

# John Fletcher Junior School

## Inspection report

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<b>Unique Reference Number</b>	123526
<b>Local Authority</b>	Telford and Wrekin
<b>Inspection number</b>	340358
<b>Inspection dates</b>	29–30 June 2010
<b>Reporting inspector</b>	David Driscoll

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

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<b>Type of school</b>	Junior
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	203
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Deborah Wild
<b>Headteacher</b>	Peter Mandelstam
<b>Date of previous school inspection</b>	20 March 2007
<b>School address</b>	Upper Road Madeley Telford
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## Introduction

This inspection was carried out by three additional inspectors, who observed 16 lessons taught by 9 members of staff. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at pupils' work, records of pupils' progress, assessments of pupils' attainment on entry to the school, safeguarding documentation and the 52 responses to the parental questionnaires, along with responses from staff to their questionnaires.

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

- whether assessments of attainment on entry to the school are providing an accurate basis for measuring pupils' progress
- whether actions to improve pupils' progress in mathematics are proving successful
- how well the school's leaders take account of pupils' outcomes when evaluating the school's effectiveness.

## Information about the school

This average-sized school serves an area on the outskirts of Telford. The proportion of pupils known to be eligible for free school meals is above average. The very large majority of pupils are from a White British background. A high proportion of pupils have special educational needs and/or disabilities, although the proportion with a statement of special educational needs is below average. All Year 5 pupils were on a school trip on the second day of the inspection.

The school shares its site with the Kids Club Nursery, for children up to 4 years of age, and Kids Club for 5 to 11 year olds. Both of these facilities are privately managed and so subject to a separate inspection.

**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

John Fletcher Junior provides a satisfactory education for its pupils. Its strengths lie in the good quality care and personal guidance offered to all pupils. Because of this, pupils feel safe and well looked after. They behave well in lessons, and their behaviour outside is often exemplary. Pupils show a great deal of respect for others and are very polite, demonstrating their good social development.

Academic progress is satisfactory. The school's leaders have worked hard to improve the performance of higher-attaining pupils, and they are now making good progress. The work they are given is demanding and makes them think hard. They particularly like the increased opportunities they have to solve real-life problems in mathematics. The progress of other pupils is satisfactory. The work they are given is well matched to their abilities, but teachers do not always provide them with models of how to carry out tasks, such as laying out calculations or how to use adjectives. This leaves some of them confused, which is not always spotted by teachers. Higher-attainers' work is marked well, and clearly points out what they can do to improve. For lower-attaining pupils though, there is often a lack of focus on correcting basic errors in writing and mathematics. Pupils with special educational needs and/or disabilities also make satisfactory progress. They concentrate well when working as a group supported by a teaching assistant, but the targets on their individual education plans do not always relate to their actual levels of attainment and are not consistently referred to in lessons to remind pupils about what they are aiming for.

The school's leaders, including governors, demonstrate satisfactory capacity for improvement. They are successful in improving the aspects of the school's performance that they identify as priorities, such as pupils' progress in mathematics and the achievement of higher attainers. Self-evaluation is broadly accurate, particularly in terms of personal development, although the evaluation of academic achievement, and consequently teaching and the curriculum, are overly generous. Pupils' progress is tracked well, and is based on accurate assessments of pupils' attainment when they join the school, but the resulting data is not analysed in sufficient depth to provide a clear picture of which ability groups and classes are making good progress, and which are falling behind. This means that leaders do not have a complete picture of the school's academic performance that can be used to compare with the results of checks on teaching to pinpoint exactly where improvements can be made, and to identify the key priorities to drive the school forward at the best possible rate.

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

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- Ensure middle- and lower-attaining pupils make good progress by:
  - providing them with clear models of what teachers expect them to produce for the tasks they are given
  - ensuring marking identifies and corrects errors in basic literacy and numeracy work
  - checking pupils' understanding more frequently in lessons in order to correct any misunderstandings that exist.
- Ensure pupils with special educational needs and/or disabilities make good progress by:
  - ensuring targets on individual education plans are accurately matched to pupils' levels of attainment
  - consistently reminding pupils of what their targets are and how to achieve them.
- Make better use of data on pupils' progress by December 2010 in order to:
  - identify and address differences in performance between ability groups and classes
  - compare with the results of lesson observations to get an accurate picture of the quality of teaching
  - identify the most important priorities for improvement when drawing up the school development plan.
- 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**

Pupils are soundly equipped for the next stage of their education when they leave the school. Their attainment is average in English, mathematics and science, and high in information and communication technology (ICT). The progress in lessons observed by inspectors was good for higher-attaining pupils and satisfactory for others. Higher attainers enjoyed the challenge of difficult work, such as probability problems in Years 3 and 4. They concentrated hard on their tasks, and worked well both independently and in groups. The behaviour of higher attainers was often exemplary in lessons. For middle and lower attainers it was usually good, but some pupils did not listen to their teacher or fiddled with their equipment when they should have been working. The concentration of lower- and middle-attaining pupils was not as good as higher attainers, especially when they found the work a little too easy or when they had to wait for help. Higher attainers made good use of the 'steps to success' to check their own progress, but others sometimes found them confusing or did not refer to them. Pupils of all abilities demonstrated good levels of spiritual development by taking the opportunities for reflection in lessons.

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Pupils' good enjoyment of school is evident in their consistently above-average attendance. One of the reasons for this lies with the leading role that they take in the school community. The learning forum is particularly strong, meeting with staff and governors and advising on where they think improvements can be made. It was the pupils, for example, who suggested more links with schools in other areas would be beneficial, and this is now a priority on the school development plan. They showed their keen interest in how others live in the assembly led by the Bishop of Rwanda, where they listened attentively and asked pertinent questions about the differences between his country and their own. Pupils have a good understanding of how to stay fit and healthy, and particularly appreciate the opportunities to take part in sport.

*These are the grades for pupils' outcomes*

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

## How effective is the provision?

Teachers' planning of lessons is very detailed. The tasks given to pupils throughout lessons, including introductions and the round-up at the end, are accurately matched to their abilities. The lesson objectives are always made very clear, so pupils know what they are to be learning about. There is usually a section of a lesson that is devoted to

<sup>1</sup> 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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drawing up a set of criteria or 'steps to success' that pupils can then use to help them with the task. Higher-attaining pupils come up with very precise criteria, which they use well to speed up their learning by not having to wait for a teacher to check their work. Some lower and middle attainers, though, struggle to think of such accurate steps, so they are unable to use them to the same effect.

The curriculum for personal development is very well planned. It focuses carefully on each of the major aspects, such as health, safety and citizenship, and is backed up by a good range of enrichment activities such as visits and clubs. Pupils' confidence and competence in using computers are a result of the high quality provision in separate ICT lessons, all of which are taught by a highly knowledgeable specialist in the subject. However, the opportunities to then use these skills in other lessons are very limited indeed, because the computers in classrooms are not linked to the school network or the internet.

The school has a very clear set of guidelines for dealing with occasional examples of misbehaviour that are followed by most staff. These work very well and inspectors observed them in action, moving a pupil from complete non-compliance at the start of the lesson to working hard at a task after a short period. Support for regular attendance is equally effective, because all the procedures and expectations are made clear to pupils and their parents and carers. Good links are maintained with both the infant and secondary schools so that pupils settle in very quickly and feel confident about moving on in Year 6.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

Overall, the school has made satisfactory progress since it was last inspected, and leaders have worked hard on the areas for improvement noted in the previous report, such as progress in mathematics. Provision for community cohesion is rightly a current priority. The school has carried out a sound audit of pupils' needs and works well with the local community. Links with other schools, both nationally and internationally, are now planned to enhance pupils' understanding of how people from different backgrounds live.

The school runs very smoothly on a day to day basis because procedures are made very clear to staff. This is particularly true of safeguarding procedures, where the school adopts good practice across all areas of its work and keeps detailed records on any

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pupils who may be considered vulnerable. Staff feel valued and their morale is high. Many take part in monitoring activities, so their leadership skills are developed well. The governing body are supportive, but not as challenging as they could be because, like other leaders, they do not have a full picture of pupils' achievement. This limits the school's ambition for the performance of the middle- and lower-attaining pupils in particular and slows the drive for improvement. Good checks are in place to ensure that pupils from different ethnic and socio-economic groups are not disadvantaged, but the promotion of equality is only satisfactory because of the widening gap in progress between the different ability groups.

The strong links forged with the infants school are proving pivotal in ensuring that John Fletcher staff have an accurate picture of attainment on entry. Staff from both schools now meet to agree standards, and those from John Fletcher have been trained in assessing Year 2 pupils to gain a good understanding of what can be expected of the pupils joining in Year 3.

*These are the grades for leadership and management*

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

**Views of parents and carers**

Most parents and carers responding to the questionnaire were very happy with all that the school provides. A few expressed concerns about the quality of education provided in classes where pupils from Year 3 and Year 4 are taught together. Inspectors found no differences between these classes and others, and pupils were not found to be disadvantaged by being taught in these mixed-age classes. A few also expressed concerns about the way that the school deals with misbehaviour, but inspectors found



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behaviour to be managed well.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at John Fletcher 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 52 completed questionnaires by the end of the on-site inspection. In total, there are 203 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	27	52	22	42	2	4	0	0
The school keeps my child safe	41	79	10	19	1	2	0	0
The school informs me about my child's progress	24	46	19	37	6	12	0	0
My child is making enough progress at this school	23	44	23	44	3	6	1	2
The teaching is good at this school	24	46	23	44	3	6	0	0
The school helps me to support my child's learning	25	48	17	33	4	8	1	2
The school helps my child to have a healthy lifestyle	26	50	22	42	2	4	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)	25	48	24	46	0	0	0	0
The school meets my child's particular needs	25	48	19	37	6	12	0	0
The school deals effectively with unacceptable behaviour	30	58	15	29	7	13	0	0
The school takes account of my suggestions and concerns	22	42	23	44	4	8	2	4
The school is led and managed effectively	33	63	13	25	4	8	0	0
Overall, I am happy with my child's experience at this school	35	67	12	23	2	4	2	4

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



1 July 2010

Dear Pupils

Inspection of John Fletcher Junior School, Telford, TF7 5DL

Many thanks for all the help you gave us when we visited your school and a big thank you for making us feel so welcome. Your parents and carers can be very proud of your good manners and behaviour, and how respectful you are towards others. We were most impressed by the learning forum and the way it helps the school to improve.

Overall, we found that you get a satisfactory education. The more-able pupils among you make good progress, because you are given challenging work that makes you think hard. The work given to the rest of you is equally as challenging, but the progress you make is satisfactory. Sometimes you do not understand what you are supposed to be doing and your confusion is not always spotted by the teacher or corrected in your books. So, we have asked your teachers to check to make sure you know exactly what you are supposed to produce for a task, and make sure they always correct the errors in your writing and mathematics. You can all help by telling your teachers if you do not understand what you are meant to be doing. Some of you need extra help, so we have asked your teachers to remind you about your targets more often, and to make sure that they are set at the right level for you. You can help too, by always checking your targets to see how well you are doing and telling your teacher when you have achieved them.

Your school is steadily improving. The people who run it have made sure that you are well looked after, and that you are given good guidance on how to behave and the importance of regular attendance. When they work to improve something, they are successful. However, they do not always choose the most important things to improve, because they don't make as much use as they could of the information they have about your progress. So we have asked them to look for patterns in the results of your tests, to find out which groups are doing well and which need more help, so that they can ensure that all of you make the best possible progress.

Yours sincerely

David Driscoll

Lead inspector

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