

Lilly Hall Junior School

Inspection report

Unique Reference Number	106900
Local authority	Rotherham
Inspection number	395592
Inspection dates	14–15 June 2012
Lead inspector	Derek Pattinson

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	201
Appropriate authority	The governing body
Chair	David Taylor
Headteacher	Edith-Anne Clarke
Date of previous school inspection	25 February 2009
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Introduction

Inspection team

Derek Pattinson
Yvonne Mills-Clare

Additional inspector
Additional inspector

The inspection was carried out with two days' notice. Inspectors visited 14 lessons taught by nine teachers. In addition, they held meetings with members of the governing body, staff and pupils. Inspectors scrutinised a range of documents including: the Developing Excellence Plan; the headteacher's most recent report to the governing body; a local authority school evaluation; an Ofsted subject survey inspection of English; safeguarding policies and records; assessment information; attendance information and pupils' work in all classes. The 113 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

Information about the school

This is a smaller than average-sized junior school. The proportion of pupils from minority-ethnic groups is well below average. The proportion of pupils known to be eligible for free school meals is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is below average. The school meets the current floor standards, which are the government's minimum expectations for attainment and progress. The school has Healthy School status, Active School and Enterprise awards.

The headteacher retires at the end of the current term. A planned amalgamation with the nearby infant school is due to take place in September 2013.

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

Key Findings

- This is a good school. It is not yet outstanding because, although most teaching is good, leading to pupils' overall good performance, some satisfactory teaching remains. The monitoring of some aspects of the school's work, including that of teaching, does not yet focus enough on pupils' learning to help drive improvement.
- Most pupils make good progress from their starting points. While progress in reading, writing and mathematics occasionally varies as pupils move through the school, overall it accelerates at a good rate. Attainment by the end of Key Stage 2 has steadily risen since 2009 and is now significantly above average.
- Teaching is good overall. It is consistently good in Year 6 where pupils make rapid progress. Most lessons are typified by warm, caring relationships and teachers demonstrating secure subject knowledge, often through lively and enthusiastic presentations which provide a successful platform for effective learning. In a minority of lessons, teachers talk for too long, restricting time for pupils' independent work, pupils are unsure what they must do to succeed and work is not always at the right level of challenge, which slows progress.
- Behaviour and attitudes to learning are good. Pupils show a keen interest in their work and usually undertake assigned tasks with enthusiasm, especially when lessons are fun. Their enjoyment of school is shown by their above average attendance. Pupils feel secure in school and know how to keep themselves safe.
- The effectiveness of leadership and management is good. Priorities for development are the right ones and rigorously pursued. Systems for tracking pupils' progress are embedded in the school's work with information used to boost pupils' progress. The management of performance is good overall, although in the leadership of teaching not enough focus is placed on monitoring how well pupils learn in lessons. Some school policies and practices, such as those for marking, are not implemented consistently, which reduces their impact on driving forward improvement.

What does the school need to do to improve further?

- Eliminate the satisfactory teaching so that all teaching is good or better and hence eradicate any inconsistencies in progress by:
 - checking that work set in lessons is always at the right level of challenge
 - ensuring that pupils always have enough time to work independently.
- Involve pupils more in their own learning to help boost progress further by:
 - ensuring that pupils are clear about what they are learning and how well they are doing, including help in enabling them to achieve their targets
 - making sure that marking is consistent and clear in showing pupils what they need to do to improve.
- Strengthen the effectiveness of leadership and management by:
 - focusing more clearly on pupils' learning when monitoring the quality of provision
 - ensuring that all policies and practices are implemented consistently.

Main Report

Achievement of pupils

Children enter school with skills that are generally above average. Almost all groups of pupils, including disabled pupils and those who have special educational needs, make better progress than similar groups nationally in English and mathematics. As a result achievement is good because of the mostly good teaching and provision. This view is endorsed by almost all parents and carers who returned the questionnaires.

Progress varies and is occasionally satisfactory, mostly in Years 3 and 4. However, in Year 5 and especially in Year 6, progress is consistently good because of the consistently good and better teaching. For example, Year 6 pupils enjoy cracking codes written in ancient Egyptian hieroglyphics while others work out how much carpet will be needed for a play area. As a result attainment in Year 6 has risen over the past two years and is now comfortably above national levels and progress is accelerating.

Pupils are given increasing opportunities to read for pleasure and information. For example, Year 3 pupils researched information from the internet about 'the sun' and Year 5 pupils learnt about warriors of ancient Greece. As a result of the high profile given to reading, with daily support to help pupils understand the stories they read and to extend their vocabulary, attainment in reading is significantly above average at the end of Year 6. By the end of Key Stage 2, many are confidently able to scan text and extract the information they need from books and the internet.

Attainment in writing is not quite as high as in reading. An HMI subject survey in March 2011 judged achievement in writing to be satisfactory. However, leaders have worked diligently to address priorities from the survey. As a result pupils in all years increasingly write for a range of purposes and to an above average standard and achievement is judged as good.

Quality of teaching

Most teaching, including the teaching of reading and writing, is good, a judgement supported by almost all parents and carers. The quality is best in Year 6, with lively and enthusiastic presentations enabling pupils to learn well. For example, in a literacy lesson, pupils wrote good quality horror, mystery and comedy stories, using extensive vocabulary, which they shared with each other, leaving many disappointed when time for the lesson ran out. Pupils learn especially well when work is challenging, teachers' subject knowledge secure and resources are well matched to pupils' needs. This was evident in a Year 5 English lesson when snapshots of a film, supported by high quality interventions from the teacher, enabled pupils to write diary extracts for a young girl, using rich and extensive vocabulary.

Lessons are typified by strong relationships and much use of encouragement which underpin learning. Teachers know their pupils well and, as a result, spiritual, moral, social and cultural development is promoted effectively. Support staff are sensitively deployed, which helps to ensure that disabled pupils and those with special educational needs make similarly good progress to their classmates.

In a minority of lessons judged satisfactory, pupils have too little time for independent work because introductory sessions are too long and work is not always at the right level of challenge to ensure pupils make the best possible progress. For example, in a Year 5 mathematics lesson on measuring angles using protractors, many pupils struggled because tasks were too complex.

In a small number of lessons, such as in a Year 3 mathematics lesson in which pupils were estimating and finding out the capacity of different containers, pupils are unsure of what they are required to learn or how to measure how well they are doing. The marking of pupils' work does not always help them to move forward, such as, through regular reference to their targets. These weaknesses slow pupils' progress.

Behaviour and safety of pupils

Typical comments from parents and carers are that, 'They are always made welcome.' and that, 'There is a great community spirit in school.' help to explain the strong relationships which underpin pupils' good behaviour and positive attitudes to learning. Most pupils, clearly, enjoy coming to school, which helps to explain their above average attendance and punctual arrival each day.

Most pupils typically behave well in lessons, which are calm and orderly, and around the school. They know and understand the 'behaviour charter', why merits and sanctions are applied and how the 'children's daybook' operates. Assemblies with a clear message reinforce the importance of working together and contribute well to pupils' spiritual, moral, social and cultural development. As a result pupils learn to understand the impact their actions have on others. They develop as responsible citizens by volunteering for important jobs, such as acting as playground friends and road safety officers. Pupils cooperate and collaborate well in lessons, for example, through the use of 'talk partners', a strategy to use discussion to promote learning, used often in a Year 4 mathematics lesson observed. Pupils develop independence and maturity, such as through the recent residential visit to Bamburgh in Northumberland and they develop confidence and self-esteem through the use of drama.

Parents, carers and pupils are generally positive about behaviour. However, a small minority of parents and carers believe that lessons are sometimes disrupted, while others believe that inappropriate behaviour is not always dealt with effectively. Inspectors found that inappropriate behaviour is very rare and dealt with effectively so that it does not disrupt pupils' learning. Pupils are aware of the different types of bullying, including that of cyber-bullying, and are confident that they know who to approach on the rare occasions that bullying occurs. Almost all pupils feel safe in school, a view supported by parents and carers. Pupils like and trust their teachers who always listen to their concerns.

Leadership and management

Key features of the experienced headteacher's effective leadership include the ability to enthuse others, to promote a good team spirit, to sustain high morale and to support professional development. She is well supported by her senior leaders whose complementary skills ensure that priorities for development are well-judged and rigorously pursued. Systems to track pupils' progress are embedded and well understood so that targeted and timely support can be provided as needed.

Professional development is strongly promoted as a means of helping staff to improve the quality and consistency of teaching. Subject leaders welcome the increase in responsibilities that they are given and are becoming increasingly effective in the drive to accelerate progress further. Issues from the last inspection and the English subject survey have been tackled decisively. Recent years have seen an improving trend in pupils' performance. Governance has improved since the last inspection. The governing body increasingly holds the school to account for its performance. As a result of these positive features, the school demonstrates a good capacity to sustain improvement.

Teaching is monitored regularly. However, monitoring activities are too sharply focused on the mechanics of teaching rather than on the impact of teaching on learning. Pupils' spiritual, moral, social and cultural development is good and is given strong emphasis through the school's curriculum, in which sport and music features strongly. The good curriculum, supported by a wide range of after-school clubs, is increasingly breaking down barriers between subjects, developing important skills and linking subjects in meaningful ways to help bring learning to life. For example, a visit from a Sikh helps to promote an understanding of the cultural and religious diversity of modern society.

Safeguarding meets requirements. Policies and procedures are fully in place and understood but are not always sufficiently formal to ensure that practices are consistently implemented. The school promotes equality of opportunity well. Discrimination in any form is not tolerated and this contributes to the largely harmonious community.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
Floor standards	the national minimum expectation of attainment and progression measures
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 June 2012

Dear Pupils

Inspection of Lilly Hall Junior School, Rotherham, S66 8AU

Thank you for your friendly welcome when we inspected the school and for telling us what you think by talking to the inspectors and returning the questionnaires. We really enjoyed our visit. Some of you told us that you go to a good school. We are happy to tell you that we agree with you!

Here are some of the things we like about your school.

- Most of you enjoy school and get along well together.
- Your attendance is better than most schools and most of you are punctual.
- You like your teachers and most of you behave well.
- Your headteacher and the other teachers know how the school can become even better.
- You feel safe in school.
- You try hard with your learning even when you are unsure of your targets or how to succeed in lessons.

So that your school can become outstanding, we are asking the following things to happen.

- Make sure that teaching is always at least good and that work is neither too easy or too hard and that you have enough time to finish your work.
- Check that you always know how well you are doing and what you need to do to improve further.
- Make sure that leaders know as much as possible about how well you are learning so that you can make best possible progress and that all teachers always carry out what leaders agree needs to happen to help you do well.

We wish you all the best and hope you continue to try hard with your learning.

Yours sincerely

Derek Pattinson
Lead inspector

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