by teachers. Pupils know about different types of bullying and they demonstrate exceptionally good knowledge and understanding about how to stay safe when using the internet and other social networking technologies.
- Pupils conduct around the school is impeccable, and they demonstrate exemplary attitudes to learning, even when some teaching does not always challenge them enough. They are highly resilient learners, and demonstrate excellent social skills when working together in teams, or when presenting their work to each other.
- Pupils enjoy the roles that they take in decision-making. The school council are a particularly excellent group of pupils who know very well what needs to be done to further improve the school. They are keen to develop their leadership roles and take responsibility for managing their own meetings and setting priorities, particularly in managing a budget against which they can be held accountable. Pupils have an outstandingly mature sense of social and moral purpose.
- Pupils' value and care for their school environment. The eco-club take every opportunity to check the school is running as efficiently and sustainably as possible. Pupils also appreciate the many opportunities that they have to acquire a good understanding of their own and other cultures and lifestyles. They also like the good range of trips and visits to places of interest that enrich learning and broaden their horizons.
- Attendance rates have improved and are above average. The school takes every opportunity to promote and reward good punctuality and attendance. Similarly, it ensures any pupil who does not meet the school high standards for behaviour are supported to do so, and their parents are kept routinely informed to ensure improvements are sustained.

The leadership and management are good

- The highly skilled and experienced new headteacher has worked well with the school community to construct and start to implement a new vision to take the school to its next level and to become outstanding.
- The school provides an exceptionally well maintained, suitably resourced, and very welcoming environment for pupils and staff to thrive in. There is a clear and tangible culture that

successfully promotes learning. A very secure, nurturing and caring approach is adopted at all times and staff are very good at promoting outstanding behaviour in class and beyond.

- Leaders and managers are focused on improving the quality of teaching throughout the school, for example, improvements have been secured in pupils' writing skills. Systems for tracking, monitoring and evaluating individuals and groups of pupils' progress are robust. Information gained from assessment is being used effectively to accelerate pupils' achievement, particularly in mathematics.
 - Appropriate systems are in place for checking the quality of teaching and the leadership of subjects and year groups. This means that there is greater staff accountability for school outcomes. Teachers and senior leaders are set demanding performance and appraisal targets, which are now beginning to contribute directly to the school's improvement priorities, particularly with regard to raising standards and accelerating pupils' progress.
 - The school is recognised for promoting equality of opportunity and for effectively tackling discrimination and is valued for its highly inclusive practices. It is a beacon of excellence for its provision for disabled pupils and those who have special educational needs. As a result, the school is increasingly asked to admit pupils with more complex learning needs. The school welcomes, supports and cares for these pupils, not only while they are at the school, but seeks to secure appropriate provision once they leave, to ensure their future progress and well-being. Parents are well engaged in the life of the school and express their gratitude for the quality of the school's care.
 - The school continues to benefit from very light-touch support from the local authority because of the high level of confidence that they have in the school leaders.
 - The school has the capacity to develop its provision further to secure outstanding school outcomes. Leaders at all levels recognise that they can be more aspirational about their pupils and staff by setting more demanding targets for future success.
 - **The governance of the school:**
 - Governors know the school's strengths and have an accurate view of what still needs to be done to further improve the school so that it can be outstanding. They know about the quality of teaching and its effectiveness, and teachers' performance informs their progression through the pay scales. Governors know how well different groups of pupils are performing compared to all pupils nationally. They demonstrate a good knowledge of the use of additional funding, such as the pupil premium, and know the impact it is making with regarding to raising standards and accelerating pupils' progress for the pupils that are targeted. However, governors agree they have not always in the past checked that leaders and managers have performed their duties effectively. They recognise they need further training in order to strengthen their roles and provide stronger governance, particularly in checking the impact of the work of leaders and managers.
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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

Unique reference number	123411
Local authority	Shropshire
Inspection number	403527

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	342
Appropriate authority	The governing body
Chair	Richard Fish
Headteacher	Tim Hayward
Date of previous school inspection	13 March 2008
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