

# Berkeley Junior School

## Inspection report

---

<b>Unique Reference Number</b>	117781
<b>Local Authority</b>	North Lincolnshire
<b>Inspection number</b>	285666
<b>Inspection dates</b>	1–2 November 2007
<b>Reporting inspector</b>	Stephen Hardwick HMI

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 on roll</b>	
School	324
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr John Veall
<b>Headteacher</b>	Miss Machaela Wright
<b>Date of previous school inspection</b>	1 July 2005
<b>School address</b>	Marsden Drive Scunthorpe DN15 8AH
<b>Telephone number</b>	01724 867065
<b>Fax number</b>	01724 873037

---

<b>Age group</b>	7–11
<b>Inspection dates</b>	1–2 November 2007
<b>Inspection number</b>	285666

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

When Berkeley Junior School was inspected in July 2005, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of Schools subsequently visited the school on five occasions to monitor its progress, and re-inspected the school in November 2007.

## Description of the school

Berkeley is a large junior school that serves housing estates on the outskirts of Scunthorpe. Most pupils are of White British heritage and have attended the neighbouring infant school. The proportion of pupils eligible for free school meals is below average. The percentage of pupils who have learning difficulties and/or disabilities is slightly above the national average. The school holds the Healthy Schools Award and Activemark Gold. Both the headteacher and the deputy headteacher were appointed in the last school year.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 4

In accordance with section 13(4) of the Education Act 2005, HMCI is of the opinion that the school no longer requires special measures. Nevertheless, in accordance with section 13(3) of the Education Act 2005, HMCI is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a Notice to Improve. Significant improvement is required in relation to the pupils' standards and achievement. As a consequence, the school provides unsatisfactory value for money.

The school's results in national tests have been much the same for the last four years - just below average. Given their performance at the end of Key Stage 1, the pupils have not made sufficient progress or reached high enough standards by the end of Year 6.

There are, however, signs of improvement for the pupils now in school, with higher proportions making the requisite gains. This has come about through a steady improvement in teaching, rigorous assessments to show which pupils are underachieving and where they struggle, and firm action to tackle deficiencies. Appropriately challenging targets have been set for 2008 and good account is being taken of the needs of pupils with learning difficulties and/or disabilities and those who are more able.

The quality of teaching is satisfactory overall, with an increasing amount that is good. The curriculum is good and has been developed appropriately to draw links between subjects and to promote literacy. All the teachers contribute to running a wide range of well-attended after-school activities. The pupils are well cared for and their attitudes and behaviour are good. They have benefited from the consistent routines established from class to class. Attendance, at 95.9%, is well above average, reflecting the pupils' enjoyment of school.

Leadership of the school has been unsettled, hampering improvement, but in 2006 an experienced acting headteacher established the foundations on which to build. In the last school year, a new headteacher and deputy headteacher have begun to take the school forward, ably supported by other senior staff. Overall, leadership and management are good.

Thorough and accurate monitoring of the school's performance has formed the basis for a well-judged plan for improvement that follows appropriate priorities. Governors fulfil their responsibilities and have raised their profile in the school, though their role in strategic planning and evaluation is underdeveloped. Standards have not risen as fast as they should have, but in other respects, the school has made at least satisfactory progress in tackling the issues from its inspection in July 2005. The improvements made and the higher achievement of the pupils now in the school, demonstrate satisfactory capacity to improve.

### What the school should do to improve further

- Raise pupils' standards, maintaining the focus on English, mathematics and science.
- Continue to improve the quality of teaching.

## Achievement and standards

### Grade: 4

The school's results in the Year 6 national tests have been just below average for the last four years. There have been variations in subjects but overall there has been little change since the

school became subject to special measures. The pupils have not made enough progress or reached high enough standards.

During 2007, there was a concerted drive to raise standards, particularly for the Year 6 pupils in the run up to their tests. With intensive booster work and help from the local authority's consultants, most of the targeted pupils made rapid gains in a very short time, showing what they might have achieved if provision had been better and more consistent throughout their time in the school.

The assessments for the pupils now in school show that more are making the necessary progress, and the current Year 6 pupils are well set to raise the school's results when they take the national tests in 2008. Nonetheless, taking the school as a whole, there is a significant proportion of pupils who are behind where they should be and the subject of most concern varies from year to year.

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development is good. Their above average level of attendance and excellent punctuality show that they enjoy school. Most pupils behave well in lessons and they play together sensibly at break times. 'Playground buddies' are valued as a source of support for pupils who feel worried or lonely. Although several of the oldest pupils were excluded from the school for short periods during the last school year, this sanction has not been used since then. Pupils feel safe in the school; a few expressed concerns about occasional bullying but are confident that, if reported to an adult, difficulties would be swiftly and sensitively resolved. Relationships among the pupils are good; they work together productively in class, taking responsibility for helping each other with tasks and developing independence and self-esteem as a result. Pupils have a good understanding of what is needed to lead healthy lives. The pupils' social and moral understanding is good and their spiritual development is enhanced through the prominence given to the arts; as well as the contribution made by daily assemblies in which the pupils take an active part. Members of the school council take their responsibilities very seriously and are proud of helping charities, both locally, and further afield. Cultural development is satisfactory; pupils learn about other faiths, sometimes through visits and talking to visitors and the increasing time given to foreign language teaching is improving the pupils' knowledge of countries such as France and Spain. The pupils' basic skills and their approach to work and each other prepare them satisfactorily for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

When the school was inspected in 2005, the quality of teaching was unsatisfactory. Since then it has improved as a result of training, guidance and the staff's hard work. Teaching is now satisfactory with an increasing amount that is good.

All the lessons are well planned and organised, based on detailed learning objectives that are shared with the pupils. Explanations are usually clear, aided by the good use of interactive whiteboards. The teachers use a well-chosen range of strategies and questioning techniques to involve all pupils and check their understanding. Most classroom assistants make skilful contributions to lessons, especially when they lead groups of pupils. The work is pitched

appropriately at the overall ability of each class, but there is sometimes a need to set tasks that are geared more directly to the needs of specific groups and to give swifter help to those who are struggling.

The pupils are generally capable learners. They are attentive, work hard and organise themselves well. The similar good routines established from class to class have helped pupils to anticipate what is required and aid the flow of lessons.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good. It meets all statutory requirements within an imaginative structure that focuses on improving the pupils' standards. Each day begins with a basic skills session when teachers provide a range of work suited to individual needs. Literacy is no longer taught in ability sets but in class groups so that different types of writing, for example, can be developed through various subjects. Opportunities for other basic skills, such as numeracy and the use of information and communication technology are planned across the whole curriculum as well. Although still being developed, this curriculum offers a coherent and interesting experience for the pupils, one that allows them to make greater sense of their learning and to reinforce skills through making connections between different subjects. Pupils are enthusiastic about learning Spanish in Years 3 and 4 and French in Years 5 and 6. The curriculum is enriched further through educational visits and by visitors who talk with the children on a range of subjects. The curriculum caters well for the needs of different groups of pupils. Individual education plans for pupils with learning difficulties and/or disabilities have been revised and provide appropriate specific targets by which teachers and teaching assistants can gauge progress. Gifted and talented pupils are taught mathematics and science by teachers from a neighbouring secondary school and it is intended to extend this provision in the future. Every teacher is responsible for an extra-curricular club, so that pupils have a wide choice of activities in which they can take part; clubs are well attended.

## **Care, guidance and support**

### **Grade: 2**

Care, guidance and support are good. Requirements for child protection and safeguarding meet current guidelines. The school values its pupils and provides a safe and increasingly stimulating environment for them. The 'talk to' box, which allows pupils to choose an adult with whom to share and discuss any problems, is much appreciated. Good behaviour and work are valued and celebrated; the school is a harmonious community within which all pupils are equally valued. One commented, 'It's nice to see our friends getting awards for good things in assembly.' The importance given to physical education within the curriculum and opportunities for playing games at lunchtime and in after-school clubs, together with encouraging good eating and drinking habits, mean that the school strongly promotes a healthy lifestyle. Contacts with external care agencies are professional and helpful. Within this setting, potentially vulnerable pupils feel secure and able to participate fully in the life of the school. Close links with, and visits to the school by, neighbourhood police and the fire service, for example, both support the pupils and emphasise their role as future citizens in embracing safe and sensible lifestyles. Pupils are given good opportunities to find out about Berkeley Juniors before they join it and developing links with a local secondary school ensure that pupils are well prepared for moving confidently on to the next phase of their education. Many pupils know their academic targets and appreciate the care that goes into marking their work so as to give them advice about

improvement. Not all teachers follow the school policy for marking and feedback with equal care, and systems for tracking the pupils' progress are relatively new. However, good quality information about the pupils' progress is available and is collated to focus on effective ways of raising standards in the future.

## **Leadership and management**

### **Grade: 2**

Changes in leadership at Berkeley Junior School have disrupted its progress, and the school made a faltering start to tackling the issues arising from its inspection in 2005. However, an experienced acting headteacher set the school on the road to recovery when she joined in 2006. Morale rose and actions began to make the intended impact. During the last school year, a new headteacher and deputy headteacher have been able to build on these foundations. Together with other senior staff, they provide good leadership and management.

The senior team has a clear grasp of the school's priorities: effort is concentrated on raising standards. The school's plan for improvement is well judged, providing a working agenda for change. The school has an accurate view of its strengths and weaknesses. There is a thorough programme for monitoring the key aspects of the school's performance and, as a result, actions are taken and adjusted to address any shortcomings.

Major responsibilities have been carefully delegated to senior staff, who undertake their roles well. The governing body fulfils its responsibilities and has benefited from the expertise brought by appointments made by the local authority. However, its role in strategic planning and evaluation is underdeveloped.

The hesitant start to improvement, following the inspection in 2005, has meant that pupils' underachievement has persisted, as reflected in the school's national test results. However, standards have started to rise and at least satisfactory progress has been made in other areas for improvement, especially in teaching, assessment, and leadership and management. The gains made show that the school has the capacity to continue improving.

Since the appointment of the acting headteacher in 2006, the local authority has given support to the school that has been well adapted to its needs, facilitating much-needed continuity in developments. There are good links with other agencies, including additional lessons for the older pupils given by a secondary school, and increasing collaboration with the neighbouring infant school. The parents who returned questionnaires were overwhelmingly supportive of the school.





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	4
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	4
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	4
How well learners with learning difficulties and disabilities make progress	4

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	4
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	Yes

## Text from letter to pupils explaining the findings of the inspection

3 November 2007

Dear Pupils

Inspection of Berkeley Junior School, Scunthorpe DN15 8AH

Your school has improved a good deal since it was last inspected in 2005. Mrs Kipling worked hard to begin making changes, and your new headteacher and deputy headteacher are building on what was achieved. They have good plans to take Berkeley Juniors forward and have set challenging targets for the future.

The adults in school take good care of you, and help you to take on responsibilities and lead a healthy life. You told us that you feel safe and how much you like the after-school clubs and lessons such as those in French and Spanish.

Your teachers expect more from you in lessons and so most of you are making better progress. However, overall, your school's results in national tests have not risen in the last three years and those in Year 6 have not done as well as they should. We have therefore given your school a 'notice to improve'. This means it will be inspected again in around a year's time. We have asked your teachers to continue their work to raise your standards in English, mathematics and science.

You have played your part in helping Berkeley Juniors to improve. You behave well and work hard in lessons, and your attendance is better than in most primary schools.

We have enjoyed our visits to your school in the last two years. You have always been friendly, polite and confident to share your views. We wish you well for the future.

Yours sincerely

Steve Hardwick

Her Majesty's Inspector