

CfBT Inspection Services  
Suite 22  
West Lancs Investment Centre  
Maple View  
Skelmersdale  
WN8 9TG

T 0300 1231231  
Text Phone: 0161 6188524  
enquiries@ofsted.gov.uk  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

**Direct T** 01695 566 857  
**Direct F** 01695 729320  
**Direct email:**  
jkinsman@cfbt.com



19 September 2012

Mr M Freeston  
Executive Headteacher  
High Greave Junior School  
High Greave Road  
East Herringthorpe  
Rotherham  
South Yorkshire  
S65 3LZ

Dear Mr Freeston

### **Notice to improve: monitoring inspection of High Greave Junior School**

Thank you for the help which you and your staff gave when I inspected your school on 18 September 2012, and for the information which you provided before and during the inspection. It was helpful that you were able to arrange a timetable and meetings for me. Please pass on my thanks to all involved in the inspection.

Since the previous inspection two members of staff joined the leadership team as phase leaders and took up their posts at the beginning of the summer term 2012. Two other members of staff have been appointed as joint special educational needs co-ordinators (SENCOs). Two teachers who are new to teaching, together with two teaching assistants, took up their posts on 1 September 2012. All the classrooms are currently being refurbished.

As a result of the inspection on 16 January 2012, the school was asked to address the most important areas for improvement which are set out in the annex to this letter.

Having considered all the evidence I am of the opinion that at this time the school is making good progress in addressing the issues for improvement and in raising the pupils' achievement.

Since the previous inspection, the executive headteacher, supported well by the deputy headteacher, has implemented, refined and developed a number of new structures and systems which are evident throughout the school. Some of these were being put in place when the school was inspected previously. Observations and discussions during the monitoring inspection indicate that many systems are now embedded, used regularly and are having a significant impact on improving pupils' standards and their achievement throughout the school. Consequently, unvalidated data showed that, in 2012, more pupils than previously made the expected progress in English and mathematics and reached above the standard required by the government for pupils at the end of Year 6. The regular 'tribe time' where pupils from different year groups join together, is having a positive impact on their ability to speak at length. Additionally, 'book club' time which is well-structured and

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enables pupils to move between the different groups at their own pace, is increasing pupils' enjoyment of reading and the way they describe different texts. These regular activities are contributing to pupils' improved achievement in reading, with progress also seen in writing, but to a lesser extent. Senior leaders are tracking improvements by all groups of pupils and are aware that boys continue to do less well than girls, particularly in writing. Conversely, boys do better than girls in mathematics. Checking progress throughout all year groups is now commonplace and therefore any underachievement is quickly identified and additional support provided. The developments and re-organisation of the provision for pupils who are disabled or have special educational needs is a strong contributory factor towards securing improvements for these pupils. Class teachers are responsible for the progress of everyone in their class. Appropriate training has been provided, with more planned, so that pupils' individual needs can be met.

Discussions with senior leaders and lesson observations, undertaken jointly with the executive headteacher, provide clear evidence of increased consistency within classrooms. Pupils speak enthusiastically of gaining 'learning bands' and additional rewards which recognise their attitude to learning, to each other and to adults. Older pupils and adults speak of significant improvements in behaviour throughout the school. Pupils clearly understand the consequences which will result if their behaviour does not meet expectations. Several pupils explained how they use the new literacy target cards in lessons and how much they value the refurbished rooms and backpacks provided for them. Using target cards enables pupils to challenge themselves and develop their independence.

Despite consistencies in the appearance of the classrooms, for example, the learning walls, variability in the quality of teaching and learning is apparent. Stronger features include helpful feedback and questioning which ensures that pupils are expected to develop and expand their answers. Marking provides pupils with information on how to improve their work and does not simply praise the effort pupils make. Additionally, pupils' different ability levels are well-considered when tasks are set. However these characteristics are not evident throughout the school and at times some pupils find work too difficult or have to wait for everyone to complete the task set before moving forward.

The additional leadership appointments, made since the previous inspection, enable others to take responsibility for improvements throughout the school. Accountability is clear and members of the governing body play a well-considered role in holding leaders to account and ensuring that developments and changes are appropriate. Currently, reports of their dialogue in meetings are insufficiently well reported in order to clarify the detail of their discussions; changes are being considered. The school development plan is used to record the improvements being made and the capacity document identifies clearly who is responsible for different actions and when these should happen. Senior leaders recognise that the former document needs to be refined to ensure that all monitoring can be measured and evaluated precisely in order to evidence and substantiate the effect changes are having on pupils' improving outcomes.

The statement of action provided by the local authority was evaluated by one of Her Majesty's Inspectors and found to be meeting requirements. Members of the local authority have provided, since the previous inspection, detailed support for individual members of staff particularly. They have also monitored closely the work of the school, holding regular evaluation meetings where senior leaders have presented their evidence. This enables local authority consultants to check and evaluate the progress being made. Staff report that they welcome this support and challenge which has helped them to improve and develop their practice. The impact of this work is evident and has contributed significantly to pupils' improved outcomes.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely,

Marianne Young  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in January 2012.**

- 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 that the current assessment systems are used to support pupils' learning effectively
  - ensuring that teachers' marking and the feedback they give to pupils enables pupils 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 that 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 that 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 that staff have clearly defined responsibilities
  - sharing key strengths and developing similarly high expectations and challenge across the federated schools.