

# Whipton Barton Junior School

Hill Lane, Exeter, Devon, EX1 3JP

**Inspection dates** 4–5 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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.

- Pupils love learning and engage enthusiastically in all lessons. They are courteous and polite both in and outside lessons and have a strong commitment to their own learning.
- School leaders have created a positive learning culture that permeates the school. Staff at all levels, and governors, are improving their own work to make the school better for the pupils.
- Pupils of all abilities make good progress in reading, writing and mathematics. Disabled pupils, those who have special educational needs and those who are supported by pupil premium funding also make good progress because they receive good support.
- Teaching is consistently good with a growing range of outstanding features. The best teaching is in mathematics where there is some exemplary problem-solving practice.
- Leaders in the school put the education and care of the pupils at the heart of all that they do. As a result, the teaching is consistently good and getting better and pupils' achievement is good and improving.
- The governing body has a good understanding of the strengths and weaknesses of the school and is committed to further improving the school.

### It is not yet an outstanding school because

- Not enough pupils are making better than expected progress in reading, writing and mathematics.
- School improvement activities are not sufficiently targeting subjects and classes where progress is not as strong.

## Information about this inspection

- Following a risk-assessment exercise, Ofsted decided to re-inspect the school earlier than usual to re-evaluate the evidence used to secure the original judgements.
- Inspectors observed 16 lessons, 10 of which were conducted jointly with members of the school's leadership team. Inspectors also made a number of shorter visits to lessons.
- Historical inaccuracies in Key Stage 1 data were investigated and found to have affected national comparison data. These inaccuracies were taken into account when making judgements in achievement and teaching.
- Inspectors listened to pupils read and asked them about the types of book they enjoy. They also analysed pupils' work and the school's data about current levels of attainment and progress.
- Inspectors met formally with a group of pupils and those pupils who are literacy and numeracy ambassadors. They also spoke to pupils informally during the inspection. Inspectors also held meetings with the headteacher and assistant headteachers, three members of the governing body and a representative of the local authority.
- Inspectors took account of 20 responses from the online questionnaire (Parent View) and discussions with parents carried out during the inspection. Inspectors also considered the 33 questionnaires completed by staff.
- Inspectors considered a range of documentation including safeguarding records and those relating to pupils' behaviour and attendance, the school's self-evaluation about the quality of teaching and pupils' learning, records of the management of staff performance, the school's improvement plans and the raising achievement plan.

## Inspection team

Phillip Minns, Lead Inspector

Her Majesty's Inspector

Lisa Moore

Her Majesty's Inspector

## Full report

### Information about this school

- Whipton Barton is an average-sized junior school.
- A higher than average proportion of pupils is eligible for the pupil premium. This is extra government funding given to the school for pupils known to be eligible for free school meals; children looked after by the local authority and the children of service families.
- Almost all pupils come from White British backgrounds. English is spoken as an additional language for a small number of pupils.
- The proportion of disabled pupils and those with special educational needs supported at school action is higher than the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also higher than the national average.
- The school runs its own on-site breakfast club and after-school provision.
- The school meets the government's current floor standards, which set minimum expectations for pupils' attainment and progress.

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

- Introduce a systematic approach to the maintenance of good quality teaching that results in increasing numbers of pupils attaining the higher levels in reading, writing and mathematics.
- Ensure self-evaluation information is used to identify specific areas for school development that will increase the amount of outstanding teaching and result in a higher proportion of pupils making more than expected progress.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well. They begin in Year 3 with levels that are usually lower than those found nationally and leave at the end of Year 6 with standards that are in line with national averages. School data and work in pupils' books confirm that pupils currently in the school are making good progress, achieving well and raising standards.
- The proportion of pupils who leave the school achieving the expected levels in reading, writing and mathematics has risen rapidly over the past three years. This is a result of improvements to the quality of teaching in the school.
- Achievement in mathematics is higher than in reading and writing and more pupils are able to attain the high levels. In response to this, leaders have been rigorous in making changes to the curriculum and also in strengthening the quality of teaching.
- Inspection evidence supports the school's data, which indicates that pupils across the school are making at least good progress in reading, writing and mathematics. Although an increasing proportion of pupils are making better than expected progress in reading, too few pupils achieve this in writing and mathematics.
- Disabled pupils and those with special educational needs make good progress from their starting points. This is due to the combination of well-targeted support that meets their individual needs well and the good quality teaching that they experience.
- Reading is taught well and, by the time they leave, the proportion of pupils who make or exceed expected progress is just above national figures. Recent improvements to the teaching of phonics are evident in the higher standard of pupils' writing and reading.
- Pupils eligible for pupil premium funding are making good progress from their starting points and, as a result, the gap between their attainment and that of other pupils is narrowing. Although the gap appears to have grown in 2013, this was because a number of these pupils also had additional difficulties that affected their learning.

### The quality of teaching is good

- Teaching is consistently good and leading to pupils' improved achievement. Mathematics is a particular strength. This is because pupils are taught the basic skills very well and given good opportunities to solve mathematical problems and to talk about their work.
- Teaching has improved since the last inspection. Systematic monitoring provides teachers with clear targets for improvement. As a result, a growing number of pupils are making greater than expected progress, particularly in reading.
- Pupils enjoy learning and are very involved in their lessons. Teachers ensure that lessons are well matched to the needs of pupils. As a result, pupils rarely find work too easy or too difficult.
- Teachers make sure that work matches pupils' experience and abilities. There is a strong emphasis ensuring that pupils understand what they are learning and the reasons why they need to learn it. Teachers also provide pupils with clear criteria that help them complete their work successfully. As a result, pupils are involved in their lessons and able to make good progress.
- Teachers consistently provide high quality marking and feedback. They identify and address misconceptions in pupils' work and provide them with guidance to move their learning forward.
- Teachers carefully monitor the progress of each pupil and make sure that all pupils have clear targets to help them improve.
- The school systematically evaluates the approaches it uses to ensure they meet the needs of all pupils. Consequently, the school is able to respond to the changing needs of pupils. For example, the school identified a package of support for some pupils with speech and language difficulties. This is now used to screen pupils when they start in the school so that similar

difficulties are tackled earlier.

- Teaching assistants make a significant contribution to the good progress of pupils in the school. They are well deployed and have a good understanding of the needs of the pupils they work with.

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

- The pupils' exemplary attitudes to learning are a significant factor contributing to the good progress they make. They work extremely well together, listening to each other closely and sharing their ideas. They recognise that their contribution is important and that they are working in partnership with their teachers. As one child explained, 'it is about us taking charge of our learning'.
- There are many opportunities for pupils to take on additional responsibilities. Mathematics and literacy ambassadors are proud that their research has been used to make changes to class reading and also the introduction of drama in literacy lessons. Peer mediators take their responsibilities seriously and pupils value their help with friendship issues.
- Pupils are well aware of the many forms of bullying and say that bullying very rarely happens. They believe the school is a safe place to be and staff and most parents agree.
- The school expects good behaviour at all times and supports all pupils, even those with more challenging behaviour, to make good progress and enjoy school. The school's emphasis on the rewards of good behaviour results in an encouraging and positive atmosphere in the school.
- Attendance has improved and is now above the national average.

### **The leadership and management** are good

- Leaders in the school are constantly working to further improve the quality of education provided. They seek out good practice and develop innovative approaches that focus on raising pupils' achievement. A good example of this is the recruitment of graduate teaching assistants who aspire to become teachers, which strengthens the additional support available to pupils.
- The curriculum is engaging and pupils are enthused by their learning. The staff are committed to promoting equality and all pupils have equal access to the life of the school.
- The school does not tolerate discrimination in any form. Senior leaders are focused on closing the gap in attainment between different groups of pupils in the school to ensure that all pupils do equally well.
- Leaders have a clear understanding of the strengths and weaknesses in the school, which is based on very accurate self-evaluation. The monitoring and evaluation of teaching and the progress pupils make are exemplary.
- School improvement planning and the raising achievement plan are making a significant contribution to the improvements seen in teaching. For example, the focus on developing aspects of outstanding teaching is resulting in pupils making more progress.
- Teachers are set targets linked to developing and improving their teaching skills and thereby increasing the progress pupils make. Training for teachers and other staff links closely to the school's intention to increase the amount of outstanding teaching. Salary awards are linked closely to teachers meeting their achievement targets.
- Safeguarding and child-protection policies and practice meet current requirements.
- The support of the local authority has made a good contribution to the improvement in the school. The school values this support and makes good use of the local authority in its ongoing improvement plans.
- The school is making good use of the primary funding for improved sport and healthy lifestyles. The funding is being used to extend the range of activities available to pupils and provide

teachers with additional training.

■ **The governance of the school:**

- Governors are well informed about all aspects of school life and are very ambitious for the achievement and well-being of pupils. They actively seek out the views of parents and regularly visit the school to see pupils at work and to attend family events. Although governors have a good understanding of the strengths of the school and the areas that require improvement they lack precise information concerning the groups of pupils and subject areas where progress is not as rapid. Governors have a good understanding of the quality of teaching and check that pay awards are linked to performance targets. They oversee the spending of the school's pupil premium funding and are aware of the positive impact this is having on pupils' achievement.
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## 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>	424674

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

<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7 – 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	216
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Marshall
<b>Headteacher</b>	Sandra Leggett
<b>Date of previous school inspection</b>	10–11 January 2013
<b>Telephone number</b>	01392 466072
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