

Gayton Junior School

Inspection report

Unique Reference Number	112756
Local Authority	City of Derby
Inspection number	338011
Inspection dates	11–12 November 2009
Reporting inspector	Ann Taylor

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 of pupils on the school roll	352
Appropriate authority	The governing body
Chair	Mr Richard Whitaker
Headteacher	Mrs Sally Ann Wilson
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 13 lessons and several parts of lessons. They held meetings with staff, pupils, governors and a representative from the local authority. They observed all aspects of the school's work, including work in pupils' books. They looked at a wide variety of documentation including school assessment records, the raising attainment plan, safeguarding information and reports from the school improvement partner. They looked at 116 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils in all years in writing and mathematics
- the accuracy of leaders' and managers' views of the school, and whether enough is being done to raise standards
- the extent to which the school is using the analysis of data to boost the performance of different groups, including the various minority ethnic groups
- how well teaching is improving, and if there is the capacity amongst staff to carry on improving the school
- how well governors are holding the school to account for its performance.

Information about the school

This is a large school where the proportion of pupils eligible for free school meals is below the national average. The percentage of pupils with special educational needs and/or disabilities is average, although the percentage of pupils with a statement of special educational needs is lower than the national picture. A higher than average percentage of pupils are from different minority ethnic backgrounds but only a very few are at an early stage of learning English. In recognition of its work the school has gained the ActiveMark, ICT Mark, ArtsMark Silver, Healthy Schools and Basic Skills awards. It is part of the Improving Schools Project in partnership with the local authority. The school has experienced a significant turnover in staff over the last two years.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. It has some significant strengths. Pupils behave well and are keen learners who have positive attitudes to their work. They adopt healthy, active lifestyles at school and feel safe and cared for. This is because the school's care, guidance and support are good. Staffing changes and a previously insufficient focus on raising standards have meant that school improvement stalled at times since the last inspection. However, the school has made good use of local authority help to ensure that the climate is changing. Many recent initiatives are in place, bringing with them a new enthusiasm and determination to focus more on ensuring pupils are learning at a faster rate. When pupils start in Year 3 their standards are usually above average, although this does vary. The Year 6 pupils who left both this and last year arrived with broadly average standards and left Year 6 broadly average, having made satisfactory progress from their starting points. Standards in mathematics are lower than in English because expertise is less strong and staff have not had specialised training for some time. For example, their skills in teaching calculations are weaker. Science consistently performs better than English and mathematics because of the enjoyable investigative approaches used. Pupils with special educational needs and/or disabilities make good progress, as their support is carefully mapped out and skilfully delivered.

The school is led by a determined headteacher. She is developing new leadership skills, for example by spearheading more focused work on assessing how well pupils are doing. It is early days in terms of how well and how often this information is being used to raise standards, both in the classroom and in planning. However, self-evaluation is honest and accurate and as a result the school has correctly identified what needs to be done. For example, it has already diagnosed that lower ability pupils are not doing as well in mathematics and that this is an area for more training.

Teaching is starting to improve through teachers' analysis of their own performance, better training and external support. Already, progress is accelerating in some year groups. All the teaching seen during the inspection was at least satisfactory with some good and some outstanding practice, although the quality of teaching varies between classes and the challenge for pupils is sometimes not high enough. Teachers are being held to account much more for the performance of pupils in their class. The roles of leaders and managers in monitoring and evaluating the school's work, particularly with regard to teaching and learning, are currently limited but are developing. The improvements seen so far confirm the school has a satisfactory capacity to improve further.

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What does the school need to do to improve further?

- Ensure pupils make consistently good progress in English and mathematics by:
 - establishing tighter, more regular checks on pupils' progress in order to react quickly and sharply to any potential underachievement of groups through more focused planning and better challenge in lessons
 - improving teachers' understanding of how to teach calculation skills and providing more staff training in teaching lower ability pupils
 - improving the quality of teaching and learning so it is consistently at least good through developing the monitoring and evaluating role of leaders and managers and sharing good practice.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy learning and quickly get involved in what is asked of them. Nearly all know their targets and are keen to get to the next level in their work. They enjoy school, as seen in their good behaviour and sensible attitudes both in lessons and around the school. Pupils' spiritual, moral, social and cultural development is positive. They have a good understanding of the range of beliefs and traditions present in British society. This was seen first hand when they helped build a Tudor house in the hall during the inspection. Pupils make a good contribution to the school community and enjoy a wide range of positions of responsibility which they carry out conscientiously.

The school's data on pupils' progress, together with the work seen in classes, shows that their achievement is satisfactory. No single group of pupils underachieves, and this was also confirmed in lessons. Historically, this has not always been the case. However, the school is beginning to take an increasingly close look at the performance of different groups, for example White British boys and boys of Pakistani heritage, to ensure all are doing as well as they can. Pupils with special educational needs and/or disabilities do better than other groups of pupils because the support provided for them is more closely targeted to their individual needs.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers have good relationships with pupils and classrooms are well organised with many good displays which are helping learning. Teachers are well supported by skilled teaching assistants who make a positive contribution to the good progress made by pupils with special educational needs and/or disabilities. Teachers' explanations are usually clear and they successfully engage pupils' interest, for example by making good use of interactive whiteboards. Teachers usually involve pupils well in lessons. Nevertheless, on occasions, pupils are provided with limited opportunities to talk about their work in front of the class, and consequently further develop their knowledge and skills. Teachers provide detailed planning for lessons. However, they do not always use assessment information well enough to ensure that individuals are all suitably challenged with the right levels of work. The quality of marking is variable; some is very helpful but elsewhere it is supportive rather than developmental and handwriting is not always a good model for pupils to follow. Presentation of work in books is sometimes untidy.

The curriculum is being carefully adapted to meet the changing needs of the school. A newly introduced programme is enabling pupils to acquire skills that can be applied to a range of situations. Pupils were seen researching and teaching each other as they gathered information on the differences between rich and poor in Tudor times. The school is focusing on improving writing skills and as a result staff were trialling different ways of teaching writing. Many new strategies are being embedded and the impact on standards is yet to be felt. Drama is having an increasing role to play in the development of speaking and listening skills. Provision of information and

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communication technology (ICT) in terms of access to laptops for whole class teaching is limited by the need for updated equipment. Partnership arrangements with local sports coaches provide a good range of extra-curricular activities, with street dance being especially popular.

Parents are very appreciative of the way in which the school looks after their children. Pupils who need extra support and time are given this by an array of adults, including a learning mentor, who are all available to help. There is also good use of specialised input from external agencies. All checks, systems and procedures to keep pupils safe are firmly in place and clearly understood.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher's vision for improving the school is being clearly communicated and strongly driven. An effective partnership with the local authority, who are providing support, training and advice, is beginning to help realise this vision. The headteacher is well supported by a new leadership who are growing into their roles. A noticeable change in the leadership style is leading to much higher expectations for everyone's performance. Whilst managers currently have limited opportunities to monitor the school's work, plans are in place for this to happen more frequently. In particular, subject leaders have a sound understanding of their strengths and weaknesses within their specialised areas but currently have limited opportunities for gaining first-hand evidence of how their subject is being delivered. The school functions as a harmonious community where any kind of racial discrimination, although rare, is immediately challenged and dealt with. This was evident in the deputy headteacher's assembly on the 'Give Racism the Red Card' initiative. Everyone is treated fairly and equally. Links with parents are continually being increased and there is regular contact over pupil's work. As a result, parents are taking more of an interest and providing more support for their child's education. The school is responding sensitively and appropriately to local community circumstances and has adapted its personal and social education accordingly. It is proactive in making links with other organisations locally and abroad in order to foster harmony and help pupils understand about how others live. Well led by the experienced and supportive chair and vice chair, governors share in the headteacher's vision for an improved school. All safeguarding procedures meet requirements.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

Parents were generally positive about nearly all aspects of school life, with comments like, 'We have always found the school to be approachable and good at communicating with us about what our daughter is doing and what we can do at home to help further learning.' A few parents had concerns about behaviour. Inspectors found that behaviour in the school is good and that the small number of pupils with challenging behaviour are well supported. As a result, learning is not disrupted.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Gayton Junior to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 116 completed questionnaires by the end of the on-site inspection. In total, there are 352 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	49	58	51	0	0	0	0
The school keeps my child safe	51	45	62	54	1	1	0	0
The school informs me about my child's progress	49	43	63	55	2	2	0	0
My child is making enough progress at this school	45	39	65	57	4	4	0	0
The teaching is good at this school	43	38	69	61	1	1	0	0
The school helps me to support my child's learning	43	38	66	58	4	4	0	0
The school helps my child to have a healthy lifestyle	32	28	79	69	1	1	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	35	31	67	59	5	4	0	0
The school meets my child's particular needs	38	33	70	61	4	4	0	0
The school deals effectively with unacceptable behaviour	37	32	64	56	11	10	0	0
The school takes account of my suggestions and concerns	23	20	78	68	6	5	0	0
The school is led and managed effectively	30	26	77	68	3	3	0	0
Overall, I am happy with my child's experience at this school	50	48	50	48	3	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



13 November 2009

Dear Children

Inspection of Gayton Community Junior School, Littleover, Derby, DE23 1GA

Thank you for making us so welcome when we visited you recently. We enjoyed meeting you all and it was a pleasure to talk with you. I am writing to tell you what we found out about your school.

We think your school is satisfactory and it is also improving as the months and terms go by. The headteacher and staff know what needs doing to make yours into a good school.

These things are what your school does well.

Teachers provide you with lessons which you enjoy.

Your behaviour and attitudes to work are good, so well done!

Those of you who need special help with your work are making good progress.

The staff take good care of you.

Your parents are pleased with the school and the school has a good relationship with them.

These are the things we have asked the school to do, in order to improve.

Make sure you make good progress in English and especially in mathematics.

Make sure all your lessons really challenge you to work your hardest.

Keep a closer eye on how well you are doing (called assessment) so teachers can spot where you need more help.

Help all the adults keep a closer check on everything so that even more of your lessons are good ones.

You can help by always thinking about your targets (again, well done for knowing them so well) and working hard. We send you all our best wishes for your future.

Yours faithfully

Mrs A Taylor

Lead inspector

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