

# Harewood Junior School

## Inspection report

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<b>Unique Reference Number</b>	115492
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	357759
<b>Inspection dates</b>	8–9 December 2010
<b>Reporting inspector</b>	Linda McGill HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Foundation
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	287
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mark Lockett
<b>Headteacher</b>	Andrea Mills
<b>Date of previous school inspection</b>	29 April 2008
<b>School address</b>	Harewood Close Gloucester GL4 0SS
<b>Telephone number</b>	01452 525364
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<b>Email address</b>	head@harewood-jun.gloucs.sch.uk

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## Introduction

This inspection was carried out by two of Her Majesty's Inspectors and an additional inspector. They observed 13 parts of lessons and two sessions of support for pupils with particular learning needs, taught by 14 teachers. They also visited classes to examine pupils' books. Discussions were held with senior staff and middle leaders, the learning mentor, the Chair of the Governing Body and groups of pupils. The inspection team observed the school's work, and looked at a range of documents including policies, minutes of meetings of the governing body, the school's plan for raising attainment and records of checks made on pupils' progress and the quality of provision. Questionnaires returned by 145 parents and carers, 98 pupils and 18 members of staff were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Has underachievement been eradicated and are pupils working at the levels they should be, taking their starting points into account?
- Does the provision for pupils identified as having special educational needs and/or disabilities enable them to make at least satisfactory progress in lessons and over time?
- Does the curriculum give sufficient emphasis to the development of basic skills, especially in literacy?
- How far have changes to the school's systems and organisation been embedded, to ensure that there is capacity for sustained improvement?

## Information about the school

Harewood Junior School is larger than a typical primary school. It serves a suburban area to the south of Gloucester and the pupils reflect the local population. Over 90% of pupils are of White British heritage; the next largest group comprises pupils of mixed White and Black Caribbean backgrounds. About a quarter of the pupils have been identified as having special educational needs and/or disabilities, which is higher than the national average. The proportion of pupils known to be eligible for free school meals is lower than the national average.

The school became a Trust School at the start of this academic year. It works in partnership with several providers including a primary and a secondary school and other county-wide organisations. The school has a number of awards including Healthy School Plus status.

The headteacher took up post three months ago. Prior to her appointment, the post had been filled in an acting capacity for a number of years.

**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: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**3**

## Main 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 and to governance.

Pupils have been underachieving for some time. Taken overall, their attainment when they start in Year 3 is above average. The school's results in national tests and the teachers' assessments carried out last year show that, by Year 6, attainment is below and sometimes well below average in both English and mathematics. Pupils have not made sufficient progress, therefore their achievement is inadequate. This applies equally to all groups of pupils; boys and girls and pupils who have special educational needs and/or disabilities have all underachieved.

This picture is rapidly changing. Over the past three months, changes implemented by the headteacher and taken on wholeheartedly by teachers in the classroom have had a substantial impact on pupils' progress. Expectations of pupils' capabilities have risen sharply. Many pupils are making swift progress and are closing the gap on the levels of attainment that are expected for their age. There is still a way to go, however, before all fulfil their potential and reach above-average levels. Some underachievement remains, but is being tackled with determination.

The school currently provides a satisfactory quality of education. There are strengths in the teaching, but there are some variations in the skills and expertise of teachers from one class to another. Teaching assistants are not always deployed to best effect during whole-class teaching sessions. Through the regular checks that are carried out on teaching, teachers' planning and the assessments of pupils' attainment, leaders have an accurate understanding of areas of strength and where improvements need to be made. The school's plan for raising attainment is succinct and well-focused, and contains challenging targets for pupils' attainment and progress.

The curriculum makes a good contribution to pupils' personal development, especially through the extensive range of enrichment activities that help bring learning to life. There is a reasonable balance between the basic skills in English and mathematics and the thematic approach to other subjects. The school's planning for community cohesion is exemplary, although the evaluation of its impact is not so well developed.

The pupils are responding well to the increased rigour in lessons. They are keen to learn and they behave well. They talk knowledgeably about their learning targets and what they have to do to meet them. Their increased enjoyment of learning is reflected in their attendance which has risen to above-average levels.

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The effectiveness of the governing body is inadequate. The governing body did not recognise the extent of the school's underperformance. Neither did it check that the areas for improvement identified at the last inspection had been dealt with successfully. The lack of challenge means that the governing body has insufficient impact on the school's work and strategic direction.

Under the skilful and determined leadership of the headteacher, a great deal has been achieved in a short space of time. Other leaders and teachers appreciate the much-needed sense of direction, high expectations and the fact that they have been enabled to carry out their roles effectively. 'We couldn't have got anyone better,' said one member of staff. Self-evaluation is accurate and changes are sufficiently embedded. Taken together with the improvement in pupils' progress and rapidly rising attainment, the school has a satisfactory capacity for sustained improvement.

### **What does the school need to do to improve further?**

- Further accelerate pupils' progress so that all achieve as well as they should by:
  - making sure that the tasks pupils are asked to do more closely match their learning needs
  - refining teachers' skills in assessing pupils' understanding during the course of lessons
  - ensuring that pupils move on to more challenging work as soon as they are ready
  - developing the work of teaching assistants so that they provide effective support for pupils in all parts of lessons.
- With the support of the local authority, increase the governing body's impact on the work of the school by:
  - ensuring that members of the governing body receive guidance and training to enable them to understand how they should hold the school's leaders to account for its performance
  - devising and implementing a schedule of meetings and other activities that ensures the work of the governing body is systematic
  - making sure that minutes of meetings record in more detail how statutory responsibilities have been fulfilled.

### **Outcomes for individuals and groups of pupils**

**4**

Currently, pupils are making satisfactory and sometimes good progress in lessons. Observations of lessons and scrutiny of pupils' books confirmed that progress has accelerated and pupils are catching up on where they should be, although many are not there yet; some underachievement remains. The pupils are rising to the challenge of higher expectations and a crisper pace to lessons. In an English lesson, for example, pupils concentrated intently on a piece of writing to identify embedded clauses, effective ways of starting a sentence and sophisticated connectives. They were then able to apply this understanding to their own work. Pupils do not make consistently good progress in lessons, however. Sometimes teachers do not notice when pupils have fully grasped an idea, which means they mark time rather than moving on quickly. Pupils who have special

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educational needs make good progress during sessions that are sharply targeted on their particular needs. Their progress in other lessons is not as swift as this, because the work is not so carefully matched to what they need to do next.

Pupils are enthusiastic about keeping healthy. Every pupil who completed the questionnaire agreed that the school helps them lead a healthy life. All pupils make a contribution to the school and the wider community, for example as 'buddies' and referees, by representing others' views on the school council, raising funds for charity and helping elderly people. Pupils feel safe and have a good awareness of how to keep themselves safe, for example when using the internet. They work very well together, able to take turns and negotiate with one another. They learn enterprise skills through activities such as running the school's bank and selling snacks at break time, applying their mathematical knowledge. During this inspection, pupils were making items to sell at the forthcoming Christmas Fair. These skills and their above-average attendance mean that they are well equipped for the next steps in their education and the wider world. Pupils' spiritual, moral, social and cultural development is good and their cultural development is particularly strong. The school ensures, through its rich curriculum and the work on community cohesion, that pupils gain a good understanding of life in multi-cultural Britain.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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## How effective is the provision?

Teachers have a good understanding of pupils' attainment, because assessment procedures have been strengthened and information is collected and analysed systematically. Teaching is firmly based on the levels that are expected for pupils' ages nationally, and lesson plans include scope for pupils to work at higher levels. This is leading to the accelerated progress referred to earlier. Closer working in year-group teaching teams is also promoting consistency in provision across classes. Strong features of teaching include good relationships, a brisk pace in lessons, effective management of pupils' behaviour and marking that gives credit for what has been achieved but also makes clear what pupils should do next. There is much good practice, but it is unevenly spread across classes. Not all teachers ask questions equally skilfully to probe pupils' understanding and to make sure that pupils move on to more challenging work straight away. Although tasks are adapted to suit different pupils' needs, it is sometimes done with insufficient precision or relates to the quantity of work expected, rather than the degree of difficulty. The support of teaching assistants is not always used to best effect, particularly during whole-class sessions.

An assembly with a medieval theme encapsulated the successes of the school's approach to the curriculum. The pupils demonstrated clearly how learning in different subjects is linked and brought the topic to life. The school's curriculum plans promote progression in learning and give due emphasis to the basic skills.

Pastoral care is strong. Staff keep a careful watch on potentially vulnerable pupils and work closely with other agencies and families, providing help and support during difficult times. Links with the adjoining infants' school have been strengthened to ensure that pupils settle quickly into their new school and that their learning can continue uninterrupted.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has successfully galvanised the enthusiasm and commitment of staff at all levels. Subject leaders, for example, are taking responsibility for the drive for improvement in their subjects. They welcome the clarity of purpose, ambition and sense of direction which the headteacher has instilled. Whole-school plans for improvement rightly focus on raising attainment and targets are appropriately challenging.

The school works well with parents, seeking and acting on their views, for example, through the parents' forum. Arrangements for keeping parents informed about progress

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are being strengthened. Partnership working is strong in relation to pastoral care and extra-curricular provision, but the effect on pupils' academic outcomes is less evident. The impact of the school's status as a Trust school has yet to be realised. The school's extensive and thorough planning to promote community cohesion shows clearly how the different dimensions of this important work are embedded into the curriculum and school life. Activities, events and links with other communities enrich the pupils' experiences a good deal. Equality of opportunity is one of the strands of the plan. Because pupils are quickly closing the gap on where they should be in their learning, the school is now providing all pupils with equal opportunity to do as well as they can.

The governing body has ensured that statutory responsibilities are met and that arrangements for safeguarding pupils are effective. Although supportive and interested, the governing body has not provided robust challenge or held the school sufficiently to account for its performance.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Views of parents and carers

Parents who returned questionnaires and those who spoke to inspectors were almost all very positive about their child's experience of school. A small number of parents submitted comments, but there was no aspect of the school's work that stood out as of particular concern. A few parents remarked that they would like more information about their child's progress. As noted in the report, the arrangements for informing parents are changing and the frequency of written reports is to increase.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Harewood Junior School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 145 completed questionnaires by the end of the on-site inspection. In total, there are 287 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	46	75	52	3	2	0	0
The school keeps my child safe	69	48	72	50	2	1	1	1
My school informs me about my child's progress	30	21	89	61	20	14	3	2
My child is making enough progress at this school	39	27	84	58	16	11	0	0
The teaching is good at this school	52	36	84	58	2	1	0	0
The school helps me to support my child's learning	43	30	83	57	8	6	2	1
The school helps my child to have a healthy lifestyle	51	35	84	58	4	3	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	43	30	79	54	9	6	1	1
The school meets my child's particular needs	52	36	81	56	5	3	2	1
The school deals effectively with unacceptable behaviour	37	26	88	61	8	6	3	2
The school takes account of my suggestions and concerns	30	21	89	61	13	9	3	2
The school is led and managed effectively	40	28	86	59	7	5	2	1
Overall, I am happy with my child's experience at this school	54	37	80	55	8	6	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## 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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.

**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.**



10 December 2010

Dear Pupils

**Inspection of Harewood Junior School, Gloucester, GL4 0SS**

Thank you for the welcome you gave me and the other inspectors when we visited your school recently. It was good to see you at work and play and to talk to you about your school. What you said and what you wrote in your questionnaires was very helpful when we were thinking about our judgements. I can only give you the headlines in this letter, but ask your parents to show you the full report if you would like to know more.

Your school does a lot of things well. It helps you lead healthy lifestyles, gives you the chance to take responsibility and teaches you a lot about life in Britain and the wider world. The medieval assembly was a very good demonstration of how much pupils in Year 5 had learned in different subjects. We saw that you behave well and enjoy school. We were impressed by your good attendance ♦ keep it up!

There are some things, however, that are not as good as they should be. Last year, and for a couple of years before, the pupils who left Year 6 had not made enough progress in their learning in English and mathematics since Year 3. The governing body had not done enough to stop this happening. Your new headteacher and the staff are determined to put this right and are already making a difference. We have given the school what is called a 'notice to improve'. This means that other inspectors will visit twice over the next year or so, to make sure that your progress has continued to speed up and you are all doing as well as you can. They will also check that the governing body is doing more to keep a close eye on your progress and is asking questions to find out whether your learning is as good as it should be.

You can all help by continuing to do your best in lessons and by telling your teachers if you think you can do harder work.

Yours sincerely

Linda McGill

Her Majesty's Inspector

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