

Harewood Junior School

Inspection report

Unique reference number	115492
Local authority	Gloucestershire
Inspection number	379081
Inspection dates	25–26 January 2012
Lead inspector	Jane Neech HMI

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	286
Appropriate authority	The governing Body
Chair	Mark Lockett
Headteacher	Andrea Mills
Date of previous school inspection	8–9 December 2010
School address	Harewood Close Gloucester GL4 0SS
Telephone number	01452525364
Fax number	01452525364
Email address	head@harewoodjunior.co.uk

Age group	7–11
Inspection date(s)	25–26 January 2012
Inspection number	379081



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)
[Store St](#)
[Manchester](#)
[M1 2WD](#)

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012



Introduction

Inspection team

Jane Neech

Her Majesty's Inspector

Margaret Simmonds-Bird

Additional inspector

Richard Barnard

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons taught by 12 teachers, amounting to approximately 11 hours of teaching. Inspectors carried out joint lesson observations and learning walks with senior leaders and listened to pupils reading. They held discussions with members of the governing body, groups of pupils, parents and carers and staff. Inspectors consulted the online questionnaire (Parent View) in planning the inspection, although at the time there were no responses recorded. The team observed the school's work, and looked at a range of documentation, including that relating to safeguarding practices and the school's self-evaluation and development planning. The team evaluated questionnaire responses from 79 parents and carers, 100 pupils and 21 staff.

Information about the school

Harewood Junior School is a larger than average school, situated to the south of the city of Gloucester. The proportion of pupils known to be eligible for free school meals is below the national average. The proportions of pupils from minority ethnic groups and who speak English as an additional language are below those found nationally. The proportion of disabled pupils and those who have special educational needs is higher than the national average. The school meets the current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Key Stage 2. There is an independent before- and after-school club on site. The school shares the same site with the infant school. Among the school's accreditations are National Healthy Schools Status and the full International School Award. Following its last section 5 inspection in December 2010, the school was given a notice to improve.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

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.

- Harewood Junior School provides a satisfactory education.
- Good leadership and a rigorous approach to monitoring and support are leading to clear improvements in teaching. The best teaching now engages pupils well, with teachers making good use of assessment and marking.
- All pupils, including disabled pupils and those with special educational needs, make satisfactory progress from their starting points, and their rate of progress is now beginning to accelerate in English and mathematics.
- Pupils’ achievement in mathematics is improving and they achieve standards in line with national expectations. School data and predictions for the current Year 6 show a strongly improving picture of performance for all groups, including higher attaining pupils, disabled pupils and those with special educational needs.
- Pupils do not do so well in English, but their achievement is also improving. In some literacy lessons, tasks are not sufficiently well matched to pupils’ needs through the use of ongoing assessment, and so the pace of learning slows and pupils do not always make the progress of which they are capable.
- Pupils behave well, feel safe and have positive attitudes to learning. Their attendance and punctuality are good.
- There is good leadership at all levels which is driving the school forward. Since the last inspection, there have been measurable improvements in the quality of teaching, together with a sharper accountability for pupils’ performance. All staff and governors are fully involved in the school’s self-evaluation and there is a school-wide commitment to continuous improvement.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

What does the school need to do to improve further?

- By July 2012, ensure pupils make consistently good progress in English and that teaching in English is as good as that seen across other subjects, by:
 - making sure assessment in lessons is linked closely to pupils' individual needs
 - increasing opportunities for younger pupils to use their knowledge of the sounds letters make in words when reading and spelling
 - increasing the variety of opportunities for reading in lessons for all pupils
 - raising teachers' expectations of the amount of written work produced by some pupils
 - ensuring groups working independently in guided reading sessions have a clear focus for their work and have appropriate resources, such as key questions and prompts.

Main report

Achievement of pupils

School assessment data show that pupils enter school with levels of attainment that are broadly in line with national expectations. Parents and carers completing the school's own questionnaires relating to the transition from Key Stage 1 overwhelmingly report that their children settle well when they join the junior school. Early on in their first autumn term, teachers assess pupils and results show that a number of them regress in English and mathematics during the summer holidays, from their performance in Key Stage 1 national tests. To counter this, teachers generally place a particularly strong emphasis on the development of pupils' basic skills in literacy and numeracy so that, as a result, all pupils make satisfactory progress and some are beginning to make good progress. However, occasionally the tasks set which require reading are too easy, or the text itself is too difficult, so that pupils achieve less than they might in the lesson.

By the time pupils reach the end of Year 6, their performance is broadly in line with the national averages in English and mathematics, with performance in mathematics being stronger. School data show an improving picture of performance for pupils at the end of the current Year 6, including that for higher attaining pupils; 2011 results are predicted to be significantly exceeded. School tracking systems show that the progress of disabled pupils and those with special educational needs is improving as the result of effective interventions in English and mathematics, so that their performance is broadly in line with national expectations. School tracking shows that any previous gaps in performance are steadily closing and the school is set to exceed the floor standard in 2012.

Pupils are proud of their work and display positive attitudes to the challenges set for them. In lessons, pupils are generally well supported and keen to discuss mathematical investigations with one another. Pupils converted fractions into

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

percentages with confidence because the teacher was encouraging by continually checking their methods and understanding. Parents and carers appreciate the opportunity, during weekly drop-ins, to find out how well their children are progressing and look at their children's work.

The standard of pupils' reading and their progress in reading, including those with weaker skills, are generally in line with expectations. Pupils know the difference between fiction and non-fiction books but are less familiar with other sorts of books, such as poetry and research books. The school provides a small library where pupils can borrow books, although access to it during lessons for research is limited due to its size and location. The school has plans in place for pupils to be librarians and further promote the library to the rest of the school. Some parents and carers commented that their children were making slower progress in reading than in other subjects. The inspection evidence agrees with parents and carers that pupils' progress in reading is, at times, too slow. The school encourages pupils to read independently, and supports those pupils who do not read regularly at home.

Quality of teaching

Within the school's satisfactory teaching there are strong aspects, such as teachers' subject knowledge, planning and marking. In a literacy lesson which linked English with science, the teacher kept pupils effectively focused on using connective words related to their understanding of the water cycle, which linked cause and effect. In a guided reading lesson, the teacher kept the learning going at a good pace through good use of questions relating to pupils' understanding of similes. However, pupils working independently in English lessons are sometimes less engaged because the tasks set lack a clear focus.

Teachers generally use their assessment of pupils' prior learning to set new tasks. When this happens, pupils learn well because the levels of challenge are high. Through an effectively planned curriculum, pupils' use of their imaginations and creativity in their learning is good. In an art lesson, pupils produced good detailed drawings as a result of the teacher's excellent subject knowledge, prior assessment of pupils' skills and high expectations. Pupils were fully engaged and motivated by the teaching and persevered with their work. Parents and carers appreciate the creative curriculum, which has a positive impact on pupils' spiritual, moral, social and cultural development. However, some teaching in English is not always matched to the needs of individuals, and so pupils make insufficient progress in the lesson and some pupils do not write enough. Literacy lessons do not always engage pupils as well as lessons in other subjects.

Pupils' work is marked thoroughly. There were some particularly good examples of marking in English and mathematics books which gave pupils clear advice and guidance about how to improve, as well as celebrating their achievements. In mathematics lessons, teachers often reshape groups of pupils during the lesson as a result of their assessments. In a lesson focusing on the properties of geometrical angles, the flexibility in groupings meant that the teacher was able to put together a

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

small group during the lesson to respond to the previous day's marking. As a result, all individuals were helped to overcome any misconceptions. However, teachers sometimes miss the opportunity to reshape tasks during lessons, especially in English, and give pupils feedback.

Behaviour and safety of pupils

Pupils enjoy school. Attendance and punctuality are good and improving further. Pupils are polite and behaviour is good. In the most effective lessons, behaviour is, at times, outstanding. During the inspection, in an assembly attended by parents and carers, pupils conducted themselves well and were keen to join in. Friendships between different groups are strong and pupils work enthusiastically together in lessons. Adults consistently model positive relationships and consequently the atmosphere in lessons is harmonious. Older pupils especially like the way lessons are sometimes punctuated with humour from the teacher, encouraging their response. A very small minority of parents and carers, responding to the questionnaire, had concerns about the behaviour of individuals disrupting lessons. During the inspection, in the lessons where teaching was no more than satisfactory, some pupils, at times, were distracted and became restless and less engaged.

Pupils know about different forms of bullying and, for example, the difference between 'falling out with your friend for a day' and persistent bullying. The vast majority of pupils say they feel safe every day in school. Each class has a set of class rules, formed with pupils, and these mirror the whole-school policy on behaviour. Sanctions are rigorously applied and adhered to. Any incidents of behaviour which potentially compromise pupils' safety are dealt with swiftly and in accordance with the school's behaviour policy. Pupils say that everyone generally gets on well together at playtimes and older pupils willingly take responsibility for games and play equipment.

Leadership and management

Since the previous inspection, robust leadership has been instrumental in bringing about improvements in teaching and learning through the rigorous monitoring of subjects. Parents and carers say that the school has improved in all areas under the new leadership, and they are right. Through performance management supported by effective staff development, staff are accountable for pupils' progress. They have welcomed the opportunity for leadership roles and a greater involvement in the school's work. Consequently, standards continue to rise. Professional development opportunities have given teaching assistants the opportunity to increase their input into lessons, and this they do well.

The good curriculum is marked by its creativity, for example in art and drama. In drama, pupils practised excerpts from Shakespeare's plays to be performed with professional actors. Topics for assemblies bring a multicultural perspective to pupils' learning. Year 3 pupils expertly presented an assembly to the whole school and visitors, focusing on the Chinese New Year. As a result, pupils are developing an

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

understanding of different cultures and this is reflected in the school's International School Award. The broad range of experiences offered to pupils, together with the positive relationships across the school, means that pupils' spiritual, moral, social and cultural development is good.

The governing body has carried out an audit leading to the redefining of governors' roles and responsibilities. Added to this, as a result of training, governors now understand far better how to challenge and support school performance. Governors are well informed about the school and ensure that statutory requirements for safeguarding are well met. They listen to and, where necessary, act upon the views of pupils.

Senior leaders and governors promote equality and tackle discrimination effectively, not least with their relentless focus on improving teaching and the progress of all pupils. The quality of pupils' work in books over time, in lessons and displays shows that in this the school is being successful. The school's successes in improving teaching, pupils' positive attitudes to learning, and the accountability of all staff for improving pupil performance, together with the strong leadership at all levels, demonstrate that the school has a good capacity for continuing to sustain its journey of improvement.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.

27 January 2012

Dear Pupils



Inspection of Harewood Junior School, Gloucester GL4 0SS

Thank you for welcoming the inspection team on our recent visit. We came to see how well you are learning. We enjoyed our two days with you at your friendly school. Thank you for reading to us and for talking about your work and what it is like to be a pupil at your school. This letter is to tell you what we found out.

Your school gives you a satisfactory education and is improving all the time because it is well led. You, your parents and carers, and Mrs Mills, your headteacher, told us that you are now making better progress, especially in mathematics. They are quite right. You are also making progress in English, but not quite as much as in mathematics. Teaching in your school is satisfactory and improving. You behave well in lessons, especially those lessons that are well taught. You told us that you feel safe in school and know the difference between not getting along with a friend and being bullied. You enjoy your learning because your curriculum is interesting. We were impressed by how the school listens and acts on your views about keeping everyone safe, such as providing a new handrail for the playground steps. You come to school regularly and on time, so that your attendance is above average.

Mrs Mills, the staff and the governors all want to make your school even better. We have suggested that in English lessons teachers should:

- use assessment more to match the tasks they give you to your abilities
- give those of you learning to read more opportunity to practise the sounds letters make in words
- increase the range of opportunities for all of you to read in lessons
- challenge you to increase the amount of writing you do in lessons.

For you, the most important things are to carry on behaving well, to read regularly at home and at school and to enjoy learning new things.

Yours sincerely

Jane Neech
Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**