

Driffield Junior School

Inspection report

Unique Reference Number	117840
Local Authority	East Riding of Yorkshire
Inspection number	339084
Inspection dates	24–25 February 2010
Reporting inspector	Rajinder Harrison

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	478
Appropriate authority	The governing body
Chair	Mr V Barrett
Headteacher	Mrs Susan Taylor
Date of previous school inspection	2 May 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, saw 20 teachers and spent around 16 hours evaluating the quality of teaching, learning and the curriculum. They held meetings with governors, staff groups of pupils and a representative from the local authority. They observed the school's work and looked at a range of documents, including school policies, the development plan, monitoring records, analyses of pupils' attainment and progress, and reports from visits by the local authority. Inspectors analysed 157 questionnaires returned by parents and carers.

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

- the progress of pupils in all year groups, particularly in mathematics, and the progress generally of pupils with special educational needs and/or disabilities
- the quality of provision, particularly the quality of teaching and the curriculum pupils' spiritual, moral, social and cultural development
- the effectiveness of leadership and management in monitoring pupils' achievement and driving school improvement.

Information about the school

This is a larger than average sized junior school. Almost all pupils are of White British heritage. A few of the remaining pupils are from other heritages, but none is at a very early stage of learning English. The school has an average proportion of pupils who have special educational needs and/or disabilities. The percentage of pupils eligible for free school meals is also average.

The school is in a collaborative arrangement with a small local primary school and all of the Key Stage 2 pupils from that school attend Driffield Junior School. The current headteacher was appointed in April 2008, and seven of the current members of the senior leadership team are new to their posts. The school has a number of awards including the Healthy Schools Award, Gold Inclusion Award, Activemark, the Eco Schools Green Flag Award, ICT Mark, the International Schools Award (Foundation Level) and the Artsmark Silver Award.

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

2

Main findings

The school provides a satisfactory standard of education and ensures that pupils have the good care and support they need to feel happy and safe. Pupils' enjoyment of school is reflected in their good attendance and in their willingness to try hard. Most parents and carers express positive views about the school, particularly in relation to the extensive range of clubs and other out-of-school activities the school offers.

Pupils' achievement is satisfactory, as is the overall quality of teaching. Pupils' attainment at the start of Year 3 is broadly average and pupils in Year 6 are working at average levels also. While pupils' overall progress is satisfactory, they make greater gains in Years 5 and 6, where teaching is generally good, than in Years 3 and 4 where teaching is more often satisfactory. Across the school, lessons are often lively, interesting and challenging, but many are too teacher led and expectations are not always high enough, particularly of the more able pupils. Consequently, pupils have too few opportunities to work things out for themselves and take a more active part in their learning. In most classes, pupils have targets and receive good feedback, through marking, to help them improve their work. However, this practice is inconsistent. Pupils with special educational needs and/or disabilities receive the support they need to progress satisfactorily and achieve as well as their classmates.

A good curriculum, enriched by many exciting activities, supports learning well. Improved provision for mathematics and writing ensures pupils' basic literacy and numeracy skills are sound. Good links with the local community enable pupils to feel secure within the area in which they live. They have good opportunities to explore the diverse cultures and faiths represented in this country and globally. The school works very closely with its partner infant schools to ease pupils' transfer into Year 3 but curriculum and assessment partnerships are less well developed.

Leaders and managers aim to provide the best education possible, but are not entirely successful because the monitoring of teaching lacks rigour and teachers are not held to account sufficiently for pupils' progress. As a consequence, the school's overall effectiveness is no better than satisfactory. The staff and governors provide a calm, caring environment where all pupils feel well supported. Governors are very supportive, particularly in questioning pupils' progress, promoting community cohesion and ensuring safeguarding arrangements are of the highest quality. The school sets itself challenging targets and has introduced effective assessment procedures to identify early any pupils who need additional support. Self-evaluation is largely accurate. In light of these positive aspects, leaders demonstrate a good capacity to make the improvements required to raise standards and achievement.

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What does the school need to do to improve further?

- Raise achievement and standards in all subjects by:
 - ensuring that teachers plan activities to challenge and engage all pupils
 - raising expectations of all pupils, especially the more able
 - ensuring that teachers use assessment to match work to pupils' needs
 - ensuring teachers use targets and marking consistently so that pupils know what to do to improve their work
 - giving pupils more opportunities to learn and to discover for themselves.
- Ensure that leaders and managers take effective action to improve outcomes for pupils by:
 - monitoring teaching and learning rigorously to ensure it is consistently good
 - holding teachers to account for the progress of all pupils, particularly in
- Years 3 and 4
 - monitoring lessons to ensure that more able pupils are challenged well.
- Strengthen the curriculum and assessment links with partner infant schools so that pupils build on what they can do already even more effectively at Key Stage 2.
- About 40% of the 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

In lessons, pupils settle quickly because they enjoy learning and want to succeed. They listen attentively and contribute confidently in question and answer sessions. In well taught lessons, there is a sense of fun as teachers promote excitement and enthusiasm by giving pupils time to work with each other to explore and develop their ideas. For example, when discussing how they might feel at the top of a roller coaster, pupils presented quite graphic descriptions of 'crashing to earth' and 'falling into oblivion'. In a lively mathematics lesson, pupils enjoyed puzzling out how to make various 2D shapes from a hexagon. However, not all lessons are as engaging and, hence, pupils' achievement is satisfactory. Pupils make good progress in reading because reading skills are taught well. With more opportunities to write in other subjects, standards in writing are improving. Effective action to improve pupils' mental calculation and problem-solving skills has resulted in standards now being securely average. Pupils who need help with their learning receive satisfactory support to participate fully in all activities.

Pupils are polite and courteous and show respect for others. They feel safe and are confident they can go to staff if problems arise. They behave well and say that teachers deal promptly with the incidents of poor behaviour from a few older boys. They understand well how to stay healthy. Many participate in keep-fit and outdoor pursuits enthusiastically and enjoy the healthy school meals the school provides. School council

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members, eco-leaders and peacemakers take their responsibilities seriously as they help around the school and make decisions, regarding, for example, playground facilities. Pupils understand the importance of caring for the world by looking at the ethics of fair-trade and recycling, 'so things don't run out and get wasted'. They talk enthusiastically about performing at public events and show kindness by fund-raising for charitable causes. They are confident with each other and know that differences should be respected. There is a strong sense of harmony within the school and pupils' understanding of what life is like for diverse communities elsewhere in Britain and further afield is good.

These are the grades for pupils' outcomes

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	3
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?

At its most effective, teaching has pace, provides opportunities for pupils to discuss ideas together so that they are more confident in their answers. These good lessons require pupils to think about their learning and are structured well, so that learning develops step-by-step. Quick-fire questions and time-limited activities encourage pupils to speed up their responses and pupils enjoy such challenges. Teachers involve teaching

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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assistants effectively to ensure that pupils who need help participate fully. Where teaching is no better than satisfactory, teachers use some of these strategies appropriately but tend to give pupils too much direction. As a result, pupils have too few opportunities to think for themselves and apply previous learning to new work. Lengthy presentations occasionally limit time for questioning and discussion, so while pupils listen sensibly, a few become passive. In weaker lessons, little account is taken of pupils' prior attainment. This means that all pupils often complete the same task rather than working on those which would challenge them fully. In most classes pupils have personal targets to help them understand what they have to do to improve their work but teachers make few references to these, for example in marking, to indicate how well pupils are doing.

The curriculum ensures that pupils develop their basic literacy and numeracy skills satisfactorily. Increased focus on calculation and problem-solving skills has had a positive impact on raising standards in mathematics. Themes linking work across subjects are working successfully. Modified plans, relevant interventions and appropriate resources enable pupils who need specific support with their learning to achieve satisfactorily. Pupils enjoy art, French and Spanish and benefit from the cultural dimension these offer. Many extra-curricular activities, school clubs, visits and visitors bring learning alive. Pupils benefit from exciting outdoor pursuits and residential visits. A good programme for personal, social and health education ensures pupils understand well the dangers of drug abuse and how to stay safe.

Parents and carers are generally happy with the school and say that staff respond promptly if individuals need help. Good partnerships with parents and carers and external agencies ensure, for example, that pupils with social, behavioural or emotional needs or physical disabilities receive the appropriate support quickly. Parents and carers particularly appreciate the support children receive when joining mid-year from other schools and the Parents' Forum where they can raise any concerns. The school has very good relationships with partner schools but recognises that pupils' learning would benefit if the schools worked in closer partnership on curriculum and assessment.

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	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher has worked hard with senior leaders and governors to ensure that the school is well placed to move forward. Despite many changes in senior leadership, a

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common sense of ambition has ensured pupils' satisfactory progress in their academic development. This is because the school improvement plan identified the right priorities to address relative weaknesses in mathematics, writing and provision for pupils with special educational needs and/or disabilities. The school promotes equality of opportunity well by ensuring that teachers have accurate assessment information regarding the progress expected of each pupil in their class and senior managers check that these expectations are met. Through the regular monitoring of teaching and learning, senior leaders are aware that teaching is of an inconsistent quality across the school and that more able pupils are not always challenged sufficiently. Many monitoring systems are relatively new. They still lack rigour and so their impact on increasing pupil progress is currently limited. School leaders agree that they need to do more to hold teachers to account for pupils' progress.

Current requirements for child protection are fully met. All safeguarding procedures are rigorous and exceptionally well monitored to ensure pupils' safety and well-being. Good partnerships with parents and carers, local community groups and the police benefit pupils' development well. Governors are taking a strong lead in promoting community cohesion so that pupils develop an informed understanding of the world in which they are growing up. While some links, for example, with a Bradford school, are still developing, pupils know that it is important to value and respect differences.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
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	2
The effectiveness of safeguarding procedures	1
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

Most parents and carers are very supportive of the school. A few made written

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comments to indicate their satisfaction with the school by saying for example, 'It is a happy, caring place', and said their children were happy in school and making good progress. Parents and carers of pupils with special educational needs and/or disabilities were particularly appreciative of the good quality support provided. The inspectors found pupils to be happy at school and that they make satisfactory progress. A few parents and carers raised concerns about pupils' behaviour, bullying, the lack of information regarding their child's progress and that parents' views are not always taken into consideration. Inspectors judge that behaviour is good and that any incidents of unacceptable behaviour or bullying are dealt with promptly. They also believe that the school has regular consultation meetings with parents and carers to discuss their children's progress and is happy to meet with parents and carers if they have any issues or concerns. Parents and carers are consulted regularly through questionnaires and the Parents' Forum provides a suitable platform to discuss particular issues they wish to raise.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Driffield Junior School 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 157 completed questionnaires by the end of the on-site inspection. In total, there are 478 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	73	46	74	47	7	4	3	2
The school keeps my child safe	86	55	68	43	3	2	0	0
The school informs me about my child's progress	51	32	87	55	17	11	1	1
My child is making enough progress at this school	60	38	86	55	11	7	0	0
The teaching is good at this school	64	41	85	54	5	3	0	0
The school helps me to support my child's learning	56	36	80	51	18	11	1	1
The school helps my child to have a healthy lifestyle	65	41	89	57	2	1	0	0
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)	59	38	79	50	6	4	2	1
The school meets my child's particular needs	56	36	84	54	12	8	1	1
The school deals effectively with unacceptable behaviour	41	26	84	54	16	10	6	4
The school takes account of my suggestions and concerns	38	24	82	52	19	12	2	1
The school is led and managed effectively	59	38	80	51	10	6	1	1
Overall, I am happy with my child's experience at this school	66	42	79	50	10	6	1	1

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.



26 February 2010

Dear Pupils

Inspection of Driffield Junior School, Driffield, YO25 5HN

Thank you for making the inspectors welcome and for being so friendly when we visited your school. I am writing to tell you what we found out. You said that you enjoy school and make good friends there. You said that you like your teachers and all the other adults that work with you because they help you learn and sort out problems. You said you particularly like all the clubs the school offers and the residential visits where you do many interesting activities. The photographs we saw certainly showed you have a good time on these trips. We were particularly impressed by how you help around the school and how well you behave in lessons.

Overall, your school is satisfactory. You make satisfactory progress in your learning because you attend regularly and work hard at school. You learn important things like how to stay safe, fit and healthy. The staff take good care of you. While these aspects of your school are good because your headteacher and the staff are working hard to improve the school, the inspectors think that a few things could be better. We have recommended that they should:

- help you achieve higher standards by giving you more challenging work, more time to discuss your work and tell you how you can improve your work
- make sure you do well in every class, that all your lessons are good and that the adults who manage your school do so really well and keep a close check on how well you all achieve in every lesson
- work more closely with your infant schools so that they know what you can do and can help you do even better in the junior school.

There are things you could do to help too. For example, you need to be prepared to take on more challenges and ask your teachers for harder work so that you always do your best.

Thank you once again for helping the inspectors.

Yours sincerely

Mrs Rajinder Harrison

Lead inspector

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