

# Causton Junior School

Maidstone Road, Felixstowe, IP11 9ED

**Inspection dates** 15–16 January 2015

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

## Summary of key findings for parents and pupils

### This is a good school.

- The strengthening of the senior leadership team under the robust leadership of the executive headteacher with good support from governors has enabled the school to improve rapidly since the last inspection.
- Senior leaders and governors have enabled teaching and pupils' achievement to rise to good and ensure the school is continually improving.
- Leaders are promoting pupils' spiritual, moral, social and cultural development well. Consequently, pupils are well prepared for the rights and responsibilities of citizenship.
- Pupils' behaviour throughout the school, including in the specialist resource base, is good. Pupils show respect to others and get on well together. Their positive attitudes to learning are reflected in good punctuality, regular attendance and their eagerness to take part in school activities.
- The school's efforts to ensure pupils are safe are effective.
- Teachers make good use of feedback and marking to inform pupils how well they are doing and what they need to do to improve their work. Their questions test pupils' understanding and stimulate learning.
- Teaching assistants work well with teachers to provide good support for pupils' learning throughout the school and in the specialist resource base for learning.
- Since the last inspection, accurate school data and pupils' books shows that all groups of pupils have made good progress from their various starting points in reading, writing and mathematics.
- The work of the federation is having a positive impact on leaders and managers, pupils' results, and the quality of teaching.

### It is not yet an outstanding school because

- Pupils do not always respond to the guidance given by teachers on how to improve their work and this is not followed up by the teacher.
- Teachers occasionally fail to explain key subject words well enough to pupils, who are left unsure how to manage their writing and mathematics.
- The new systems for assessment are not yet fully developed.

## Information about this inspection

- Inspectors visited 18 lessons to look at the impact of teaching on pupils’ learning. Most of these lessons were observed jointly with senior leaders and nearly all teachers were seen.
- Inspectors looked at samples of pupils’ work and heard a few pupils read.
- Meetings were held with senior leaders, teams of subject leaders, five members of the governing body, a representative of the local authority and one group of pupils of differing ages. Informal discussions were also held with pupils on arrival to school and during break and lunchtime.
- Inspectors took account of the views of parents. They looked at the 13 responses to Parent View (the online questionnaire for parents) and the response to the school’s most recent analysis of parents’ views. They also held informal discussions with a small number of parents who accompanied their children to school.
- Inspectors took account of 37 completed questionnaires returned by staff and held informal discussions with a few staff to seek their views.
- Inspectors observed the schools’ work and looked at a wide range of documentation, including: the schools’ evaluation of its work, the school development plan, minutes of governing body meetings, safeguarding policies, records of behaviour, attendance figures and information about the progress of all groups of pupils over time.

## Inspection team

Declan McCarthy, Lead inspector

Additional Inspector

Valerie Palmer

Additional Inspector

## Full report

### Information about this school

- Causton is an average-sized junior school.
- Most pupils are of White British heritage. A few pupils are at an early stage of learning English.
- The proportion of pupils (46%) known to be eligible for the pupil premium, which provides additional funding for pupils in local authority care and those known to be eligible for free school meals is well above the national average.
- The school has specially resourced provision (known as Robins) for up to 15 pupils aged seven to 11 with special educational needs. All pupils have a statement of special educational needs for moderate learning difficulties. There are currently 14 pupils on roll in Robins.
- The proportion of disabled pupils and those with special educational needs (18%) is above the national average.
- The school meets the government's current floor standards, which set the minimum expectations for standards and progress in English and mathematics.
- Since the last inspection, the school has entered into a formal partnership, known as a hard federation with Maidstone Infant School. There is a single governing body to oversee the work of both schools and a new leadership team has been created. The headteacher is now the executive headteacher of both schools. A new head of school has been appointed to manage the junior school. An assistant headteacher and new subject leadership teams have been appointed across the federation.

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

- Improve teaching and raise achievement by:
  - making sure that teachers follow up pupils who do not always respond to the guidance given when their books are marked
  - explaining key subject words in lessons so that pupils reach better understanding of how to manage their writing and mathematics
  - developing and implementing the new systems of assessment to track pupils' progress within the new curriculum by September 2015 so pupils who fall behind can be readily identified and supported.

## Inspection judgements

### The leadership and management are good

- The executive headteacher and head of school have developed a strong culture and ethos in which teaching and good behaviour flourish. Good leadership by senior leaders across the federation is bringing improvements to teaching and is enabling the school to improve rapidly since the last inspection.
- The weaknesses identified at the previous inspection have been addressed well. Consequently, the management of teachers' performance is more robust, pupils' achievement has risen across all year groups, as reflected in accurate school data and the quality of teaching is now good. Staff are totally committed to continual improvement and their morale is high, reflected in the overwhelmingly positive views they expressed about the school during the inspection.
- The leadership of teaching is good. Senior leaders are rigorous in checking the impact of teaching on pupils' learning over time, through frequent lesson observations, looking at pupils' work and holding regular reviews on pupils' progress. This practice leads to an accurate view of the positive impact of teaching on pupils' learning over time. The federation has also delivered a successful programme of training for teaching assistants, provided by the assistant headteacher, on how to provide feedback to pupils and rigorously apply the new marking system across both schools.
- Teachers and teaching assistants are subject to robust systems to manage their performance. Targets for improving their practice are based on whole-school priorities for development, pupils' achievement and linked directly to the national standards for teaching. Any underperformance is overcome through training, and good teaching is celebrated. Governors write to each teacher following a review of performance acknowledging how well they have done and, where applicable, how and what they need to improve. This has led to a significant improvement in the quality of teaching.
- Subject leadership is well developed and makes a good contribution to whole-school improvement. Subject leaders work closely with colleagues across the federation to monitor rigorously the impact of teaching on pupils' learning. They use this information well to produce subject-development plans which are directly linked to whole-school development plan priorities. Together with colleagues, they have successfully developed and implemented the new curriculum across the federated schools. They are also beginning the process of developing new assessment systems for each curriculum area; although this work is not complete. Even so, the new curriculum is having a positive impact on pupils' enjoyment, engagement with learning and their achievement.
- Good leadership of Robins is ensuring that the impact of teaching on the learning and progress of pupils with moderate learning difficulties is good.
- The school has an accurate view of its effectiveness. This is securely based on the rigorous monitoring of the impact of teaching on pupils' learning and progress. Leaders use this information effectively to establish clear priorities for whole-school improvement.
- The school makes good use of pupil premium funding in providing additional individual and small-group support to ensure that disadvantaged pupils' progress in reading and writing is at the same rate as their classmates. As a result, the gap between their attainment and that of their classmates narrowed in reading and remained the same in writing.
- Primary sports funding is used well to provide additional physical education activities, such as swimming and girls' football. This is having a good impact on their health and well being with a significant increase in pupils' participation in sports activities.
- The school is promoting equality of opportunity, good relationships and tackling discrimination well. The school's accurate data for all year groups shows that there are no significant gaps between the achievements of different groups of pupils. The school promotes a harmonious community where everyone is valued and any form of discrimination is tackled very effectively.

- The local authority is providing good support and levels of challenge for the school. For example, specialist advisers have worked successfully to promote developments in the teaching of mathematics and literacy.
- Arrangements for safeguarding are rigorous and meet statutory requirements. Procedures for checking the suitability of staff to work with children are thorough. All training in child protection is up to date and all potential risks are fully assessed.
- The new curriculum has a strong emphasis on developing English and mathematics, but a broad range of subjects is taught. There are many opportunities for pupils to develop their use of literacy and numeracy skills in other work. The school prepares pupils well for life in modern Britain, through a series of well-chosen topics such as the celebration of Remembrance Day, which help them understand the rights and responsibilities of adult citizens.
- Pupils' spiritual, moral, social and cultural development is promoted well through assemblies where different beliefs are considered. Pupils have opportunities for reflection and experience a sense of enjoyment in school activities. The consistent application of rewards and sanctions promotes moral development well. Pupils' cultural development is enhanced through religious education, fund raising for international good causes, and subjects, such as art and geography. For example, pupils examine the Mayan origins of different cultures in Mexico and Guatemala.
- **The governance of the school:**
  - Governors have ensured the school's significant improvement since the last inspection. They give good support and challenge to the leadership team.
  - They have an accurate view of the quality of teaching based on the information they receive about pupils' progress, their own visits to the school and the regular reports they receive from senior leaders.
  - Governors apply effective procedures for setting the objectives for managing the performance of the executive headteacher, where targets set are linked to whole-school priorities for improvement.
  - They control and oversee arrangements to manage the performance of teachers. They ensure that good teaching is rewarded and any underperformance is tackled directly.
  - Governors analyse and interpret the data on pupils' attainment and progress and use findings to hold the school to account for its work and speed its improvement.
  - Governors ensure the school is providing good value for money. They challenge it to justify its use of the pupil premium and primary sports funding.
  - They are rigorous in their oversight of the arrangements for safeguarding, for example, in making sure that all policies are up to date, and ensure statutory requirements are met. They make sure that the school promotes British values and that any form of extremism is tackled effectively.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils behave well around the school and in lessons. Pupils are keen to come to school, reflected in their good punctuality and show much enthusiasm for learning. They respond well to discipline and they say that behaviour is good. Parents and staff also believe that behaviour is typically good.
- Pupils' positive attitudes to learning were seen in their active engagement in learning and in the pride they show in their books, where their work is neat and well presented. Pupils are proud of the effort they make with their work, which is recognised in the positive views of staff. They listen carefully to staff and follow instructions.
- Pupils have good relationships with one another. They are courteous and respectful to staff and visitors.
- Pupils with moderate learning difficulties behave well in lessons and have good attitudes to learning. Those with more challenging behaviours considerably improve their self-control. This has a beneficial impact on their learning.
- Attendance is currently broadly average and pupils arrive well prepared and punctually for school. Regular

attendance and punctuality are rewarded. Staff contact parents and carers immediately if there is any unexplained absence.

### Safety

- The school's work to keep pupils safe and secure is good. Checks, prior to their appointment, on the suitability of staff to work with children are rigorous. The school provides a safe and secure environment.
- Staff are rigorous in assessing any potential risks to pupils when they participate in school activities and educational visits. Pupils know how to stay safe. They say they feel able to go to any member of staff if they are worried about anything.
- Incidents of bullying are rare. Pupils say that there is hardly any bullying and whenever it occurs it is dealt with well. They have a good understanding of different forms of bullying, such as cyber bullying. Most parents believe that bullying is dealt with effectively.

### The quality of teaching is good

- The school's accurate data shows that, as a result of good teaching, the learning and progress of pupils in all year groups and different groups of pupils across the school is good.
- Teachers promote pupils' positive attitudes to learning well. Pupils' good behaviour and the effort they make in lessons have a positive impact on their learning.
- Teaching of pupils with moderate learning difficulties in Robins is good and enables them to make good progress. For example, in a mathematics lesson, the teacher and support staff made good use of different games to develop pupils' counting and sequencing skills.
- Good feedback to pupils on how well they are doing and what they need to do to improve was seen in the majority of lessons and in their books. In a writing lesson, pupils were creating a graphic novel and the teacher constantly checked on the progress pupils were making and provided feedback on how to improve their writing. However, some teachers do not always check to see if pupils have responded to the feedback they receive.
- Teachers' skilful use of questions to test pupils' understanding was seen in nearly all lessons. For example, in mathematics where pupils were making solid shapes, the teacher questioned pupils to name the shapes they had created and they were prompted to explain correctly how they made a triangular prism. In English, good questioning enabled pupils to identify the correct use of punctuation and to use a variety of connectives in writing sentences to provide further information.
- Teaching assistants provide good support for learning in nearly all lessons. For example, in a written task, the teaching assistant challenged pupils to read through their work and check their understanding which they did successfully. In a mathematics lesson, the teaching assistant provided good support in clarifying the task of adding two different numbers to make one hundred so that pupils managed the work successfully.
- The teaching of basic skills of reading, writing and mathematics is good. It is reflected in the school's data and in pupils' books which shows the good progress pupils are making over time since the last inspection from their relative starting points.
- Occasionally, teachers do not explain clearly enough how pupils can improve their skills in writing and mathematics. For example, in a mathematics lesson, pupils were confused about hexagonal and pentagonal shapes. The meaning of these key mathematical terms was not explored sufficiently to give pupils a clear understanding.
- Samples of pupils' written work show that teachers do not always check that pupils have responded to the guidance they are given about how to improve their work. In some cases this leads to pupils' progress slowing down.

**The achievement of pupils is good**

- Since the last inspection, standards have remained below average, mainly as a result of the legacy of underachievement when the Year 6 pupils in 2014 were in Year 3. There was a slight dip in standards in 2014. Even so, standards have risen steadily so that in 2014 the school met the government floor standards, whereas at the last inspection, they did not meet them. The current Year 6 pupils are on course to achieve average standards in English and mathematics. This represents good, and in some cases excellent progress, from their various starting points.
- The school's accurate data show that the good progress of all groups of pupils, identified during the inspection monitoring visit in June 2013, is being sustained. The few pupils who are at an early stage of learning to speak English are making outstanding progress from their starting points.
- There are no significant differences in the progress of different groups, including disabled pupils and those who have special educational needs. The school's data and pupils' books show that pupils in all year groups are making good progress. This is because teaching is now good and leadership within the federation has a positive impact on pupils' progress.
- Pupils with moderate learning difficulties in Robins are achieving well because work is pitched at the right level for each of them. Staff carefully check and record the small steps of progress each pupil makes. The attainment of Year 6 pupils in Robins, who represent the high proportion of pupils with statements of special educational needs, is included in the school's published results. This causes the standards to appear lower than they are. It also explains the slight drop in attainment from 2013, where these pupils did not fall below the entry levels for the national tests.
- Disabled pupils and these with special educational needs elsewhere in school make similar progress to that of their classmates. This is because good support for their learning is provided by teachers and teaching assistants. The staff focus on developing pupils' understanding of new words and ideas and break tasks down into smaller, achievable steps. The education provided to meet their needs is good.
- The most-able pupils are also making good progress. The school's accurate data show that all are on task to achieve the higher levels in the national tests in English and mathematics. There has been a fourfold increase in the proportion of Year 6 pupils entering for the highest level 6 in the national tests with all of the most able already working at Level 5 in English and mathematics. The progress they are making from the time since the last inspection is consistently good, and a significant proportion are making outstanding progress.
- Disadvantaged pupils are making better progress than they did at the previous inspection. The schools' data also show that the gaps are narrowing considerably in the attainment for the current group of disadvantaged pupils and their classmates. They are only one term behind their classmates in reading, writing and mathematics. In 2014, they were one term behind their classmates in reading, one year behind their classmates in writing and two terms behind their classmates in mathematics. The attainment of disadvantaged pupils is below others nationally in writing, well below others nationally in mathematics and above others nationally in reading, although the gap is steadily narrowing.
- Pupils are making good progress in physical education and are exercising more regularly as a result of good use of primary sports funding. Pupils' are now entering for competitive sports such as cross country and basket ball, and a girls' football team is active.

## 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>	124580
<b>Local authority</b>	Suffolk
<b>Inspection number</b>	453486

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

<b>Type of school</b>	Junior
<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>	220
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Topliss
<b>Headteacher</b>	Lizzie Girling (Executive Headteacher)
<b>Date of previous school inspection</b>	31 January 2013
<b>Telephone number</b>	01394 283374
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