

Ibstock Junior School

Melbourne Road, Ibstock, Leicestershire LE67 6NP

Inspection dates 2–3 March 2016

Overall effectiveness **Good**

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- Leaders, including the governing body, show great ambition for Ibstock Junior School. They have very high expectations of staff and pupils alike.
- The headteacher is fully supported by a highly skilled and committed deputy headteacher.
- Governors know the school well. They make regular visits to see the school in action.
- The headteacher has successfully created a vision for the school which is shared by all staff and governors.
- Leaders have secured rapid improvements in standards in reading, writing and mathematics so that pupils, including those who are disadvantaged, are now well prepared to start secondary school.
- The quality of teaching and learning has improved across the school since the last inspection.
- Pupils make good progress from their starting points in reading, writing and mathematics.
- Pupils behave well around school. They are polite and respectful towards each other and adults.
- Attendance has improved significantly. It is now above national averages.
- Ibstock Junior School is a member of Forest Way Teaching School Alliance. Effective use has been made of this partnership to bring about improvements to leadership and teaching since the last inspection.

It is not yet an outstanding school because

- The school's plans for improvement are not sufficiently detailed to enable governors to hold all leaders to account for the wider aspects of school life.
- On occasions, teachers do not challenge the most-able pupils to achieve as well as they could.
- Pupils' progress in writing is slightly slower than it is in reading and mathematics because teachers do not expect pupils to write consistently well in all subjects.
- Pupils do not have a broad understanding of cultures and religions other than their own.

Full report

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

What does the school need to do to improve further?

- Develop the effectiveness of leadership and management by:
 - making sure that the school's plans for improvement are sufficiently detailed across the wider aspects of school life so that governors can hold leaders, at all levels, to account
 - broadening pupils' knowledge and understanding of religions and cultures that are different from their own.

- Improve the quality of teaching and learning by ensuring that:
 - effective practice is consistently applied across the school
 - teachers provide an appropriate level of challenge for the most-able pupils
 - pupils use the skills that they learn in English lessons equally well when they are writing at length across a range of subjects.

Inspection judgements

Effectiveness of leadership and management is good

- Leaders, including governors, have focused sharply on bringing about the improvements that were required following the last inspection. Their tenacious and systematic approach has successfully driven improvements across the whole school. They have created a culture of high ambition where expectations in all areas of school life have been raised.
- The headteacher is ably supported by a highly committed deputy headteacher. Together, they have created an atmosphere of mutual support and respect throughout the school. As a result, leaders have the full support of the staff team.
- Leaders have given a high priority to raising standards in reading, writing and mathematics. They have implemented a new system of assessment to track the progress pupils make over time. Leaders ensure that teachers' assessments are accurate by giving them time to check the judgements they are making. Senior leaders and teachers regularly discuss the progress pupils are making. As a result, they quickly identify pupils who need additional support and swiftly put in place interventions for them.
- Leaders have developed a curriculum that captures the interest of pupils. Topics such as 'Blood Heart' (about the inner workings of the heart) are thoughtfully planned so that pupils are able to make links across areas of their learning. Pupils study topics in some depth. For example, during this topic, older pupils dissected an animal heart, considered the importance of eating healthily, wrote about the effects of exercise and learned about the functions of the heart while making a model one for themselves.
- There are examples of British values being promoted well. These include the elected school parliament, clear school rules and pupils being awarded certificates for showing respect. Leaders are keen to develop these aspects of pupils' learning even further.
- The leader with responsibility for pupils with special educational needs or disability makes sure that these pupils have the support they need to achieve well. She attends parents' evenings with the class teacher so that she can plan and review teaching programmes that suit the needs of pupils.
- The effectiveness of subject leadership improved following the last inspection. Subject leaders, particularly those responsible for reading, mathematics and the curriculum, successfully brought about changes that had a positive impact on standards and the quality of teaching across the school. Recently, there have been some changes to subject leadership. The headteacher is supporting leaders who are new into post to be able to carry out their responsibilities effectively.
- The curriculum is enhanced by a range of trips and residential visits. Clubs, such as those for football, construction and sewing, are popular with pupils. Pupils spoke particularly enthusiastically about an online reading club, telling inspectors, 'nearly everyone does it. It's great!'. They enjoy receiving rewards for the number of books they read. The school has broadened the range of books available to pupils and it is effective in encouraging pupils to read at home.
- Leaders welcomed the review of the use of pupil premium funding following the last inspection. This funding is now well used to support those pupils who are entitled to it. Consequently, disadvantaged pupils are making the progress expected of them. Leaders were invited to share their effective practice in the use of this funding at a conference of Leicestershire headteachers.
- Additional government funding for primary sports is also well used. A sports coach has been employed so that teachers can improve their skills in teaching this subject. Pupils take part in a wide range of sports, including sports that are part of the Paralympic Games, such as 'boccia', which is a ball sport played by athletes with physical disability. There has been a significant increase in the proportion of pupils taking part in competitive sport. Pupils say that they are proud to represent their school.
- Leaders and governors have welcomed the support they have received from Forest Way Teaching School Alliance and the local authority. The headteacher and governors acknowledge that this support has been instrumental in bringing about improvements in leadership and governance.
- Parents who responded to the online survey, Parent View, were overwhelmingly positive about the school. Parents who met with inspectors as they brought their children to school spoke very highly of the changes that the headteacher has implemented since he was appointed. All parents who expressed a view would recommend the school to others.

■ The governance of the school

- Governance is very effective. Minutes of meetings show that governors ask challenging questions of school leaders. If they do not receive sufficiently detailed answers, they ask for more information to be provided.
 - Governors make regular visits to school to see it in action for themselves. They meet with school leaders to check that all aspects of school life, including the progress of pupils, safeguarding and health and safety, are effective. If they spot that further improvements can be made, these are discussed and, if it is appropriate, action is taken to make the changes that are necessary.
 - Governors check that the headteacher's management of teachers' performance is robust. They receive a detailed report from the headteacher. They are not afraid to withhold a pay increase if they have evidence that a teacher has not performed well enough.
- The arrangements for safeguarding are effective. All staff receive training in child protection and appropriate checks are made when new staff join the school. Governors are also trained in safeguarding procedures. Pupils say that they feel safe, a view supported by parents. They know that they can talk to a trusted adult in school if they have any worries.

Quality of teaching, learning and assessment is good

- Leaders have focused on systematically improving the quality of teaching since the previous inspection. It is now consistently good.
- Teachers plan lessons that engage the interest of pupils. This means that pupils enjoy their lessons. Almost all pupils have positive attitudes to their schoolwork.
- Teachers use their strong subject knowledge well to help pupils refine and improve their work. For example, in a mathematics lesson, pupils were able to explain that their teacher had shown them how to improve their accuracy when adding decimals. One pupil who was about to start a calculation remarked, 'I'm definitely doing that next time!'.
- Teachers typically make effective use of assessment to promote pupils' learning. Where this is most effective, teachers check pupils' understanding carefully and correct any misconceptions pupils may have. However, occasionally, teachers do not spot that the most-able pupils are capable of being challenged to achieve more.
- Teaching assistants support pupils' learning effectively. They are skilled at asking questions that will challenge pupils to think and improve their work. Teaching assistants use praise and encouragement well, which is motivating for pupils.
- Homework promotes learning well. Pupils say that they welcome the opportunity to continue their learning at home.
- Pupils enjoy reading. Additional books have been bought for the library to appeal to pupils of all ages. Pupils say that they enjoy the new books and would like even more. Those at an early stage of reading draw upon a range of skills when they are working out unknown words. Some pupils benefit from a six-week 'reading coaching' programme to accelerate their reading skills. As their reading improves, pupils develop quite distinct preferences for genres and authors.
- All teachers have successfully made improvements to their practice since the previous inspection. However, the headteacher acknowledges that there is still work to do to make sure these improvements are consistent in all classes.
- Every morning, pupils practise important skills such as spelling, punctuation, grammar, comprehension or multiplication tables. Pupils' knowledge and understanding are well developed during these sessions because teachers match the work carefully to pupils' ability.
- Pupils from all classes present work neatly in their books. Teachers provide pupils with useful feedback on their work and additional information to help them improve it further.
- Over recent years, leaders have invested in additional resources, from general classroom equipment to new books and laptops, to support learning. Pupils spoke enthusiastically about the new resources they have in school. They appreciate them and know that this is helping them to learn more effectively.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils typically have positive attitudes to their work. Almost all pupils engage well with their learning and concentrate for long periods of time.
- Pupils enjoy the opportunities they have to take responsibility in school. For example, Year 6 pupils take letters from the office to classrooms or make sure lunch trolleys are moved to the hall for lunchtime. Younger pupils enjoy being eco-monitors, turning lights off and setting up technology in the classrooms.
- The school promotes pupils' spiritual, moral, social and cultural development generally well. There is a school parliament. Pupils write their own manifestoes in order to be voted into office. They visited a school in Leicester to learn about running their parliament. They have organised events which pupils enjoy, such as the recent collection of over 200 bags of clothes, toys and shoes for refugees in Europe. Pupils are proud of this achievement. As one pupil explained, 'We did it ourselves. We felt really good because we helped to save people's lives'. Pupils also took part in Race for Life, raising over £1,800 for a cancer charity.
- Pupils are aware of the importance of having school rules. Pupils' understanding of beliefs and cultures that are different from their own is limited.
- Pupils say that bullying and name-calling are rare at Ibstock Junior School. They are confident that if these were to occur, the adults would deal with it.
- Pupils of all ages talk confidently about safe ways to use the internet. Year 6 pupils visit The Warning Zone in Leicester to learn about aspects of personal safety and receive Bikeability training to teach them to cycle correctly on the roads.
- During the inspection, Ibstock Junior School celebrated World Book Day. Many pupils and staff came to school dressed as a book character. Pupils had the chance to admire each other's costumes during assembly. They were very respectful towards each other, valuing each other's efforts in dressing up for the event. The headteacher took the opportunity to reinforce the school's motto, 'Achieve, Collaborate, Enjoy', making strong links between World Book Day and the enjoyment of reading.

Behaviour

- The behaviour of pupils is good.
- Pupils move around school in a calm and orderly manner. They line up quickly, without fuss, at the end of playtime and when they are going into lessons. Pupils hold doors open for each other. They are polite towards each other and to adults in school.
- During the inspection, pupils remained inside school for one playtime because it had started to snow. Despite the excitement of seeing the snow, pupils occupied themselves sensibly by chatting, reading and playing games such as chess during their indoor break.
- Very occasionally in lessons, a few pupils become inattentive and avoid concentrating on their work. When this happens, teachers deal with it calmly to make sure that learning is not disrupted for other pupils.
- Attendance has improved significantly over recent years. Pupils enjoy coming to school. The headteacher does not authorise time off school for family holidays during term time. Attendance is now above national averages.

Outcomes for pupils

are good

- Outcomes for pupils have improved since the last inspection as a result better teaching, learning and assessment.
- In 2015, there was a sharp rise in the proportion of pupils reaching the expected standards in reading, writing and mathematics by the end of Year 6. In every subject, more pupils achieved the expected standard than do nationally. The proportion of pupils who attained the higher levels in reading and mathematics was above average.
- In 2015, the proportion of pupils who made expected progress in reading and mathematics was above the national average, and close to the national average for writing, by the end of Key Stage 2.

- By the end of Year 6, the proportion of pupils making better than expected progress was above average in mathematics and broadly average in reading. In 2015, too few pupils, including the most able, made better than expected progress in writing. This was because teachers have not insisted on high enough standards in pupils' writing across all subjects.
- Effective, targeted support has made sure that disadvantaged pupils make good progress from their starting points in reading, writing and mathematics.
- Pupils' books and current school assessment information show that pupils are generally making good progress in reading, writing and mathematics. The headteacher is aware that there is scope to accelerate progress further so that it is consistent across the school.
- As a result of the improvement in standards, pupils are well prepared for the next stage of their education.

School details

Unique reference number	119931
Local authority	Leicestershire
Inspection number	10008979

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Junior
School category	Maintained
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Michelle Venezia
Headteacher	Phil Lewin
Telephone number	01530 260481
Website	www.ibstockjuniorschool.co.uk
Email address	administration@ibstock.leics.sch.uk
Date of previous inspection	14–15 October 2014

Information about this school

- This is an average-sized junior school.
- Most pupils are of White British heritage and speak English as their first language.
- The proportion of disadvantaged pupils who are supported by the pupil premium is slightly lower than average. This is additional government funding for those pupils known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of pupils with special educational needs or disability is average.
- The school is a member of Forest Way Teaching School Alliance.
- The school meets the government's floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2 in reading, writing and mathematics.

Information about this inspection

- Inspectors observed 18 lessons, or parts of lessons, some of which were observed jointly with the headteacher.
- Inspectors held discussions with the headteacher, the deputy headteacher, the leader with responsibility for pupils with special educational needs or disability and three other members of staff.
- Inspectors met with six members of the governing body, including the Chair of the Governing Body, and representatives from the local authority and Forest Way Teaching School Alliance.
- Inspectors heard pupils read, looked at samples of pupils' work and held discussions with three groups of pupils.
- Inspectors observed a range of activities, including playtime, assembly and pupils moving around school between lessons.
- Inspectors looked at a range of documentation, including records relating to safeguarding and attendance, the school's plans for improvement and self-evaluation, and minutes of governors' meetings.
- Inspectors took account of the 19 responses to the online survey, Parent View, and spoke with parents at the start of the school day.

Inspection team

Di Mullan, lead inspector	Her Majesty's Inspector
Caroline Oliver	Ofsted Inspector
Richard Waldron	Ofsted Inspector

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