

High Greave Junior School

Inspection report

Unique Reference Number	106841
Local authority	Rotherham
Inspection number	377473
Inspection dates	16–17 January 2012
Lead inspector	Jane Hughes

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	180
Appropriate authority	The governing body
Chair	Lorraine Boyda
Headteacher	Matt Freeston
Date of previous school inspection	21 October 2008
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Introduction

Inspection team

Jane Hughes
Jennifer Firth

Additional inspector
Additional inspector

This inspection was carried out with two days notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed seven teachers teaching 10 lessons, of which two were joint observations with members of the senior team. In addition, the inspection team made short visits to a few 'support lessons' where trained assistants provide specialist support for pupils with special educational needs. Meetings were held with two groups of pupils, the Chair of the Governing Body and school staff, including senior and middle managers. The inspectors observed the school's work and evaluated a range of documents, including the school improvement plan, the safeguarding and equality policies, and minutes of the governing body meetings. They listened to some pupils read. Inspectors also analysed 69 parents' and carers' questionnaires and others completed by pupils and staff.

Information about the school

This school is of smaller than the average size when compared to other similar schools. The proportion of pupils known to be eligible for free school meals is more than twice the national average. Most pupils are from White British backgrounds. The proportion of disabled pupils and those with special educational needs is well above average. The school meets the current government floor standards. The school has achieved Healthy School status and the Investors in People award.

Prior to and since the school's previous inspection, there has been prolonged and significant staff turbulence, particularly within senior leadership. An acting headteacher and an acting deputy headteacher led the school throughout 2010/11. In September 2011, a substantive executive headteacher was appointed to lead the federation, which took place with the adjoining High Greave Infant School in December 2011. There is a substantive deputy headteacher in each school. The schools share a joint governing body.

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	4
Achievement of pupils	4
Quality of teaching	4
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- In accordance with section 13 (3) of the Education Act 2005, Her Majesty’s Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils’ achievement in reading, writing, communication and mathematics. Improvement is also required in the quality of teaching.
- Pupils’ achievement is inadequate. Although higher than at the time of the last inspection, attainment is low in reading, writing, communication and mathematics by the end of Year 6. Pupils, including disabled pupils and those with special educational needs, do not learn and progress rapidly enough. Attainment is rising most rapidly in reading, largely due to the well structured daily reading programme, ‘book club’.
- Teaching is inadequate. Although no inadequate teaching was observed during the inspection, weak teaching over time has led to pupils making inadequate progress. The currently satisfactory quality of teaching, seen by inspectors and also by senior leaders during their regular monitoring activities, is not good enough to make up for pupils’ previous underachievement.
- Pupils typically behave well and have a clear understanding of the behaviour code. They say they appreciate the orderly environment and feel safe in school. Parents and carers confirm that the school is a harmonious community. Everyone treats each other with respect. Adults provide strong role models for pupils.
- The headteacher, deputy headteacher and governing body know the school’s strengths and weaknesses and share an ambitious vision. They have raised morale and established a good climate for learning. The school is a stable and cohesive community. Some planned improvements by leaders and managers

have still to take effect. The school demonstrates a satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Raise attainment and accelerate pupils' achievement in reading, writing, communication and mathematics through improving the overall quality of teaching to at least good by:
 - ensuring the current assessment systems are used to support pupils' learning effectively
 - ensuring teachers' marking and the feedback they give to pupils enables them to improve their work
 - improving the precision of adults' modelling of spoken English
 - ensuring the consistent use of the learning walls in classrooms so that information is readily accessible to pupils
 - ensuring the curriculum provides more exciting opportunities for learning.

- Review and develop the provision for disabled pupils and those with special educational needs by:
 - ensuring effective leadership of the provision for this group of pupils
 - implementing a greater range of appropriate support programmes
 - tracking, monitoring and reviewing these pupils even more closely to ensure that they are making nothing less than good progress
 - ensuring adults receive a wider variety of effective training to meet the needs of these pupils.

- Sharpen the impact of leaders, managers and the governing body by:
 - ensuring staff have clearly defined responsibilities
 - sharing key strengths and developing similarly high expectations and challenge across the federated schools.

Main Report

Achievement of pupils

Pupils' attainment is low. Unvalidated National Curriculum test data for 2011 and pupils' current work and skills show that pupils' attainment in reading is rising more rapidly than in writing or mathematics, although all elements remain low by the end of Year 6. Pupils' skills on entry to Year 3 are low in reading, writing, communication and mathematics. However, the youngest pupils are making the fastest progress in their learning because they are benefitting from the high expectations adults have of their behaviour in lessons right from the time they join the school. Gaps in performance are narrowing compared with all pupils nationally but at too slow a rate. This includes those pupils known to be eligible for free school meals.

Pupils are confident to engage in dialogue and answer teachers' questions. However, their communication skills overall are poor. The less-able pupils struggle to read from low starting points. Their knowledge of how to pronounce sounds and then articulate

and spell words is hindered by imprecise spoken language models offered by adults at times in lessons.

Pupils persevere well with tasks and enjoy working with their talk partners in lessons. However, the volume of work they produce varies. The presentation of pupils' work is sometimes untidy. Where teaching is good, pupils hang on to the adults' every word. For instance, when planning to write a diary extract, pupils in Year 6 sat engrossed as they experienced how their teacher would plan hers. She demonstrated this, drafting out her extract on the board, murmuring out loud to herself about what needed to improve. As a result, pupils said they felt equipped to do the same. They understood more clearly how to write, re-read and then improve their own accounts to make them more powerful. Pupils respond particularly well to practical activities. For example, those attending extra activities at lunchtimes learn well and enjoy building the working electrical circuits for miniature fans from kits.

Pupils with disabilities and those with special educational needs make slow progress. There is only a relatively small but increasing range of specific support programmes to meet their needs. Pupils relish regular mentoring sessions, which help them to enjoy their learning and to engage more actively in lessons. Although teaching assistants have received some effective, additional training to help them support pupils' individual learning requirements more efficiently the breadth of training lacks variety. Consequently, they are not always successful in meeting the needs of some pupils.

Parents and carers, including those of disabled pupils and pupils with special educational needs, confirm that they are happy with how their children learn and progress in school. They are rightly happy that the climate for learning is good and that their children enjoy coming to school. Even so, inspection findings show that pupils are not making rapid enough progress and as a result, their attainment is too low.

Quality of teaching

The quality of teaching is inadequate. Although the quality of teaching seen during the inspection was satisfactory and some was good, which reflects the school's own monitoring; this has not always been the case. Frequent staff absence and turnover in the past, coupled with an insufficient focus on developing pupils' skills in reading and writing in particular has meant that the large majority of pupils did not make the progress of which they were capable.

Parents and carers are complimentary about how well their children are taught and link improvements firmly and correctly to the headteacher's new methodologies. They say, 'children are a lot more willing to learn'. In the best lessons, teachers use questioning effectively to check what pupils know, understand and can do. They consolidate previous learning carefully, including during book club each morning, where pupils review where they are up to in their reading. The curriculum is evolving with new approaches planned. Some effective links already exist between subjects, particularly during topic work, to stimulate pupils' interests. Activities are carefully resourced. Even though many faulty computers await immediate replacement, teachers and support staff encourage pupils to use new recording equipment to store

their work, play it back and then write down some of these phrases and sentences. This works particularly well in meeting the individual requirements of disabled pupils and those with special educational needs.

When teaching is less successful, inconsistencies are evident. For instance, marking is usually regular but does not always provide pupils with clear information about the next steps required to improve their work. Teachers do not encourage pupils to pay close attention to the presentation of their work so this is often untidy. Learning walls are in every classroom but are used to variable effect. Although teachers remind pupils that there is information on these walls to help their independent learning, the displays are sometimes too small for pupils to use efficiently during lessons. Teachers make certain that pupils know their targets and the levels at which they are working. However, assessment procedures are not always used to support pupils' learning. Staff provide good role models for pupils, encouraging them to always do the right thing and to treat others with respect. This contributes appropriately to pupils' satisfactory spiritual, moral, social and cultural development.

Teachers take responsibility for the progress pupils make in their classes. They analyse information pertaining to each pupil with increasing accuracy, although the information gathered is not always used effectively enough to move pupils' learning forward at an accelerated pace. This is also the case for disabled pupils and those with special educational needs. Intervention diaries are maintained to record the support provided for pupils with special educational needs. This is helping to establish an overview of provision and its impact on each individual. Newly introduced individual behaviour plans are also drawn up as required. Supportive partnerships exist with outside agencies. Effective mentoring is successful in dismantling specific barriers to learning that previously prevented pupils from engaging purposefully in school life.

Behaviour and safety of pupils

Standards of behaviour and the safety of pupils are typically good over time. Pupils of all ages respond positively in lessons and, in particular, to the small group teaching of reading. They say that they really enjoy these sessions. Older pupils show self-discipline as they make the most of independent learning activities linked to topic work on India. Most parents and carers who returned the inspection questionnaire confirm this. Pupils agree and know that they can approach any adults if they have concerns. Pupils move calmly around the school. They conscientiously observe the 'three miles an hour' rule as they walk down the long, central corridor. Pupils also agree that they take good care of each other. They praise the system of behaviour wristbands that pupils wear and thoroughly appreciate this new system of rewards and sanctions that have helped to strengthen behaviour significantly over the past year.

The school environment is relaxed and supportive. Pupils are increasingly confident in sharing their knowledge and understanding in lessons. Pupils know how to keep themselves safe and have a good understanding about internet safety. Parents and carers of disabled pupils and those with special educational needs praise how well their children are nurtured in school.

Incidences of bullying are rare and almost all parents, carers and pupils express confidence in the school's systems for dealing with bullying and harassment. Incidents of name-calling or racism are also rare.

Attendance is average and improving due to effective mentoring. The promotion of regular attendance remains an ongoing focus for the school's leaders. The large majority of pupils usually arrive on time. A good number attend the happy and relaxed breakfast club where pupils mix happily across all age groups within the two federated schools.

Leadership and management

Senior leaders provide strong and ambitious leadership and direction for the school. They have a clear knowledge of what needs to improve, particularly regarding the quality of teaching, to assure the school's long-term success. Improvements in attainment, quality of teaching, behaviour and staff stability demonstrate the school's capacity for further improvement. Parents and carers state that 'improvements really stand out as the school has taken a dramatic turn in the right direction.' The clear emphasis on professional development through coaching and mentoring has eradicated inadequate teaching. The staff team are highly supportive of one another. The new federation with the adjoining infant school has started to develop continuity of approach, although it is too early to see sustained impact. Good partnership work with parents, carers, and external agencies add value to the school's work.

The supportive governing body holds the school to account satisfactorily. Senior leaders regularly share information with the governing body. This open approach underpins an effective partnership.

The school knows the circumstances of its pupils well. Most recent policies and procedures are now rigorously implemented to help ensure equality of opportunity. No discriminatory practice is tolerated. Much effective action is being taken to improve the provision for all groups of pupils, including disabled pupils and those with special educational needs. For example, inclusion meetings and joint reviews held with the infant school staff increasingly support effective transition. Even so, senior leaders have identified that the recording of provision and tracking of progress for disabled pupils and those with special educational needs lacks sufficient detail. Adults have not undertaken a wide range of effective training to support pupils, although this is planned as part of the already formulated review of staffing responsibilities.

The curriculum is satisfactory. Although it is evolving and increasingly engages pupils in their learning, there are still not enough planned opportunities that really excite them. Pupils' spiritual, moral, social and cultural development is satisfactory. The curriculum fosters spiritual growth through song, dance and performance, along with a sense of community and inclusive values. Pupils follow a clear moral code. They are encouraged to, and successfully, take on responsibilities.

There are well established lines of communication between home and school. Parents and carers confirm that 'staff are very approachable and help with problems in and out of school.'

The school meets requirements with regard to safeguarding. Staff identify risks and pupils are helped to recognise potential hazards.

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.
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.



18 January 2012

Dear Pupils

Inspection of High Greave Junior School, Rotherham, S65 3LZ

Thank you on behalf of the inspection team for your friendly welcome when we came to inspect your school. We enjoyed meeting you and listening to your views. We were impressed with how well you behave and get on together. You told us that the way everyone behaves is much better now than it was previously. You told us that you feel safe in school and enjoy being pupils at High Greave Juniors. Your parents and carers also confirmed these views.

While these aspects of your school are strong, we judge that your school needs to improve quickly in other areas. We have asked your headteacher and all the other adults in school to do several things to improve High Greave Juniors.

First, we want the headteacher and all the staff to help you to reach higher levels in your work and to make faster progress. Second, we also want them to make sure that disabled pupils and those with special educational needs have their work and progress carefully planned and checked so that they too do as well as they can in school. Last of all, we want all the adults, including the governing body to help your school to become more successful as quickly as possible.

We have given your school a notice to improve. This means that other inspectors will come back in a few months to check on how much improvement is being made. You can all help by continuing to behave well, coming to school regularly and on time, and by trying your very best in every lesson. In particular, please make a special effort to write and present your work neatly.

I send you our very best wishes for the future.

Yours sincerely

Jane Hughes
Lead inspector

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