

High Greave Infant School

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

Inspection dates 19–20 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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.

- Pupils of all abilities make good progress in reading, writing and mathematics in this strongly improving school.
- Children make a good start to their education in the Early Years Foundation Stage and are well prepared for starting Year 1.
- The quality of teaching is good. It is sometimes outstanding. Work is carefully planned and accurately matched to the needs of pupils of all abilities. Teachers ask thoughtful questions to guide pupils and deepen their understanding.
- Teaching assistants and other adults make a good contribution to the quality of teaching and learning.
- Pupils are well behaved and keen to learn. Imaginative activities promote pupils' spiritual, moral, social and cultural development well.
- The executive headteacher's clear and inspirational direction is increasingly driving the school forward. He is well supported by a positive leadership team and good governing body. As a result, the school is well placed to continue to improve.

It is not yet an outstanding school because

- Occasionally, teachers do not set an urgent enough sense of pace to the lesson.
- A few opportunities to strengthen pupils' literacy and numeracy skills are missed.
- Teachers do not consistently develop pupils' independent learning and thinking skills.

Information about this inspection

- Inspectors observed 14 lessons including two joint observations with members of the senior leadership. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair of the Governing Body and three other members, a representative of the local authority and members of staff including senior and subject leaders. Inspectors also heard pupils read.
- Inspectors took account of 28 responses to the online questionnaire (Parent View). They also spoke to several parents and analysed the school's own consultations with them.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils are from White British families.
- A small but increasing proportion of pupils are from minority ethnic backgrounds, particularly from Eastern Europe.
- The proportion of pupils who speak English as an additional language is below average.
- The proportion of pupils who are known to be eligible for free school meals and receive the pupil premium is high.
- The proportion of pupils supported by school action is high.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also high.
- Since the last inspection the school entered a federation with High Greave Junior School. It is run by an executive headteacher who was appointed at that time.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding in order to further accelerate pupils' progress by:
 - ensuring teachers always time their initial explanations well so that lessons start with an expectation that learning will be fast paced
 - taking full advantage of opportunities in all lessons for pupils to use their reading, writing and number skills
 - developing pupils' independent thinking and learning skills.

Inspection judgements

The achievement of pupils is good

- Children start school with skills and understanding which are generally much lower than those typically expected for their age. They make at least good and increasingly better progress through the Early Years Foundation Stage in all areas of learning. Children concentrate well and develop a secure understanding of the early stages of reading, writing and number. Children's achievement has improved significantly since the last inspection and now lays the bedrock for good learning throughout school.
- There is a rapidly accelerating trend of improving standards by the end of Year 2. Pupils' attainment is currently broadly average in reading, writing and mathematics. Writing rose to average levels shortly after the last inspection reflected in national assessments. Rigorous and sustained developments to the teaching of reading and numeracy skills have boosted standards in these areas to now more closely match those in writing.
- Pupils enjoy reading. They tackle new and unfamiliar words with confidence because they develop a good understanding of letters and their sounds. They read out loud with expression and interest.
- Pupils write for a wide range of reasons including note-taking and using bullet points. By Year 2, the majority write with legible and fluent handwriting and use punctuation well. They use their knowledge of letters and sounds effectively to spell with increasing accuracy.
- Mathematical skills are developing well. Pupils' counting and calculating skills are thoroughly developed. They regularly use them in different problems such as shopping, weighing and measuring activities. This reinforces their basic skills.
- The majority of pupils are in receipt of pupil premium funding. Overall, the school is reducing the gap between the standards these pupils reach and that of other pupils nationally. In 2012, they were approximately a term behind the national average overall and current work shows that many are now closer to the average than that.
- Pupils with a disability or special educational needs make good progress. The robust focus through school on ensuring all pupils develop good basic literacy and numeracy skills contributes to the gains they make. Sensitive additional support, when needed, boosts learning further. This also contributes to the good progress made by the few pupils who speak English as an additional language.
- Some pupils' limited ability to think for themselves and understand the deeper and hidden meanings in texts inhibits them from making the best progress, especially in higher levels of reading and mathematics.

The quality of teaching is good

- Teachers use accurate assessments of pupils' progress to plan lessons. They set work which challenges all groups of learners well. They effectively involve pupils in measuring their own success and in working towards higher levels and improving their own work.
- Teachers often inspire their pupils through imaginative and engaging activities. They use information and communication technology, games and quick-fire questions to grab pupils' interest, reinforce early learning and introduce new ideas.
- Literacy and mathematical skills are taught well through direct, sharply focused lessons and very strong application in different subjects. Pupils have precise targets and success criteria to work towards which teachers share with them well. These help build basic skills systematically and rapidly. They are always presented in a way pupils enjoy and in which they are involved.
- Reading skills are taught well because teachers increasingly promote pupils' understanding of letters and sounds through fast-paced work closely matched to pupils' ability, regardless of age. Pupils have many opportunities to read to others during the day especially through the daily 'Book Club'. Teaching assistants are well deployed to provide support and challenge where it is

most needed, whatever the pupils' abilities may be. Very well planned individual and small group activities further boost the learning of disabled pupils and those with special educational needs.

- Staff make good use of links between different subjects to make learning fun and engaging. For example, pupils learn how to describe characters and appearance in their English lesson through their science and geography studies on animals.
- Teachers make good use of marking to guide pupils to improve their own work. They always expect pupils to respond to the comments teachers make and to set their own targets for further improvement.
- Relationships are excellent. Small-group sessions at the start of the day, 'Tribe Time' promote personal development well by allowing pupils to discuss the day ahead, recent experiences and any concerns in a carefully managed way.
- Teachers do not always promote pupils' independent thinking and learning skills. For example, they do not always encourage pupils to explain fully how they have worked things out or explain to them how they can be more resilient or persistent in their activities.
- Teachers sometimes miss opportunities for pupils to use their literacy and numeracy skills during lessons. For example, they sometimes read information for pupils, such as the results that would make the lesson a success, rather than encouraging pupils to read it for themselves.
- Very occasionally, teachers do not set an urgent pace to learning because they talk to the pupils for too long and repeat information rather than let them start work and find out for themselves.

The behaviour and safety of pupils are good

- The school is calm, friendly and orderly. Pupils are well behaved in classrooms and the playgrounds. They largely listen attentively to teachers and others. They move around the school with care and consideration for others. They take a pride in tidying up and organising their work throughout school.
- The school works closely with parents of pupils who have social, emotional or behavioural concerns. The learning mentor and special educational needs coordinator provide good advice and support, often in liaison with other behaviour professionals. These pupils make good progress in learning to manage their own behaviour. Consequently, poor behaviour is very rare and there have been no exclusions.
- Pupils have a good understanding of different types of bullying and are sure that very little goes on. Parents are very happy with the school's timely response to any concerns and feel their children are kept safe.
- Pupils respond well to the strong moral and social guidance they receive. They develop positive attitudes to learning through the succinct and clear behavior policy and the teaching of common values and expectations. They have a very good understanding of moral and ethical issues. For example, they thoughtfully discussed whether cheetahs are nasty because they kill and eat other animals. Uplifting assemblies further promote pupils' sense of well-being.
- On a few occasions, when the teaching is not challenging enough, a few pupils lose concentration and so do not show the normally good levels of attention.

The leadership and management are good

- The executive headteacher's clear vision for improving on the school's success is fully shared by all staff, governors and parents. He provides highly motivating and inspiring leadership through very well researched and presented policies and procedures for all aspects of school life.
- Since the federation, the senior leadership and other staff have developed their roles well and this is leading to an accelerating pace of change and improvement.
- The systems to help teachers and leaders to be even better at their jobs are challenging and applied well. The headteacher, deputy headteacher and other senior staff are good role models and skilled in observing teaching and setting targets for teachers to aspire to.

- Staff are held accountable for the progress their pupils make and are subject to fulfilling stringent criteria to achieve the next salary level.
- The school receives positive support from the local authority. The headteacher actively seeks out additional advice to motivate and inform staff. This support has contributed well to improvements to the Early Years Foundation Stage, resourcing and general training for staff and the governing body.
- A strength of pupils' learning is the rich curriculum. Subjects are interwoven through central themes and supported by a range of visitors and visits. For example, a wide range of learning took place in art, science and mathematics following the sudden appearance of real reindeers and their red-suited owner!
- The school tackles any issues of discrimination well and this contributes to the harmony within the school community.
- The school works very closely with parents and keeps them fully informed through weekly diaries, newsletters and the school's website. As a result, parents rightly hold the school in high regard.
- A few staff are relatively new to their management roles and are not yet fully accountable for their areas of responsibility.
- **The governance of the school:**
 - The governing body is well led and informed through high-quality reports from the headteacher and the governors' own systematic checks on the school's work. The governing body makes increasingly good use of training opportunities and provides strong support to others. Governors make a positive contribution to the life of the school through the time and skill several of its members bring, for example to special educational needs and behaviour. They are involved in the school's self-evaluation and have undertaken their own audit of their effectiveness. They make good use of data to plan the use of funds, such as pupil premium funding. They appropriately decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

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

Unique reference number	106842
Local authority	Rotherham
Inspection number	405060

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	208
Appropriate authority	The governing body
Chair	Lorraine Boyda
Headteacher	Matt Freeston
Date of previous school inspection	15 June 2011
Telephone number	01709 850201
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