

Junction Farm Primary School

Butterfield Drive, Eaglescliffe, Stockton-on-Tees, County Durham, TS16 0EU

Inspection dates 5–6 March 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils achieve exceptionally well academically, personally, physically and creatively because of the exceptionally wide range of opportunities which are available to all pupils. Pupils become confident, articulate young people.
- Children in Early Years Foundation Stage gain an excellent start to their reading, writing and numbers. However, they do not always have sufficient opportunity to develop their curiosity and imagination.
- Pupils' progress, from their starting points, is outstanding. In Years 5 and 6, it accelerates even faster because of the very high quality teaching.
- All pupils make outstanding progress, including those known to be eligible for the additional funding through the pupil premium, disabled pupils, those with special educational needs and the most able. This is because every child's progress is frequently reviewed and support is provided if their progress is not better than expected.
- Outstanding teaching ensures that pupils learn very quickly. Teachers apply their high expectations to all subjects and make effective links between them to ensure pupils' progress is excellent across all subjects.
- Staff have high expectations and a consistent approach to managing pupils' behaviour, resulting in pupils showing exceptionally high levels of respect to adults and each other. Pupils feel very safe in school. Their attendance is excellent. Pupils are eager to learn and are very proud of their school.
- The headteacher's excellent leadership has ensured that the whole-school team works well together to provide the highest quality of education. Senior and middle leaders carry out their roles very effectively. This provides an excellent starting point for reviewing the quality of the school's work and planning the next developments.
- The governing body very effectively challenges all aspects of the school's work. It also provides high quality support.

Information about this inspection

- Inspectors observed parts of 16 lessons, including one joint observation with the headteacher. In addition, inspectors listened to pupils read and reviewed their written work.
- Meetings were held with different groups of people involved with the school. These included pupils, members of the governing body, the headteacher, senior and middle leaders, other members of teaching staff and an officer from the local authority.
- The 43 responses to the online questionnaire (Parent View) and the school’s surveys for parents were examined. The Ofsted questionnaire completed by school staff was also examined. The school’s website was reviewed.
- A range of documents were reviewed, including information on pupils’ achievements, the school’s data on pupils’ current progress, documents relating to planning for improvement, procedures for checking the quality of teaching, documents relating to safeguarding and records relating to behaviour and attendance.

Inspection team

Barbara Hudson, Lead inspector

Additional Inspector

Phil Scott

Additional Inspector

Full report

Information about this school

- This school is an average-sized primary school.
- Most pupils are from White British backgrounds. The number of pupils from a different ethnic minority background is very low and all the pupils speak English.
- The proportion of pupils supported at school action is below average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding allocated for pupils in the care of the local authority, those known to be eligible for free school meals or whose parents are in the armed services.
- The school exceeds the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school was named in the top 50 primary schools in the whole country in 2013.
- The school has achieved many external awards, such as the Inclusion Quality Mark Gold.
- The headteacher is a local leader of education.
- Currently, there is a large building project on the school site, as the school prepares to expand its premises.

What does the school need to do to improve further?

- Provide more opportunities for children in the Early Years Foundation Stage to develop their curiosity and imagination.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils achieve exceptionally well. This is because teachers cater very well for the wide range of differing abilities in each class. They ensure that the vast majority of pupils make outstanding progress from their individual starting points. The school has a very clear focus on pupils' personal, physical and creative development through the very interesting curriculum. This contributes to pupils' happiness and motivation to learn and as a consequence, it also helps their academic achievements. The staff are vigilant in ensuring all pupils have the opportunity to participate in all aspects of the school's life.
- Most children join the nursery with skills and abilities that are typical for their age. There are some children who exceed these and some that are below. Children in the Nursery and Reception classes make an excellent start learning to read, write and understand numbers. They, however, do not have sufficient opportunities to develop their curiosity and imagination.
- In Key Stage 1, pupils continue to make outstanding progress. The systems to record pupils' abilities are so effective that teachers can immediately build upon what the pupils already know. Standards by the end of Year 2 are significantly above the national average.
- Pupils in Key Stage 2 make excellent progress. In Years 5 and 6, pupils' progress accelerates even faster because of consistently high quality teaching. Pupils leave Year 6 with standards that are very high. In 2013, the Year 6 class left with standards that were four terms ahead of the national average.
- In 2013, very nearly all pupils made the expected progress in reading, writing and mathematics. In Key Stage 1, one third of pupils made better than expected progress and in Key Stage 2 over half did, which is much better than the national average of 30%. Four pupils achieved the very high Level 6 in mathematics and three did so in writing. No pupils achieved Level 6 in reading. Additional provision put into the school is having a positive impact in Year 6 and throughout the school. A few pupils are now reaching the very high standard of Level 6.
- All groups of pupils, including the most able make similar levels of progress because the different ability groups in each class are provided with challenging work.
- Disabled pupils and those with special educational needs make outstanding progress. This is because they receive excellent teaching that is very well matched to their abilities and needs.
- Extra provision has been funded by the pupil premium in the form of more staff. This enables more focused one-to-one and small-group support. As a result, pupils supported by this funding make excellent progress from their starting points. In the 2013 tests, pupils known to be eligible for free school meals attained as well as the other pupils in the school and were over one year ahead of the same groups nationally. The school's commitment to providing equality of opportunity is outstanding.
- Pupils are very proud of what they achieve. They feel the school lives up to its mantra of 'All of us learning all of the time. Making learning fun. Challenging and achieving'. One pupil's comment, 'the teachers push you to the limit but never so hard that you fall over the edge' is a very valid observation.

The quality of teaching

is outstanding

- Teaching is outstanding. It is exceptionally strong in Years 5 and 6.
- Teaching has improved since the last inspection. Senior leaders have focused on developing high quality teaching through effective training and evaluation of its impact. Teaching staff are given clear areas for improvement, which they willingly implement.
- Learning proceeds at a lively pace. Pupils are very clear about what they are to learn and are motivated and confident to have a go. Pupils also know that if they go wrong teaching staff will help them get it right in a way that shows their efforts have been valued. A wall display comment stating that 'mistakes are proof that you are trying' is very well carried through.

- The key feature of the outstanding teaching is the speed at which pupils are moved on to the next stage of learning. There is a continual assessment of what pupils know and can do. Consequently, pupils' work is quickly adapted to accelerate learning or provide further reinforcement if needs be.
- Teachers and teaching assistants work exceptionally well together. This ensures all pupils have the appropriate challenge and support that they need to make excellent progress.
- Pupils use their targets very well and the marking of their work in all subjects is excellent. Comments are supportive and helpful. Pupils are given time to respond to the comments and are expected to apply their improvements in their next pieces of work.
- The outstanding standards in English and mathematics are reflected in all other subjects. Pupils' written work, the quality of marking, and the checks made by subject leaders ensure that all teachers have the same high expectations of all pupils and in all subjects. Pupils know that all their work has to be of a very high standard.
- Teachers are adept at linking the curriculum together. An excellent example of this was in a Year 6 science lesson, where pupils used their homework about electricity to produce a presentation. This work involved reading, writing, speaking and listening, mathematics, and information and communication technology.
- Pupils say that their teachers are 'brilliant'. Parents feel that their children are taught well.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. This is because of the very high standards set by all staff. Staff and pupils show enormous respect for each other. One child commented that 'everybody shows respect'. This ensures a very welcoming, happy and harmonious place. Those pupils who have some difficulty managing their own behaviour are extremely well supported.
- The school's work to keep pupils safe and secure is outstanding. Pupils report they feel safe in school. They have a very clear understanding of the school's system to manage behaviour. They are aware of the different types of bullying and are confident that if it should occur, the staff would quickly resolve the problem. They have a good understanding of how to keep themselves safe in a variety of situations because the curriculum covers a wide range of aspects about staying safe, including those relating to the use of computers.
- Pupils' attendance is consistently high. Pupils thoroughly enjoy coming to school and very much enjoy their learning. Their spiritual, moral, social and cultural development is promoted very effectively in lessons. As a result, exceptionally positive relationships between teaching staff and pupils are evident. Pupils work very cooperatively together and this increases their learning.
- Pupils receive very high quality support and care. The thorough procedures to safeguard pupils are very effectively implemented throughout the school. Staff liaise effectively with a wide range of support agencies in order to be sure that they are providing the very best possible for each individual child.
- Parents are very positive about pupils' behaviour, indicating that their children feel particularly safe in school and that they are cared for very well.

The leadership and management are outstanding

- The headteacher provides excellent, inspirational leadership. She has developed an extremely effective whole-school team. Senior leaders and middle leaders have clearly-defined roles and responsibilities. All leaders carry out their duties rigorously. Their evaluation of how things stand is used exceptionally well to provide an accurate understanding of the strengths and areas for development across the whole school.
- Robust procedures to check the quality of teaching and the accuracy of teachers' assessments of pupils' attainment and progress have been instrumental in improving the school. Every child's progress is rigorously reviewed every half-term. Actions, whether for academic or pastoral

support, are very quickly put in place if any child is not making better than expected progress from their starting point.

- Systems to manage staff performance are used very well to support and challenge their work. Staff highly value the range of well-targeted training opportunities offered within and beyond the school.
- School leaders and governors willingly seek advice when necessary. They value the high quality advice they receive from the local authority and the school works productively with it and other schools. The headteacher is a local leader for education and supports colleagues in other schools.
- Pupils are given a very lively, well-planned curriculum, which contributes to their eagerness to learn. The parent support adviser works tirelessly to provide pupils with an extremely wide range of after-school sporting and creative activities, educational visits, including a large number of residential visits. These help pupils to develop into very mature young people. The curriculum in the Early Years Foundation Stage, however, does not provide sufficient opportunities for children to develop their curiosity and imagination.
- The new primary school sport funding is well used to increase the teachers' expertise and to provide pupils with opportunities to take part in a wide range of physical activities. Many activities occur during the school day and some are provided through after-school clubs. The parent support adviser is crucial in ensuring the provision is enabling pupils to develop their interests, potential and for some, many new skills.
- Rigorous financial monitoring and evaluation ensures the funds the school receives are well used, including the pupil premium funding.
- The staff have built very strong links with parents. Parents are very appreciative of the education that their children receive. The range of information parents receive about their child is exemplary.
- **The governance of the school:**
 - Governors are very proactive and have the skills and expertise to challenge and support the leaders appropriately. They know the school exceptionally well. Each governor has a link with a class and also with an area of the school improvement plan. They make a significant contribution to the way in which the school evaluates itself and sets areas for development. Although they are heavily involved in ensuring the building work is going to plan, they have not taken their eye off the everyday work of the school. They use information about pupils' progress well when they review staff performance and pay progression. They have a clear understanding of school's finances, including the pupil premium and primary school sport funding. The school's safeguarding arrangements meet the statutory requirements.

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

Unique reference number	111561
Local authority	Stockton-on-Tees
Inspection number	431380

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Lesley Lewis
Headteacher	Karen Norton
Date of previous school inspection	1 May 2009
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