

# Withernsea Junior School

## Inspection report

---

<b>Unique Reference Number</b>	117869
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	301709
<b>Inspection dates</b>	12–13 November 2007
<b>Reporting inspector</b>	Kathleen Yates

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 on roll</b>	
School	301
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Will Stephenson
<b>Headteacher</b>	Mrs Angela Harper
<b>Date of previous school inspection</b>	1 June 2003
<b>School address</b>	Hull Road Withernsea HU19 2EG
<b>Telephone number</b>	01964 612427
<b>Fax number</b>	01964 615853

---

<b>Age group</b>	7-11
<b>Inspection dates</b>	12–13 November 2007
<b>Inspection number</b>	301709

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average school which serves an area with high levels of deprivation. Most pupils are from White British backgrounds. The proportion of pupils who have learning difficulties and/or disabilities and of those who are eligible for free school meals is above average. Many pupils come to the school with complex learning needs and the school was awarded the Inclusion Charter Mark in June 2006. It also has a Healthy Schools Award, Investors in People and an International School Award. The headteacher took up post in April 2007.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Withernsea Junior School provides a satisfactory quality of education. This is also how the school views itself. The school has been through a period of significant staff change, particularly at senior management level, but this is now settled.

Pupils' achievement is satisfactory. They arrive in Year 3 with levels of attainment which are broadly average. By Year 6, standards are usually average and unvalidated national tests results for 2007 show a similar picture in English and mathematics. However, standards in science have slipped since 2005 and were below average in 2007.

Pupils' personal development is satisfactory. While most pupils behave satisfactorily, the behaviour of a small minority of pupils is unacceptable. Most teachers manage the behaviour well but there are occasions when this is not so. The previously high rate of exclusions is falling, reflecting the school's success in this area. Most pupils enjoy being at the school and have positive attitudes to their learning. Attendance has also improved and is broadly average. Pupils are encouraged to lead safe and healthy lives. They have suitable opportunities for physical exercise and are aware of how to keep safe. Pupils make a satisfactory contribution to the community through their support for local and national charities. They make good progress in their appreciation of the diversity of faiths and cultures underpinned by strong international links and participation in European projects. The satisfactory progress pupils make in literacy, numeracy and information and communication technology (ICT) helps to ensure they are suitably prepared for future learning.

Teaching and learning are satisfactory but there is insufficient which is good enough to help pupils to achieve well consistently. In the most effective lessons, teachers' extensive knowledge of the subjects they teach and how pupils learn best enable the pupils to make good progress. When teaching is less effective, learning intentions are not shared with the pupils so they are unclear what they are expected to learn. The curriculum is enriched by a wide range of visits, visitors and extra-curricular activities. The school has achieved an International Education Award in recognition of the pupils' knowledge of other cultures through focused curriculum weeks.

Care, guidance and support are satisfactory. All safeguarding procedures are in place. A wide range of outside agencies is involved in supporting pupils' personal needs. There is a good take-up of the extended services for parents to help them improve their skills for supporting their children in their learning. Although tracking systems are in place, they are not used effectively to ensure that pupils make good rather than satisfactory progress.

Leadership, management and improvement since the last inspection are satisfactory. The re-structuring of the new leadership team, and the teaching and curriculum teams is beginning to bring about improvement. Teamwork is developing well and there is a secure understanding of the school's strengths and areas for development, though these have yet to be prioritised in the development plan. Many curriculum leaders are new to their roles and are not yet fully involved in bringing about greater progress in their subjects. The capacity for continued improvement and value for money are satisfactory.

### What the school should do to improve further

- Raise standards, particularly in science.

- Improve the quality of teaching, including behaviour management, so that all pupils make good progress.
- Make better use of tracking information so that pupils make consistently good progress.
- Strengthen development planning and the involvement of curriculum leaders in monitoring and evaluating their subjects.

A small proportion of schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

The achievement of all pupils is satisfactory and standards are average. When pupils start at the school, their levels of knowledge and understanding are broadly average. In Year 6, in 2006, the standards reached in the national tests in English, mathematics and science were broadly average. Boys attained considerably higher results than girls. Progress for all pupils, including those with learning difficulties and/or disabilities and the looked after children, was satisfactory. Unvalidated test results for 2007 show that, while results remain broadly average overall, there has been an improvement in English and mathematics. From the pupils' starting points, these results reflect satisfactory progress. The best progress has been made in English where the school met its targets. In mathematics, the school narrowly missed the targets but in science it fell significantly short of them. The school has built in extra support to boost the performance of girls and this is reflected in much smaller gender differences in the latest results.

## **Personal development and well-being**

### **Grade: 3**

Pupils' personal development, including their spiritual, moral and social development, is satisfactory. Cultural development is good. Pupils compare their circumstances well with those of children in other, less well developed areas of the world. Their response has been to raise money and collect gifts to aid Romanian and African communities. Pupils are keen on the range of sports provision and opportunities to take exercise. Although they understand that some foods are healthier than others, they are not clear about the need for a balanced diet. They have a satisfactory understanding of keeping themselves safe in various situations with a particular focus on road safety. Pupils talk about the impact of poor behaviour on their enjoyment of lessons. Nevertheless, overall behaviour is satisfactory. There are several opportunities for pupils to take on responsibilities and contribute to the school and wider community.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching is satisfactory. It varies in quality throughout the school but is consistently good in Year 6. In the most effective lessons, teachers' extensive knowledge and understanding of the subject matter and of how the pupils learn enable pupils to make good progress. In these lessons, clear learning objectives are shared with the pupils and the work set is well matched to the different ability groups. In lessons, there is not always enough reference to learning intentions and so pupils are not routinely clear what they are expected to learn.

Teaching assistants and behaviour support workers provide valuable support for children with learning and/or behavioural problems.

The use of the interactive whiteboard is helping to engage the pupils in their learning and where teaching is effective, the pace of learning increases. Relationships throughout the school between teachers and pupils are positive. Behaviour in lessons is mostly satisfactory. However, in some classes, a minority of pupils disrupt the learning and valuable teaching time is wasted.

The marking of pupils' work is satisfactory but varies in quality and usefulness. It is at its best when it informs pupils how well they are achieving and exactly how they could do better.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and provision for music, ICT and physical education has improved since the last inspection. There is an appropriate emphasis on all subjects and newly formed curriculum teams are in the early stages of looking at the structure of the curriculum in order to make it more relevant and exciting.

There is good enrichment of the curriculum through a wide range of visits, visitors, focused curriculum weeks and out-of-school activities. As a result, pupils enjoy their learning. This includes opportunities to learn a modern foreign language, dance, gardening, competitive sports and music. Pupils are challenged to adopt a healthy lifestyle through elements of the taught curriculum. International links also enhance the curriculum and the pupils' learning.

## **Care, guidance and support**

### **Grade: 3**

The care and support for pupils' well-being are good. Safeguarding procedures, including those for child protection, are rigorous. The assessment of risk is particularly well managed, keeping pupils safe when on visits and making the school premises a secure environment. Good use is made of the new nurture room to which pupils who have difficulty controlling their behaviour are withdrawn from their class and then reintegrated after a cooling-off period.

Pupils' academic guidance is satisfactory. Teachers use assessments to guide their planning, though the use of assessment is not rigorous enough to make sure pupils make good, rather than satisfactory progress. Targets are not always used well so that pupils know how well they are doing or what they need to do to make better progress.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory. The headteacher is providing decisive leadership and she is steering the school through the next phase of its development. There is a new leadership team, alongside new teaching and curriculum teams, which are beginning to influence improvement. Teamwork is developing well. There is a secure view of the school's strengths and also of the areas needing improvement, but these have yet to be prioritised through the school's development plan. Curriculum leaders are new to their roles and have yet to play a clear role in evaluating provision in their areas.

Governance is satisfactory. The governing body takes an active interest in the day-to-day life of the school and ensures the budget is used efficiently. The school runs very smoothly on a

day-to-day basis. There has been satisfactory improvement since the last inspection. The school provides satisfactory value for money and has satisfactory capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**

**Annex A**

## Inspection judgements

<b>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</b>	<b>School Overall</b>
--	-----------------------

### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
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?	3
The capacity to make any necessary improvements	3

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
How well learners enjoy their education	3
The attendance of learners	3
The behaviour of learners	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

<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.

## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

## Text from letter to pupils explaining the findings of the inspection

14 November 2007

Dear Pupils

Inspection of Withernsea Junior School, East Riding of Yorkshire,  
HU19 2EG

As you know, a team of inspectors came to your school recently to carry out an inspection. We enjoyed meeting you. This letter is to thank you for helping us with our work and to let you know what we found out about your school.

We feel your school gives you a satisfactory education. The standards you reach by Year 6 in English and mathematics have improved and are higher in English than the school expected. Well done! Your teachers plan a wide range of extra activities for you so that you enjoy your learning. You have many opportunities to learn about people in other countries and have done well to gain the International Award. You know how to keep yourselves safe and the new nurture room helps those of you who have troubles to have a quiet place to gather yourselves together again.

The most important things to do to improve your school are:

- to improve the standards you reach, especially in science
- to make sure you all make good progress and that behaviour in particular does not stop you all learning
- for leaders of the school to write down exactly which areas need the most improvement and to make sure the changes are made as quickly as possible and for your new subject leaders to take a key role in all of this.

You can do your best by working hard, behaving well and listening to your teachers.

We wish you well for the future!

Yours sincerely

Kathleen Yates, Barbara Martin and Geoff Watson