

High Greave Infant School

Inspection report

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|--------------------------------|-----------------|
| Unique Reference Number | 106842 |
| Local Authority | Rotherham |
| Inspection number | 356034 |
| Inspection dates | 15–16 June 2011 |
| Reporting inspector | Alan Lemon |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 188 |
| Appropriate authority | The governing body |
| Chair | Mr Geoff Jackson |
| Headteacher | Mrs June Hitchcock |
| Date of previous school inspection | 13 May 2008 |
| School address | High Greave Road East Herringthorpe, Rotherham South Yorkshire S65 3LZ |
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Introduction

This inspection was carried out by three additional inspectors. Thirteen lessons were observed involving six teachers. Inspectors met with parents, a group of pupils, a representative of the governing body and staff. They observed the school's work, and looked at a range of school documentation such as policies and procedures for keeping pupils safe, data on pupils' academic performance and attendance, work in pupils' books, reports and minutes of meetings. Inspectors scrutinised 67 parental questionnaires as well as staff questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the expectations set by the school for pupils' progress are high.
- The inspectors considered the rigour in measuring the attainment and progress of children in the Early Years Foundation Stage.
- Whether the ways the school encourages pupils to learn are effective.
- How robust school leaders' self-evaluation is in driving improvement and raising attainment.

Information about the school

The school is smaller than average. A high proportion of pupils have special educational needs and/or disabilities. The number of pupils known to be eligible for free school meals is well above average. The large majority of pupils are White British.

The school is part of the Thrybergh Community Learning Partnership, a cluster of primary schools and a secondary school sharing events, activities and resources. The school's awards include the Inclusion Quality Mark, Healthy School status and the Enterprise Award.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. For several years attainment has been significantly below the national average at the end of Key Stage 1. While remaining low in the past three years, attainment at the end of Key Stage 1 is rising strongly. Currently, it is below average. Learning and progress are good in Key Stage 1 and satisfactory in the Early Years Foundation Stage. Improvements in teaching in Years 1 and 2 are having a positive impact and increasing the rate of progress, overall. Most pupils make good progress. Nevertheless, boys' attainment is lower and, overall, is rising at a slower rate, than that of girls. Boys' performance is a significant factor in the overall picture of low attainment. Although good teaching is beginning to make a difference, the school is only intervening to support boys as part of their general strategies to help all pupils who are underachieving or are at risk of underachieving. These strategies are effective for the small number of pupils assigned to them. There is, however, no overall strategy operating throughout the school aimed specifically at all boys, in order to rapidly close the gap with girls.

Teaching is good in Key Stage 1. It has gained strength from improvements in assessment procedures. Rigorous use of assessment, implemented well in most classrooms, gives a sharp focus to planning. Work is generally closely matched to pupils' abilities and it challenges them. Most Key Stage 1 teachers demonstrate skill in promoting effective learning and succeed in engaging pupils. Children in the Early Years Foundation Stage are sometimes not engaged fully in learning, either because work is not matched closely to the wide range of abilities, or because teaching does not capture their interest and attention sufficiently. Assessment is sometimes not used to good effect in this respect. The curriculum is well adapted, overall, in relation to pupils' capabilities and interests but it is proving more effective in promoting learning for girls than boys. While there is much for boys to enjoy, the curriculum is not sharply focused on tackling their low attainment. It provides a wide variety of learning opportunities including visits and events outside school. Good partnerships, through the Thrybergh Community Learning Partnership in particular, serve to enhance pupils' enjoyment of school.

Care, guidance and support are good. All staff are closely concerned with pupils' safety and well-being. The school's ethos and atmosphere are finely tuned to build pupils' confidence and this helps them to form good relationships and a positive outlook. It is a considerable benefit to their spiritual, moral, social and cultural development. Behaviour is good. To a large extent pupils feel safe and understand how to lead a healthy lifestyle. They contribute well to the life of the school and uphold its values.

Leadership is broadly based and leaders know the school's strengths and weaknesses through accurate self-evaluation. The capacity for sustained improvement is satisfactory. Developments in teaching and learning have been driven resolutely, although boys' needs

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have not been robustly confronted. Leaders have a good understanding of the school's community and have been effective in promoting community cohesion. Good relations with parents and carers exist and their views of the school are very positive.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise the attainment of boys and close the gap between them and girls by planning and developing a whole school strategy for provision to improve boys' attainment.
- Improve children's progress in the Early Years Foundation Stage by:
 - ensuring the teaching of key skills effectively engages children in learning and is planned thoroughly, taking account of the wide range of children's abilities
 - rigorously assessing and recording children's work and activities so staff have an accurate picture of their progress on which to plan further learning opportunities.

Outcomes for individuals and groups of pupils

3

Most pupils' attainment on entry is low. Attainment has been low by the end of Year 2 for several years. Girls' attainment is broadly average but boys' attainment is much lower. In some lessons, boys' attention wanes because learning intentions are not sharply focused. For example, a small group of mostly boys were left at computers on an exercise counting coins; they worked on sums that were easy for them so they were not challenged in the lesson. In Key Stage 1, pupils enjoy learning and, overall, given their low attainment, they achieve satisfactorily. As for all pupils, the progress of those with special educational needs and/or disabilities is regularly tracked and closely monitored. A range of effective support strategies in school and those supplied by the local authority ensures these pupils make good progress. In most lessons, in Years 1 and 2, the positive encouragement for pupils to discuss their writing with each other, answer questions and work as groups on a task improves the quality of learning. Boys and girls are generally well engaged and confidently contribute to the lesson. Year 1 pupils consolidated their knowledge of counting in tens and units and understood using steps of 10 was a quick and easy method of counting.

Pupils say they feel safe and parents and carers share this view. Around school, pupils are calm, well behaved, express interest in, and regard for, each other. Most pupils can discuss the whys and wherefores of staying healthy and many take up good opportunities for sports and other physical activities. They willingly help out around school through the school council's work, especially in the upkeep of the garden and raising money for good causes. Pupils learn about different religions and cultures. In lessons and regular assemblies they consider moral issues and learn right from wrong.

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

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 4 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

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

How effective is the provision?

Most teaching in Years 1 and 2 is lively, well-paced and effectively engages pupils in learning. In many lessons, teaching uses a refined approach for promoting learning and, overall, produces good progress. Good questioning promotes speaking and listening. Pupils are given good opportunities to discuss points amongst themselves, work together and evaluate their learning. This builds their confidence to take charge of their own learning, which helps them develop their knowledge and skills. Assessment has been refined and is rigorously used to plan most lessons. Work is closely matched to pupils' abilities and is challenging. Occasionally, a lesson does not achieve these good qualities in promoting learning. The link between assessment and planning is not as strong. As a result the learning objective is not clear and this diminishes the challenge in work, especially for boys and pupils' understanding of what they have learnt.

The relevance of the curriculum to pupils' interests and needs has undergone review leading to new planning and developments. While this benefits boys, initiatives have not been specifically intended to tackle their low attainment. Areas of learning are encompassed within topics which are changed regularly so that pupils continue to enjoy learning. Pupils' views about topics help shape their emphases, so study of the Solar System incorporates a dimension of science-fiction, stimulating imaginative writing. The literacy and numeracy of the less-able pupils and those with special educational needs and/or disabilities are well supported through discrete short-term schemes. Good

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opportunities for pupils to take part in dance, sports and inter-school activities are provided through the Thrybergh Community Learning Project.

The staff create a warm, caring atmosphere in which pupils are kept secure and can enjoy school. Organised playtime activities and after-school clubs such as for sports, gardening and cooking, as well as special event days, all provide and support good attitudes to school. Parents and carers feel very positive about this aspect of the school's work. Engagement with parents and carers, promoted through family learning events and the contacts made by the school's Family First worker ensures cooperation between home and school, supporting learning and on-going work to improve attendance. Regular contacts with many external agencies mean that the school is active in a wide network of support and guidance. As a result pupils whose circumstances make them vulnerable and those with special educational needs and/or disabilities benefit from the regular involvement of the local authority's learning support and behaviour support provisions.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leaders give the school clear direction, which has meant some of its key priorities are met, such as the improvement of care, guidance and support for pupils. This delivers good outcomes in relation to pupils feeling safe and developing a healthy lifestyle and provides a firm foundation upon which pupils learn and make progress. Equality is promoted satisfactorily but boys' low attainment detracts from greater effectiveness in this respect. The manner in which improvement is driven is a mixed picture. The school, appropriately, has made teaching, the tracking of pupils' progress and the use of data to raise attainment the focus of improvements. However, there has not been resolute action on boys' attainment in improvement planning. Overall, improvement planning is not as sharply focused as it needs to be on the outcomes actions intend to achieve. The curriculum has been improved and one of many important partnerships, the Thrybergh Community Learning Project, helps ensure a breadth of experience is offered. Good engagement with parents and carers contributes significantly towards pupils' positive attitude to school and has enabled improvement in attendance. Leaders have had success in involving fathers in their children's learning through a craft day, getting a good response to the event. The school is a cohesive community and is effective in promoting community cohesion, especially in its locality, through its networks with parents and carers and many organisations.

The governing body carries out its statutory duties and they are aware of strengths and weaknesses, but this is mainly from their meetings and from reading the headteacher's

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reports. The extent to which they challenge the school on its performance is limited. The arrangements leaders and the governing body make for safeguarding are satisfactory. There is some lack of rigour in managing policies and records.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage is led and managed satisfactorily. Children are kept safe and are well cared for. They develop literacy and numeracy skills satisfactorily. Generally, children enjoy their interaction with the teacher and often make good efforts to complete tasks. However, teaching does not always sustain children's interest and attention. Occasionally it lacks pace and the variety of approaches to make learning lively and engaging. It sometimes does not give enough consideration to matching work to the wide range of children's abilities and interests, with the result that it is too difficult for some and too easy for others. The use of assessment is not rigorous in ensuring work is closely matched to children's needs. Classrooms spaces and resources make a satisfactory contribution to all the areas of learning. The outdoors is spacious and well-resourced with areas and equipment to stimulate enjoyment, play and interaction. This brings to the fore, much more so than indoor provision, children's creativity and imagination and effectively develops children's social skills, interaction, communication and physical development.

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

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 3 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 3 |
| The quality of provision in the Early Years Foundation Stage | 3 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3 |

Views of parents and carers

The response rate to the parents' and carers' questionnaire was average. The responses expressing agreement and strong agreement with statements about the school were above average. There was very little variation from this in parents' and carers' views. This is a clear indication of parents' and carers' confidence that the school will meet the needs of their children. Inspectors uphold parents' and carers' views as the school succeeds in many ways to promote the well-being and progress of all pupils. To achieve greater success, inspectors have found that more needs to be done to promote the attainment of boys.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at High Greave Infant 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 188 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 39 | 58 | 27 | 40 | 0 | 0 | 1 | 1 |
| The school keeps my child safe | 37 | 55 | 28 | 42 | 0 | 0 | 1 | 1 |
| My school informs me about my child's progress | 39 | 58 | 26 | 39 | 0 | 0 | 1 | 1 |
| My child is making enough progress at this school | 35 | 52 | 28 | 42 | 2 | 3 | 1 | 1 |
| The teaching is good at this school | 38 | 57 | 25 | 37 | 1 | 1 | 1 | 1 |
| The school helps me to support my child's learning | 40 | 60 | 24 | 36 | 1 | 1 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 38 | 57 | 29 | 43 | 0 | 0 | 0 | 0 |
| 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) | 38 | 57 | 27 | 40 | 0 | 0 | 1 | 1 |
| The school meets my child's particular needs | 37 | 55 | 28 | 42 | 1 | 1 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 29 | 43 | 36 | 54 | 0 | 0 | 1 | 1 |
| The school takes account of my suggestions and concerns | 30 | 45 | 36 | 54 | 1 | 1 | 0 | 0 |
| The school is led and managed effectively | 31 | 46 | 36 | 54 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 39 | 58 | 24 | 36 | 1 | 1 | 1 | 1 |

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 | 46 | 48 | 6 | 0 |
| Primary schools | 6 | 47 | 40 | 7 |
| Secondary schools | 12 | 39 | 38 | 11 |
| Sixth forms | 13 | 42 | 41 | 3 |
| Special schools | 28 | 49 | 19 | 4 |
| Pupil referral units | 14 | 45 | 31 | 10 |
| All schools | 10 | 46 | 37 | 7 |

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 2010 to 31 December 2010 and 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.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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.



17 June 2011

Dear Pupils

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

Thank you for your very warm welcome when the inspectors visited your school, and many thanks to the pupils who met inspectors. You have a satisfactory school.

These are some of the positive things about your school.

- You are taught well, make good progress and, as a result, your knowledge, skills and understanding are improving, although girls, more than boys, are able to benefit the most.
- Your behaviour is good; to a good extent you are safe in school, have a healthy lifestyle and help others in many positive ways.
- All of the work and activities you do provide interest and enjoyment.
- Children in Ladybirds and Bees enjoy and benefit from their outdoor areas more so than their work and activities indoors.
- The staff take good care of you and make sure you are all well supported.

I have asked the headteacher to:

- think of, and put into place, ways of helping boys close the gap on girls in their knowledge, skills and understanding
- improve teaching in Ladybirds and Bees.

I am sure, when asked, boys will increase their efforts to achieve more. I wish you all the very best for the future.

Yours sincerely

Alan Lemon

Lead inspector

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