

# High Greave Junior School

High Greave Road, East Herringthorpe, Rotherham, S65 3LZ

**Inspection dates** 19–20 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Inadequate	4
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- At the time of its previous inspection the school had already begun to improve. Since then, leaders have stepped up the pace of change and the improvements made have been remarkable.
- Pupils achieve well because they are making such good progress in reading, writing and mathematics. As gaps in learning are filled, pupils are reaching higher levels. Progress is especially strong in reading.
- Teachers collect detailed information about what each pupil has learned. They use this well to plan lessons that enable all groups of pupils to move forward in their learning.
- Teaching assistants make strong contributions to teaching and learning. Like teachers, they follow agreed approaches, for example to the teaching of reading.
- Pupils enjoy learning and are proud of their school. They behave well at all times. They work and play together particularly nicely and feel very safe.
- The executive headteacher's leadership is exceptional. He inspires other leaders, staff and governors to be just as determined as he is to make this an outstanding school. They are all playing their part in making sure that it continues to improve.

### It is not yet an outstanding school because

- There is not enough outstanding teaching and a small amount requires improvement in order to be good. It sometimes takes too long for teachers to get pupils started on the main part of their lesson. Pupils are not always expected to present their work neatly.
- Achievement in mathematics is not quite as good as it is in English. The school has not agreed exactly how pupils are taught about number and calculation. Marking in their mathematics books does not always help pupils to improve their work.

## Information about this inspection

- The inspectors observed 13 lessons taught by six teachers. Two of the observations were conducted jointly with senior leaders.
- Discussions took place with groups of pupils, members of the governing body, staff and a representative of the local authority.
- The inspectors looked at a range of documents including records relating to pupils' progress and behaviour, the school's plans for its future improvement, safeguarding documents, and evaluations and audits of the school's work. Samples of pupils' work in writing and mathematics were examined.
- The 11 responses made by parents to the on-line questionnaire (Parent View) were taken into account.

## Inspection team

Rosemary Eaton, Lead inspector

Additional Inspector

Geoffrey Lawrence

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is three times the average.
- Most pupils are White British.
- The proportion of pupils supported by school action is a little above average as is the proportion at school action plus or with a statement of special educational needs.
- The school meets the government's current floor targets, which set out the minimum expectations for pupils' attainment and progress.
- Together with the adjoining infant school, the school forms a federation. The headteacher is executive headteacher of the federation and a deputy headteacher has responsibility for the day-to-day running of the school.
- Other than the executive headteacher and deputy headteacher, the school's leaders have had their responsibilities for less than a year.
- When it was previously inspected, the school was given a notice to improve pupils' achievement and the quality of teaching.

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

- Make sure that all teaching is at least good and a greater proportion is outstanding by:
  - reducing the amount of time spent introducing the lesson, so pupils have longer to work on activities related to its main purpose
  - raising teachers' expectations of pupils' handwriting and the presentation of their work.
- Improve achievement in mathematics by:
  - agreeing exactly how pupils throughout the school are to be taught about number and how to calculate
  - making sure that marking in mathematics books informs pupils precisely how to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Although attainment remains below average it is improving strongly as gaps in pupils' skills, knowledge and understanding are quickly being closed. Last year, many more pupils reached the standards expected in English and mathematics than had done so in 2011.
- Pupils are making particularly good progress in reading. This is because they are now learning to use the sounds made by letters (phonics) to help them read words. Daily 'Book Club' sessions give plenty of time for pupils to discuss books and the meaning of what they read.
- In writing, pupils make clear progress in learning to spell and use punctuation, for example. Handwriting is often weak. It is sometimes untidy and hard to read. Pupils often choose to print rather than join their letters. This slows down their writing and does not help to prepare them for secondary school.
- The good progress pupils make in developing their speaking skills helps both their writing and their mathematics. They put into words their ideas for writing or for solving mathematical problems and discuss them with other pupils and with staff.
- Though still good, progress tends to be slowest in mathematics, particularly in number and calculation. The school has so far concentrated most on improving achievement in English. Pupils often have trouble calculating with speed and accuracy. The school has not yet agreed exactly how and what to teach to make sure that pupils build up their skills and knowledge securely as they move up the school.
- Too often pupils present their work carelessly. For example, they may draw graphs freehand rather than using a ruler making it more likely that mistakes are made.
- All groups make equally good progress. Disabled pupils and those with special educational needs achieve well. This is because leaders keep a close eye on how well they are learning and make sure that teaching and the curriculum take good account of each pupil's particular difficulties.
- At the end of 2012, the Year 6 pupils known to be eligible for free school meals were on average two terms behind other pupils in their year group, both in English and mathematics. There is strong evidence that among the current Year 6 pupils, the gap between pupils eligible for free school meals and others in the school is considerably narrower. This is because leaders have had regard for national research findings when spending the pupil premium funding. For example, all pupils have backpacks containing the equipment they need to enable them to be good learners, ready for the day ahead. The school's commitment to ensuring everyone has an equal chance to succeed is strong.

### The quality of teaching is good

- A new system to record information about each pupil's learning is, this year, giving teachers up-to-date and detailed information about their progress. The method teachers use to set out their plans for lessons require them to use this information and consider what different groups of pupils are going to learn next. This means that the work planned gets the best out of pupils, whatever their ability.
- For example, in a mathematics lesson, pupils in Year 4 worked on a variety of activities linked to graphs and tables. Less-able pupils, some with help from a teaching assistant, created simple bar charts while more-able pupils found information from line graphs. All pupils were engrossed in their work because the tasks were set at just the right level. As one pupil said, they were 'a bit hard and a bit easy'.
- Teachers choose activities carefully so that they interest pupils and encourage them to try hard. Often links are made between learning in one subject and another, for example writing based on work in history, so pupils can practise skills and see the importance of what they learn.
- Teaching assistants play a full part in lessons, often leading small groups of pupils. They all take responsibility for one of the 'Book Clubs', teaching phonics skills and devising interesting ways

for pupils to grasp the meaning of what they read and develop a love of books.

- Teachers and teaching assistants use questions well in order to check pupils' understanding and encourage them to think hard and express their point of view.
- Some teachers are skilled at getting lessons off to a very good start. Their introductory activities are completed quickly and soon pupils are hard at work on their own. On other occasions, too much of the lesson has gone by before pupils get started on their main tasks. They have spent so long being prepared for work that they do not have time to achieve much during the lesson. Pupils' books confirm that teachers do not always expect them to produce enough work.
- When they mark pupils' writing, teachers include useful comments so pupils know what to do in order to improve. Marking in mathematics is not usually as helpful. Too often, teachers accept writing and mathematics work that is untidy and careless.

### **The behaviour and safety of pupils** are good

- Pupils are very happy at school and say that they like showing it off to visitors. They are very aware of how the school has improved since its previous inspection. Pupils consider others and are very well mannered. They are full of praise for the system of 'learner bands' that is at the heart of the school's approach to managing behaviour. They try hard to earn a different coloured wristband and do not like to lose them when their behaviour has lapsed.
- Pupils count the learning they do as one of the things they like best about school. Behaviour in lessons is good and sometimes outstanding. However, teachers from time to time do have to remind pupils about how they are expected to behave and some pupils are content to produce little work.
- Pupils work together very cooperatively and are regularly asked to comment on other pupils' work. They do this honestly but very sensitively and often add remarks such as 'Well done!'
- Behaviour around school is very good. During a wet playtime, pupils behaved extremely responsibly as they played quietly together in the classrooms.
- Pupils are adamant that bullying is not a problem here and records confirm that bullying is indeed very rare. Pupils understand about different types of bullying and are confident that adults would sort out any problems quickly and effectively.
- They feel very safe in school and know how to keep themselves safe in different situations, such as when using the internet or mobile phones.
- Pupils who have difficulty managing their own behaviour and emotions make marked improvements. This is owing to the arrangements made to support individuals and to the vigilance of staff such as the learning mentor.

### **The leadership and management** are good

- The executive headteacher provides the inspiration and expertise that is enabling the school to move forward so quickly. In this work he is aided by the equally enthusiastic deputy headteacher who takes the lead, for example, in checking on the quality of teaching. Other, newer leaders are providing strong support and are increasingly taking the initiative and suggesting how improvements can be made.
- Staff are right behind leaders' drive to make this an outstanding school. They understand the part they each play, follow agreed procedures and show that they too want nothing but the best for every pupil.
- Systems to collect information about pupils' performance and the quality of teaching are very well organised. They provide leaders with an accurate view of the school's strengths and where more improvement is needed. As a result, for example, improving achievement in mathematics is a current priority.

- 
- The executive headteacher has introduced some innovative approaches which have captured pupils' imagination and improved achievement and behaviour. For example, pupils of different ages spend time together twice daily during 'Tribe Time'. Their discussions develop their speaking and listening skills, encourage them to consider other people's feelings and points of view, and contribute strongly to their social and moral development.
  - Leaders have improved the quality of teaching by making their expectations crystal clear, managing teachers' performance effectively, providing training for example in teaching phonics, and enabling teachers to learn from those whose work is of the highest quality.
  - Partnerships with parents and a range of agencies and professionals are strong. The links between the two federated schools are very beneficial. For example, there are now common approaches to managing pupils' behaviour and to teaching phonics.
  - The curriculum is still developing and is increasingly providing pupils with first-hand experiences. For example, a visit by reindeer certainly gave pupils plenty to write about and meant that they all had equally good opportunities to be successful. Pupils are beginning to create radio and television broadcasts, encouraging communication skills and boosting self-esteem.
  - Leaders make sure that safeguarding is given a high priority. Links across the federation, for example, through the family support worker, mean that information can be shared efficiently and necessary action taken swiftly.
  - Following the previous inspection, the local authority put in place a programme of planned support with which leaders were highly satisfied. As confidence in the school's leaders has grown, local authority involvement has reduced to maintaining an overview of developments and responding to requests for advice.
  - **The governance of the school:**
    - Since the previous inspection, governors have become much more directly involved with the school and now have a greater influence on its work and development. Governors have an accurate view of how well the school is performing. They are very well informed about the quality of teaching and how well pupils achieve. They look regularly at information about pupils' progress and ask challenging questions, for example, about why a particular group is making faster progress. Governors are aware of how teachers' performance is managed. They know that teachers with more responsibilities are rewarded and about the ways in which the school helps teachers to improve their teaching.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	106841
<b>Local authority</b>	Rotherham
<b>Inspection number</b>	399747

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lorraine Boyda
<b>Headteacher</b>	Matt Freeston
<b>Date of previous school inspection</b>	16 January 2012
<b>Telephone number</b>	01709 850201
<b>Fax number</b>	01709 850566
<b>Email address</b>	high-greave.junior@rotherham.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

