

# Whipton Barton Junior School

Hill Lane, Exeter, Devon, EX1 3JP

**Inspection dates** 10–11 January 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Attainment has been improving over recent years and is now broadly average. From their starting points pupils make good progress and achieve well.
- Consistently good and at times better teaching means that the progress of pupils is consistent across year groups.
- Excellent relationships between adults and pupils, as well as work that is well planned and interesting, mean pupils enjoy being at school. Consequently, attendance has improved since the last inspection and is above average.
- Attitudes to learning are exemplary and pupils are keen to do their very best work. They are very polite, and are kind to one another, readily helping others to do their work or to behave well.
- Pupils feel safe at school and know how they can help to keep themselves safe.
- Leaders have played a significant role in improving the quality of teaching across the school by making sure teachers use a common approach. This means improvements have been effective.
- Senior leaders model the very best quality of teaching and help all the staff to know how they can more effectively help pupils to learn well, or overcome difficulties.
- Senior leaders and the governing body have an accurate understanding of the issues facing the school and have carefully considered how to tackle these.

### It is not yet an outstanding school because

- Not enough pupils reach the higher levels in English and mathematics because the most-able pupils are not always provided with enough opportunities which challenge them to demonstrate independence and choice.
- There is not always enough focus on pupils reviewing their targets.
- The school's approach to teaching the linking of letters and sounds (phonics) has improved reading for younger pupils, but has not yet been fully implemented among older pupils.
- While teaching is consistently good, there is not yet enough that is outstanding, particularly in the use of phonics to teach reading and support writing.

## Information about this inspection

- Inspectors observed 22 lessons or parts of lessons during the inspection, taught by 12 teachers. The work of teaching assistants, supporting groups of pupils, was also observed. Several observations were done jointly with senior leaders from the school.
- The inspectors looked at the work in pupils’ books. They held discussions with pupils to gather evidence on how well pupils know what they are learning or need to learn next.
- Inspectors held meetings to discuss the work of the school with leaders, teachers and members of the governing body, as well as a representative from the local authority.
- Inspectors spoke informally to parents and carers at the start of the school day and considered the 12 responses to Ofsted’s online survey for parents and carers, Parent View. The views of staff were also evaluated.
- A range of documents about the work of the school, including the school’s self-evaluation, plans for improvements and documents about keeping pupils safe and managing behaviour were reviewed.

## Inspection team

Andrew Saunders, Lead inspector

Additional inspector

Elizabeth Strange

Additional inspector

## Full report

### Information about this school

- This is an average-sized junior school with two classes in most year groups and with three classes in the current Year 3 group.
- The proportion of disabled pupils and those with special educational needs supported at school action is above average, and particularly high in some year groups. A similar picture is also evident for pupils supported at school action plus or with a statement of special educational needs.
- Almost all pupils are White British. A very few pupils come from a range of other ethnic heritages. A very small minority of pupils speak English as an additional language.
- The proportion of pupils who are known to be eligible for the pupil premium funding is above average. This includes pupils who are known to be eligible for free school meals and children looked after by the local authority.
- There is a breakfast club and an after-school club run by the school, which also serves the infant school nearby.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is no alternative provision at the school.
- The school has recently become part of a new trust, the Ted Wragg Trust, a group of schools, companies and organisations working together to improve opportunities and raise the aspirations of their pupils.

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

- Raise the attainment of pupils, increasing the proportion reaching the highest levels, by:
  - increasing the frequency of pupils' recording of how well they are doing towards meeting their targets
  - using similar approaches to setting effective targets in reading as are used in writing and mathematics.
- Increase the proportion of outstanding teaching by:
  - ensuring that all teachers have a good understanding of the school's approach to teaching phonics, and that this is used more frequently to support reading and writing in all subjects, especially for older pupils
  - increasing the level of challenge and opportunities to choose what work they should do next, particularly for the most-able pupils.

## Inspection judgements

### The achievement of pupils

is good

- When they join the school, pupils typically have skills and knowledge which are well below average. The good teaching ensures that their learning begins to accelerate and continues at a good pace throughout their time at the school. By the end of Year 6, they have made up ground and reach standards of attainment which are broadly average.
- The proportion of pupils who reach the typically expected levels in English and mathematics has increased since the last inspection and is broadly average. However, the proportion of pupils who reach the higher levels has not increased at the same rate.
- Pupils' good progress and improving attainment mean that their achievement is good. The work in pupils' books, lesson observations and teachers' records of how well pupils are doing show that pupils achieve well across the school.
- Disabled pupils and those with special educational needs also make good progress because the support they receive is well focused, particularly where they face behavioural, emotional and social difficulties. As a result, they are helped to overcome the challenges they face and make up ground in their learning. The small number of pupils who speak English as an additional language achieve as well as other pupils in school.
- Pupils have good opportunities to practise their skills and develop their knowledge across different subjects because teachers carefully plan the work they set for pupils. For example, in an outstanding mathematics lesson, Year 6 pupils were encouraged to write notes about the decisions they made and this helped them to make rapid progress.
- A new approach to teaching the linking of sounds and letters has been introduced for younger pupils and is having a positive impact on helping pupils to become confident, fluent readers. The emphasis on reading and good role models the school promotes means that older pupils are also enthusiastic readers. However, they are not always as skilful in tackling more difficult texts or words because the new approach has not yet been implemented with all the older pupils.
- Pupils who are eligible for additional support through the pupil premium get extra time from their teachers and senior leaders, and have access to extra resources and opportunities such as clubs and the residential trips. They also benefit from group sessions to support their learning, run by well-trained teaching assistants. As a result, their achievement is good and their average points score (APS) is increasingly closer to that of other pupils in the school.

### The quality of teaching

is good

- Lessons observed during the inspection, as well as the school's own records of monitoring, show that teaching is almost always good and occasionally outstanding.
- Teachers make sure that lessons start briskly and that pupils get on with the tasks set for them quickly. They keep a check on how well pupils are coping with the work and readily adapt their explanations or the tasks themselves, so that pupils can succeed.
- Work in pupils' books shows that teachers have a good understanding of how well pupils are doing and plan work that is usually well matched to their needs.
- Occasionally, the work set for more-able pupils is too similar to the work other pupils are doing and they do not always have enough opportunities to decide for themselves what they need to do next. As a result, they do not always reach the higher levels of attainment.
- More recently, in some lessons, the more-able pupils have had extra opportunities to do more difficult work, sometimes well beyond what they might typically be capable of for their age. However, this approach is still too infrequent and the impact of this is not yet evident in the data about the attainment of these pupils.
- The agreed approach to setting targets for pupils in writing and mathematics is well established and used consistently across the school. Pupils know what their targets are, and are able to say

how they are working towards this. In the best lessons, pupils highlight where they have achieved their targets. However, they do not always have enough opportunities to record this, or to decide when they are ready for a new target.

- Targets in writing are used to focus pupils' efforts in all their subjects, so that their writing improves consistently. They have good opportunities to write longer pieces in different subjects. However, targets are not used as well to focus pupils' learning in reading.
- Teachers benefit from good opportunities to attend training and to develop their own skills. They are keen to take on board the ideas suggested by senior leaders to help make sure all pupils learn well.
- Disabled pupils and those with special educational needs receive well-focused support because the school has had a thorough review of the approaches and strategies used and has accurately evaluated how effective these are. The adults who provide the support for these pupils are very well informed, and use the excellent resources available to make sure that these pupils make good progress and catch up with their peers.

### **The behaviour and safety of pupils are outstanding**

- The excellent behaviour of pupils is a significant strength of the school and is an important factor in their improving attainment. Pupils are keen to be at school, want to do well, and work hard for their teachers. They enjoy learning a great deal.
- Pupils often think and reflect on how they can be good learners. Pupils readily take on board the comments for improvement that teachers make in their books. The literacy and mathematics ambassadors help to identify what each class is doing well, and what they could be doing even better.
- Pupils are always extremely polite to visitors and other adults, and confidently explain what they are doing, or ask good questions. They enjoy working together and readily help one another if they get stuck.
- While there are a few pupils who have displayed very challenging behaviour, the excellent support they get from adults and the other pupils means they are helped to change their attitudes to contribute more positively. As one pupil explained, 'If you do something wrong, they don't have a go at you; they help you to understand how you can be better.'
- The agreed approaches to managing behaviour are very well established and are used consistently by all the adults across the school. This means pupils know exactly what is expected, they feel that they are treated fairly, and lessons run smoothly without interruption because of poor behaviour. The school has been recognised by the local authority for the effectiveness with which staff help pupils to all play a positive part in the school.
- Pupils said they feel very safe at school because of the excellent care shown by the staff. They said they would happily speak to one of the adults if they felt worried. They added that any kind of bullying hardly ever happens because everyone gets along. If it does happen, they are confident it will be dealt with quickly and effectively.
- They know a lot about what they can do to keep themselves safe, for example as pedestrians or around water, because of the training they have received.
- Pupils have lots of opportunities to take on responsibilities, for example as literacy or mathematics ambassadors, as peer mediators helping to sort out disagreements among pupils, or running clubs of their own choice. They become confident young people because they are supported well and have good opportunities to reflect about the world around them.
- Parents and carers commented on what a positive difference the school has made for their children. Some parents and carers said that the teachers are very approachable, and that the school always deals with any situations which come up. Overall, parents and carers had very positive views about the school.

**The leadership and management are good**

- The headteacher has developed an effective team of senior leaders. Together, they have accurately evaluated the work of the school and worked out a clear vision of how to overcome the issues facing the school.
- The plans to bring about improvements have been carefully thought through and the teachers are keen to help make these happen. There is a strong sense of working as a team to give the pupils the best opportunities possible. However, leadership and management are not yet outstanding because not enough pupils reach the higher levels in English and mathematics, and the teaching of phonics needs to help all pupils improve their reading and writing.
- Senior leaders make sure that their own teaching is of the highest quality and opportunities to observe this helps other teachers to develop their skills. Performance management, appraisal and the regular monitoring of learning in the classroom have secured improvements in teaching. Leaders also carry out a good range of activities to check that planning, marking and targets are used effectively, to see how well pupils are doing across the school, and to give teachers support in improving their practice.
- Teachers work together to make sure that pupils develop skills and knowledge in a systematic way through the interesting topics they have chosen. They discuss how effective the support for different groups of pupils is, and willingly adapt what they are doing where necessary.
- The local authority has supported the school in tackling difficult issues. Consequently, leadership is now strong, teaching has improved and is good, and the very challenging behaviour of a few pupils has improved dramatically. The school plays an active part in a recently established educational trust, aimed at sharing best practice and providing a means of challenging the leaders of each school to be highly effective.
- Parents and carers commented on how impressed they are with the headteacher and other leaders, and said that teachers were 'overwhelmingly helpful'. There are lots of chances for parents and carers to find out about how well their children are doing, or to find out about how the school teaches pupils, for example about mathematics.
- The positive atmosphere and encouragement that pupils receive is evidence of the values held by the school and helps pupils to have high aspirations. Equality of opportunity is promoted well and discrimination of any kind tackled robustly. Opportunities to reflect on moral issues, or to think about the beliefs and lifestyles of others, make a good, strong contribution to pupils' spiritual, moral, social and cultural development.
- **The governance of the school:**
  - Governors have an accurate picture of how well the school is doing because they have a well-established routine of activities to gather information for themselves. Their awareness of how well the school performs in relation to other schools is good because they have benefited from training to help them understand what data show about each group of pupils. They have been very supportive of the school in tackling difficult issues and are increasingly using the information they have to provide challenge alongside their support. They ensure that the funding the school receives is used carefully to improve the learning of pupils and to raise standards, particularly for those pupils who are known to be eligible for the pupil premium funding. They have helped the school to encourage effective teaching by looking at pupils' achievements when considering staff salary increases. Together with the senior leaders, they make sure that safeguarding procedures are very thorough and that staff are regularly trained to understand their responsibilities.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	113093
<b>Local authority</b>	Devon
<b>Inspection number</b>	405450

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	215
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Marshall
<b>Headteacher</b>	Sandra Leggett
<b>Date of previous school inspection</b>	26–27 January 2011
<b>Telephone number</b>	01392 466072
<b>Fax number</b>	01392 462846
<b>Email address</b>	admin@whiptonbartonjunior.devon.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

