

Driffield Junior School

Inspection report

Unique Reference Number	117840
Local Authority	East Riding of Yorkshire
Inspection number	290942
Inspection date	2 May 2007
Reporting inspector	Wendy Ripley HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	564
Appropriate authority	The governing body
Chair	Mr V Barrett
Headteacher	Mr W A Farn
Date of previous school inspection	1 May 2001
School address	Bridlington Road Driffield East Yorkshire YO25 5HN
Telephone number	01377 253371
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Age group	7–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

Description of the school

This is a much larger than average junior school serving the market town of Driffield and the surrounding rural areas. Attainment on entering the school in Year 3 varies. It has risen over the last four years, but remains broadly in line with the standards expected for pupils' age. The proportion of pupils entitled to free school meals is below average. Almost all pupils are of White British heritage. The proportion of children from minority ethnic backgrounds is well below that found nationally. There is a tiny minority of pupils who have English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is below average, but the proportion of pupils with a statement of special educational need is above average. The school has Investors in People status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school and it has some outstanding features. The vast majority of parents are very supportive of the school. They believe it provides good care and support and opportunities for all pupils to progress well, including those with learning difficulties and/or disabilities.

Leadership and management are outstanding. There is a strong shared vision and a clear sense of purpose. This has raised the quality of teaching and learning which is of a high standard. Provision has been significantly enhanced by major improvements to accommodation and resources in recent years. This is now of good quality. As a result most pupils make good progress, achieve well and enjoy their education. The school's capacity to make further improvement is good.

Achievement and standards are good overall. There has been an improving trend in standards and achievement in English, mathematics and science since 2001. Although pupils' results in the national tests dipped slightly in 2006, the school's current Year 6 tracking data indicates that most pupils are on course to achieve their targets in 2007. Writing has improved significantly throughout the school. Pupils' progress is regularly monitored and assessed. This enables any underachievement to be identified quickly and appropriate support put in place where it is needed. Teaching assistants provide very good support.

Lessons are well managed but some planning, particularly for mathematics, does not always take sufficient account of the needs of different groups of pupils. Work is marked frequently, although teachers' comments do not always help pupils know how to improve. Whilst lessons include good use of information and communication technology (ICT) by teachers, and the computer suites are used well, pupils have limited opportunities to use computers in lessons. The curriculum is broad and well balanced. Pupils' personal development is outstanding. Pupils are keen and enthusiastic learners. Their behaviour and attitude to school and lessons is exemplary. They like and respect their teachers and each other.

Displays of pupils work throughout the school are of high quality, contribute well to learning and foster pupils' pride. The pupils' 'voice' has been encouraged and heeded through the school council and surveys of pupils' views. Pupils have been given responsibility and accepted it readily. They have made a significant contribution to the improvements in the school. As a result they have made valuable contributions to their community through the ideas and improvements they have suggested and made in and around the school. Pupils report enjoying school and the very wide range of extra activities on offer. These activities promote pupils' personal development and contribute well to their future economic well-being.

What the school should do to improve further

- Improve lesson planning, particularly in mathematics so that it takes sufficient account of the needs of different groups of pupils and accelerates progress.
- Improve the quality and consistency of marking so that it makes clear to pupils what they need to do to improve.
- Provide more opportunities for pupils to use computers in lessons.

Achievement and standards

Grade: 2

Achievement is good and standards are high overall. Pupils' attainment when they enter the school in Year 3 is broadly average. All groups of pupils generally make good progress in lessons and as they move through the school. Pupils who have learning difficulties and/or disabilities make the same progress as others because of the effective use of teaching assistants, targeted support and booster provision. Standards at the end of Year 6 are good and show an improving trend since 2001. Attainment in writing, an area for improvement at the last inspection, has improved significantly, and is well above local and national averages.

At the end of Year 6, pupils consistently exceeded national expectations in English and science between 2003 and 2005. Pupils' attainment in mathematics, whilst also improving during this period, remains broadly in line with national expectations. This rightly remains a key focus for improvement in the school's plans. Results in 2006 were in line with national expectations, although there was a slight dip in the school's performance compared to previous years. Whilst the majority of pupils in this group achieved or exceeded their predicted targets, this reflects a larger than usual number of pupils who had some very specific learning difficulties. The school's current Year 6 tracking data indicates that most pupils are on course to achieve their targets in 2007.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. This reflects the hard work and effort the staff have invested in providing opportunities which promote a positive ethos and support personal development as well as academic standards. The result is a warm, welcoming atmosphere, good attendance, exemplary behaviour, both in lessons and around the school, and excellent relationships between all members of the school community. Pupils are mature, purposeful and quietly confident. They are courteous and show respect for others. Their self-esteem is high.

Pupils report feeling safe and happy at school. Their enjoyment of school is demonstrated by their positive attitudes towards learning. They are keen and enthusiastic in lessons, work hard and are very eager to succeed. They appreciate the many improvements in the school's accommodation and explained how these have improved their learning and recreation as well as the school dinners. Pupils know about the importance of eating sensibly and keeping fit and have a very well developed understanding of what is required to live a healthy life.

Pupils reported very positively on the good range of activities available to them, both in lessons and as additional activities. They appreciate how teachers and volunteers 'go the extra mile' to give them such a wide choice and to help them enjoy school and to do well. Pupils are justifiably proud of themselves. They too go the 'extra mile' to live up to the high expectations the school has of them and to find ways they can make the school better. They respond well to the responsibilities afforded to them through the school council and the opportunities this presents to make a contribution to the school community. Their developing leadership skills contribute well to their future economic well-being. The results of the pupils' innovative ideas and suggestions are evident throughout the school, for example, in their fundraising activities; the healthy tuck shop and school savings scheme; the quiet corner and the snake mound. The ceramic 'portrait tiles', made by each pupil and displayed along the corridors, establish the

welcoming tone of the school and were introduced at the pupils' suggestion to 'make everyone in school feel a part of it'.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall. Where teaching is most effective, the pace is brisk and there is a good balance between different types of activities. Lessons are well managed. The development of pupils' writing skills and a strong focus on high standards of presentation are evident in most learning activities. Classroom displays and 'learning walls' reinforce active learning and emphasise positive behaviour and a 'can-do' attitude. Teachers' use of ICT in lessons, particularly the interactive whiteboard and digital film/photography to support learning is a strength. Some outstanding practice was observed.

The great majority of lessons reflect the excellent relations between pupils and adults. Pupils have many opportunities to talk and to work with partners and in groups. This creates an atmosphere in which pupils feel secure in offering their ideas and making their contributions to lessons in the knowledge that they will be valued. As a result learning is very effective. The quality and deployment of teaching assistants to support groups of learners and individual pupils are strengths. As a result most pupils make good progress.

Personal targets are set for pupils and often displayed in the front of their books. Teachers regularly assess pupils' work. This enables any underachievement to be identified quickly and nipped in the bud through the addition of well thought-through support and booster activities. Work is marked frequently, although teachers' comments do not always help pupils know how to improve. The school has realised that lesson planning, particularly for mathematics, does not always take sufficient account of the needs of different groups of pupils. It is currently working with the local authority to improve this.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets statutory requirements. It is broad, well-balanced and supplemented by a wealth of enrichment and out-of-school activities. This includes cross country running, football, netball, gardening, drama, music, digital media and computer clubs, including one specifically for girls, library club and a good range and variety of visits and visitors. This ensures that pupils' academic development and personal interests are very well catered for.

The school has been physically transformed since the last inspection. The improvements to the buildings and resources have supported improvements to the curriculum and enhanced pupils' enjoyment of learning. ICT suites are well-equipped, although pupils have limited opportunities to use computers in lessons.

High quality displays of pupils' work throughout the school and the implementation of the pupils' own ideas through the school council add to the pupils' pride in, and enjoyment of, their surroundings.

The school has recently increased its focus on the teaching of modern foreign languages. Displays in each classroom and throughout the school raise the profile of, and emphasise the teaching of, both French and Spanish. A 'language club' also supports the development of

German. The school exceeds the two hours physical education per week recommended by national guidelines. Pupils' physical development and well-being is well provided for through a good range of sport and games and several of the school's sports teams are successful in regional and national competitions.

Care, guidance and support

Grade: 2

The school provides good care, guidance and support for pupils. Adults carefully monitor the pupils' personal development and academic progress. Provision for pupils with learning difficulties and/or disabilities is a strength. It is well planned so that pupils are well integrated and supported within the classroom as well as through additional support in smaller groups or individually where necessary. Appropriate individual education plans are in place. There are close and effective links with other agencies that provide specialist support for pupils such as the speech and language service and occupational therapy.

Transition arrangements between feeder infant schools and with the local secondary school are good. This ensures pupils feel confident and well-prepared as they move between the different stages of their education. Pupils with learning difficulties and/or disabilities receive extra help and support at these times. The number of pupils joining the school other than the start of the school year is increasing. Effective arrangements are in place to support their integration.

Arrangements for safeguarding, including those for child protection and to ensure that adults in contact with pupils are suitable, fully meet requirements. Pupils feel safe and know that adults within the school will help them. Whilst bullying rarely occurs, pupils and parents report that when it does, it is dealt with quickly and appropriately by staff. School council members were particularly keen to explain their 'zero tolerance for unkindness' and their active participation in 'stamping out' bullying.

Parents are surveyed regularly by the school to seek their views. The parental response to the inspection questionnaire indicates a high level of support for the school's work and demonstrates the confidence the vast majority of parents have in the personal and social care it provides for their children.

Leadership and management

Grade: 1

Leadership and management are outstanding. A strong vision and a clear sense of purpose have raised the quality of teaching and learning. Provision has been significantly enhanced because of the major improvements to accommodation and resources in recent years. As a result, most pupils make good progress, achieve well and enjoy their education.

The leadership team is strong. Members work well together and include all staff in school planning and decision-making. There is an appropriate emphasis on providing a broad range of professional development opportunities for staff. These training opportunities enable the school to respond effectively to priorities arising from the school's self-evaluation. There is effective teamwork across the school. School self-evaluation involves most staff. It accurately identifies the key areas for improvement throughout the school. These inform the school improvement plan and are effectively incorporated into realistic and achievable action plans

which are monitored and reviewed regularly. As a result, staff are able to evaluate the impact of strategies well, and to modify these when necessary. This improves outcomes for pupils.

The school promotes equal opportunities well. The coordination of provision for pupils with learning difficulties and/or disabilities is very effective. A good range of provision has been developed and it is managed very well, as is the large team of support assistants. This ensures that all pupils with learning difficulties and/or disabilities can participate in all that the school offers.

Communication between the school and the governing body is good. Governors fulfil their statutory obligations well and contribute effectively to school improvement. The members use their specific expertise to enhance management and participate in the life of the school as much as possible. The keen involvement of parents, volunteers and others with a direct interest in the life of the school also contributes well to improvement. Resources are very effectively deployed and financial management is strong. The school offers excellent value for money and has good capacity to improve further.

The chair of the governing body has shown dedication to the school over several years. The relationship between the chair of governors and the headteacher demonstrates high levels of confidence and trust. This is a strength which has contributed greatly to the significant improvement since the last inspection. Staff and governors worked in close partnership to ensure that pupils' education continued smoothly and standards continued to rise during the two years of building works and refurbishment. Their dedication, determination and teamwork were supported well by pupils and their parents.

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Annex A

Inspection judgements

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

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	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	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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?	No

Text from letter to pupils explaining the findings of the inspection

3 May 2007

Dear Pupils

Inspection of Driffield Junior School, Driffield, YO25 5HN

I am writing to say a big thank you to you all for helping me and making me feel welcome when I visited your school recently. I enjoyed meeting you and seeing you in your lessons and around the school. Here are some of the things I found out. Your parents told me that they think that Driffield is a very good school. You gave me lots of reasons why you too think Driffield is a good school which has improved recently because of all the changes to the buildings and grounds.

You enjoy school, look forward to going and feel safe when you are there. Lessons are interesting. The teaching is good so you work hard and most of you make good progress in your lessons and as you move through the school. You like and respect your teachers and each other and want to make sure you are all happy and treated kindly. You know your teachers go the 'extra mile' to provide all the extra activities you can choose to do, including lots of different sports and music, and clubs such as library, computers and gardening. You said you feel proud of yourselves because you too go the 'extra mile' putting in lots of effort and making the school better yourselves through the school council.

I am very pleased to say that I agree with you on all of these points. Driffield Junior School is a good school and it has some outstanding features. The changes to the buildings and your new classrooms and extra facilities are great. I know you are very pleased with them and will look after them. The staff and the governors have worked hard to get the buildings finished on time and to keep you all safe and meeting your targets whilst it was all happening. You have made an excellent contribution, for instance through your ideas and work, such as in 'portrait tiles', the rainbow pencil fence and the timber trail. It was good to hear how successful your sports teams are. I will have my fingers crossed for your football team when it plays in front of 90,000 people at the new Wembley Stadium.

Mr Farn and all the staff are going to keep on trying to make things even better in your school because they don't just want you to have a good school they want you to have an outstanding one. They are going to do this by:

- making sure all lessons, and mathematics in particular, provide more opportunities for each of you to learn at the level that is right for you and make progress at your own pace
- ensuring marking tells you clearly what you need to do to make your work even better
- finding more ways you can use computers in your own classrooms as well as in the ICT suites.

I know you will help to achieve these things too and do the very best you can. This is because you behaviour is exemplary. You are mature, quietly confident, polite, keen and hard-working individuals.

Best wishes

Wendy Ripley

Her Majesty's Inspector