

# Junction Farm Primary School

## Inspection report

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|--------------------------------|------------------|
| <b>Unique Reference Number</b> | 111561           |
| <b>Local Authority</b>         | Stockton-on-Tees |
| <b>Inspection number</b>       | 325399           |
| <b>Inspection date</b>         | 1 May 2009       |
| <b>Reporting inspector</b>     | Rosemary Rodger  |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| <b>Type of school</b>  | Primary   |
| <b>School category</b>   | Community   |
| <b>Age range of pupils</b>   | 3–11  |
| <b>Gender of pupils</b>  | Mixed   |
| <b>Number on roll</b>  |   |
| School (total)   | 169   |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0   |
| Childcare provision for children aged 0 to 3 years                                     | 0   |
| <b>Appropriate authority</b>   | The governing body  |
| <b>Chair</b>   | Mrs Sue Robinson  |
| <b>Headteacher</b>   | Mrs Karen Norton  |
| <b>Date of previous school inspection</b>  | 29 March 2006   |
| <b>Date of previous funded early education inspection</b>                              | Not previously inspected  |
| <b>Date of previous childcare inspection</b>   | Not previously inspected  |
| <b>School address</b>  | Butterfield Drive<br>Eaglescliffe<br>Stockton-on-Tees<br>TS16 0EU |
| <b>Telephone number</b>  | 01642 781586  |
| <b>Fax number</b>  | 01642 391819  |

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## Introduction

The inspection was carried out by two additional inspectors.

The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- improvements to standards in writing
- the challenge for more able pupils
- the impact of improvements to assessment procedures.

Evidence was collected from discussions with the headteacher, the chair of governors, the Early Years Foundation Stage leader and a group of Year 6 pupils. In addition, parts of lessons were observed, school documents, samples of pupils' work and the parents' questionnaires were scrutinised. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified. These have been included where appropriate in the report.

## Description of the school

This smaller than average sized school serves an area of mostly private housing on the outskirts of the market town of Yarm. A very small number of pupils are eligible for a free school meal. The proportion of pupils with learning difficulties and/or disabilities is below average. There are very few pupils from minority ethnic backgrounds. The headteacher has been in post for two terms. The Early Years Foundation Stage comprises a part-time Nursery and a Reception class. There is full day care provided on site. This provision is not managed by the school. Recent awards include a Gold Healthy Standard and Activemark.

## Key for inspection grades

|         |              |
|---------|--------------|
| Grade 1 | Outstanding  |
| Grade 2 | Good         |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate   |

## Overall effectiveness of the school

### Grade: 2

Junction Farm is a good school. It has outstanding features in its provision and support for pupils with learning difficulties and/or disabilities who make outstanding progress. The school's mission statement, 'All of us learning all of the time, making learning fun, challenging and achieving' is admirably present throughout school. Behaviour is excellent and pupils' enjoyment of learning is exceptionally well demonstrated in lessons and around school. Parents' views are very supportive and full of praise for the impact made by the headteacher and the very good level of care for their children. They also particularly valued the increased levels of motivation in their children because of recently introduced reward systems and the responsibility given to their children for maintaining a healthy lifestyle. A calm and caring ethos pervades the school. Even so close to national tests for Year 6 pupils, parents acknowledge the matter of fact way in which the preparation has taken place without needing to make pupils aware this was happening. Indeed, pupils commented on how enjoyable they find the range of preparation tasks they have to do.

Based on their above age-related skills on entry to Nursery, children make good progress and achieve well above average standards by Year 2 and Year 6 in reading, mathematics and science. Standards in writing are improving because of the whole school priority to this aspect of pupils' learning, although more able pupils are not yet reaching the levels they are capable of in writing. The inspection confirms the well above average standards by Year 6. Pupils with learning difficulties and/or disabilities achieve exceptionally well because of the impact of intervention activities and strong liaison with external agencies and parents.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development are outstanding. Excellent enjoyment is reflected in the above average attendance and the palpable enthusiasm shown by pupils in lessons and around school. Healthy lifestyles are excellently fostered with pupils enjoying their healthy meals, games at playtime and during physical education lessons. After-school clubs too, such as 'heart start' and 'let's get cooking', provide even more opportunities to understand the importance of maintaining a healthy lifestyle. This excellent provision has led to a gold standard Healthy School award.

Pupils say they are very safe and well cared for through the playground buddy system and in the care and concern shown by their teachers. Pupils really value the 'worry box' as means of confidentially expressing their concerns and sharing these with a member of staff. They are encouraged to take excellent levels of responsibility in lessons when they work independently and they learn to show outstanding levels of concern for others in the community. For example, Year 5 pupils are appointed ambassadors as part of a pupil voice programme in the local community. This initiative and others all help to raise pupils' levels of self-esteem and to understand that their views really matter. Other aspects of their involvement in the local community are outstanding, for example, singing in several venues in the locality and fundraising for those less fortunate than themselves. Above average standards in basic skills, including information and communication technology (ICT) and the priority given to their personal and social development through the recently introduced social and emotional aspects of learning (SEAL) prepares pupils very well for their future lives.

The quality of teaching is good. Lessons are well prepared and suitably matched to the wide range of abilities in each class. Recent developments to improve all aspects of assessment are having a marked impact on pupils' understanding about what they are learning. Learning

intentions and how pupils will know what to learn are routinely shared alongside pupils' targets. Individual targets in pupils' books help them to self-assess their progress effectively. A small amount of outstanding teaching is characterised by superb subject knowledge, probing questions to check misunderstandings and creative and innovative use of role-play to inspire pupils and enhance their enjoyment of learning. The good curriculum effectively enriches learning through well planned visits, including a residential visit for older pupils and the use of talented experts to lead some activities. However, there are limited opportunities for pupils to improve their writing by using their skills across the curriculum. The extended provision has a good impact on pupils' learning because it helps to make transition from one stage to another a positive and smooth experience. Care, guidance and support are good with outstanding features in the care and support provided for all pupils. Safeguarding arrangements meet requirements. Arrangements to assess pupils' progress are progressing well considering the short time new systems have been in place. There is rigour in the marking of pupils' work and a detailed tracking system is shared with individual teachers to identify actions to tackle any pupil underachievement.

Leadership and management are good. The headteacher has paced changes considerably since her appointment to give staff time to adjust to new leadership. As a result, there is a strong, hardworking team with a shared vision for the future direction of the school. This is based on developing excellence in learning, challenge and enjoyment. Self-evaluation is founded on rigorous monitoring and evaluation and is an accurate reflection of the school's state of health. Actions are beginning to make a good impact on several fronts, particularly the improvements to assessment arrangements and developing responsibilities for senior staff. Teaching and learning are improving and a high priority is given to meeting the needs of individual pupils. Targets are challenging and are currently well grounded in an analysis of pupils' attainment and progress. Effective use is made of assessment data to identify pupils at risk of underachieving, for example, more able pupils in some classes. Governance is good. Governors are well informed and provide a considerable level of practical support on a day-to-day basis. Community cohesion is good. Effective steps are taken to contrast the school community with local and national communities. For example, hard to reach groups are targeted via newsletters and the pupil voice project encourages links with local schools to discuss common interests. Through the curriculum, world-wide cultures are studied and first-hand examples are brought into school via international exchange visits by staff, for example, to Kazakhstan. All of which is contributing to developing pupils' understanding of cultural, faith and ethnic differences and similarities across the world and in the local community. The school has a good capacity to improve and has made good improvement since the last inspection.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Early Years Foundation Stage is good. Provision in all areas of learning provides worthwhile opportunities for children to develop as individuals within a safe, stimulating and happy environment. Leadership and management are good. Parents' comments mirror this statement, as one says, 'The staff are excellent with the children within school with regards to their education and development.' Children enter Nursery with skills above those typical for their age and make good progress. The indoor areas provide a relevant and appropriate focus on personal development and basic skills. Outdoors is safe and secure and used well although resources to extend physical development are rather limited. Teachers have high expectations of children and expect them to achieve well through actively providing interesting and engaging

activities during which they are successfully motivated and supported. Their personal development is good and this is reflected in their good behaviour and developing confidence. There is a good balance between teacher-led activities and those which promote independent learning. Teaching focuses on 'Letters and Sounds' and there is a good impact of this on children entering the next phase with a greater understanding of literacy skills. The approach to teaching by all adults has given children many opportunities to create links between areas of development and this provides a sense of purpose which children appreciate and understand and this is reflected in the activities in which they engage. For example, children took the car to the garage and immediately others came out with drills, tape measures and saws to fix the car.

### **What the school should do to improve further**

- Provide more planned opportunities for pupils to write across the curriculum to raise standards.
- Ensure that more able pupils are provided with challenging activities to extend their skills, particularly in writing.

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## Annex A

## Inspection judgements

|   |                |
|---|----------------|
| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
|---|----------------|

### Overall effectiveness

|   |     |
|---|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2   |
| Effective steps have been taken to promote improvement since the last inspection  | Yes |
| How well does the school work in partnership with others to promote learners' well being?   | 2   |
| The capacity to make any necessary improvements   | 2   |

### Effectiveness of the Early Years Foundation Stage

|   |   |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS?              | 2 |
| How well do children in the EYFS achieve?   | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop?                     | 2 |
| How effectively is the welfare of children in the EYFS promoted?                          | 2 |
| How effectively is provision in the EYFS led and managed?                                 | 2 |

### Achievement and standards

|  |   |
|--|---|
| How well do learners achieve?  | 2 |
| The standards <sup>1</sup> reached by learners   | 2 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and/or disabilities make progress                           | 1 |

<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

|   |   |
|---|---|
| <b>How good are the overall personal development and well-being of the learners?</b>                          | 1 |
| The extent of learners' spiritual, moral, social and cultural development                                     | 1 |
| The extent to which learners adopt healthy lifestyles   | 1 |
| The extent to which learners adopt safe practices   | 2 |
| The extent to which learners enjoy their education  | 1 |
| The attendance of learners  | 2 |
| The behaviour of learners   | 1 |
| The extent to which learners make a positive contribution to the community                                    | 1 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 2 |

## The quality of provision

|  |   |
|--|---|
| <b>How effective are teaching and learning in meeting the full range of learners' needs?</b>       | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported?   | 2 |

## Leadership and management

|  |     |
|--|-----|
| <b>How effective are leadership and management in raising achievement and supporting all learners?</b>                                       | 2   |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2   |
| How effectively leaders and managers use challenging targets to raise standards  | 2   |
| The effectiveness of the school's self-evaluation  | 2   |
| How well equality of opportunity is promoted and discrimination eliminated   | 2   |
| How well does the school contribute to community cohesion?   | 2   |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money  | 2   |
| The extent to which governors and other supervisory boards discharge their responsibilities  | 2   |
| Do procedures for safeguarding learners meet current government requirements?  | Yes |
| Does this school require special measures?   | No  |
| Does this school require a notice to improve?  | No  |

**Annex B****Text from letter to pupils explaining the findings of the inspection**

5 May 2009

Dear Pupils

Inspection of Junction Farm Primary School, Stockton-on-Tees, TS16 0EU

Thank you all for helping to make the inspectors time in school so enjoyable recently. It was a pleasure to observe your excellent behaviour in lessons and the enthusiasm many of you showed when answering questions and when talking to inspectors. Your school has been judged to be good with outstanding features in your personal development and well-being and in the achievement of some pupils who may find learning more difficult.

This is what is good:

- you work hard and achieve well in your work and in the tests you take in Years 2 and 6
- behaviour is excellent in your lessons and around the school because you enjoy everything you do
- teaching is good and helping you to learn in interesting ways, especially when you or your teachers use computers
- you learn a lot about other cultures and traditions, as well as taking on many jobs linked to the local and wider community
- you are all very well cared for and you know what to do to improve your work because of the help given by teachers.

There are some things that could be better. I have suggested that those of you who find learning easy could be challenged to learn even more. You are all working hard to improve your writing but it would be helpful if you were expected to write as well in all subjects as you are beginning to in literacy. You can help too by writing more at home, for example, by keeping a daily diary in holiday times.

Good luck to you all.

Yours faithfully

Rosemary Rodger

Lead inspector