

# Jerry Clay Academy

Jerry Clay Lane, Wrenthorpe, Wakefield, West Yorkshire, WF2 0NP

**Inspection dates** 9–10 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected
	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.

- Pupils make good progress in learning to read and write and in mathematics. Pupils' progress in mathematics is particularly rapid.
- The quality of teaching is good and a small amount is outstanding.
- Teachers plan interesting lessons which capture pupils' interests. Pupils have good opportunities to write and to use mathematical skills in different subjects.
- Pupils behave well in lessons and are keen to learn. They are very polite and confident. Pupils say that they feel very safe in school.
- Senior leaders and the governing body have taken effective steps to improve the academy and to ensure that teaching is good. They know the pupils very well and use this information to enable all to make good progress overall.

### It is not yet an outstanding school because

- There is not enough outstanding teaching.
- Lessons do not always challenge the more-able pupils to do their best.
- Teachers do not always question pupils closely enough to encourage their thinking or to check their understanding.
- Sometimes pupils do not have enough time to talk in depth about their learning with one another or with an adult.
- When children are learning by themselves in the Reception class, not all adults are involved in extending their language and thinking.

## Information about this inspection

- The inspectors observed 14 lessons taught by seven teachers and visited other activities for shorter periods of time. The inspectors listened to pupils read.
- Meetings were held with groups of staff and pupils and with representatives of the governing body.
- The inspectors took account of 19 responses to the online questionnaire (Parent View) and looked at the results of the academy’s own survey of parents’ views. Inspectors also spoke informally with a small number of parents at the start of the school day.
- The inspectors observed the academy’s work and looked at work in pupils’ books. They looked at documents relating to safeguarding, minutes of governing body meetings and records of the academy’s checks on the quality of teaching.
- The inspectors examined information on pupils’ attainment for the school year 2011/12 and information provided by the school on current learning and progress.

## Inspection team

Liz Godman, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

## Full report

### Information about this school

- The academy is of a similar size to other primary schools.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is below average.
- Most pupils are of White British heritage.
- The proportion of pupils supported at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Jerry Clay Academy converted to become an academy school on 1 August 2011. When its predecessor school, Wrenthorpe Jerry Clay Lane Junior and Infant School, was last inspected by Ofsted it was judged to be outstanding.
- The academy is not part of a chain or federation but works in an informal partnership with other academies and schools in the area.

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

- Improve the quality of teaching to outstanding by ensuring that:
  - all lessons and activities challenge the more-able pupils to do their best at all times
  - teachers question pupils more closely to encourage pupils' thinking and to check in greater detail how much they have understood
  - pupils are given more opportunities to talk in depth about their learning with one another and with adults.
- Increase the rate of progress of children in the Reception class by making sure that, when children are working on different activities by themselves, adults engage them in conversation in order to extend their language and thinking.

## Inspection judgements

### The achievement of pupils is good

- Most children join the Reception class with skills that are broadly typical for their age, although their skills in reading and writing are lower on entry.
- They make expected progress so that, by the end of the Reception Year, their skills remain broadly typical. However, their skills in reading and writing improve well to a level also typical for their age.
- Children in the Reception class make good progress in the activities led by the teacher, but when they choose activities for themselves, these do not always challenge them sufficiently. In addition, adults do not always extend children's language and thinking during these activities by engaging them in conversation.
- From broadly typical starting points at the beginning of Year 1, pupils make good progress in Years 1 and 2 and reach above average standards in reading and writing by the end of Year 2. Attainment in mathematics is particularly high. Progress in Year 2 is especially rapid.
- Pupils in Year 2 read fluently and have a good understanding of what they have read. Most pupils in Year 1 have a good knowledge of letters and the sounds they make and use this to work out unfamiliar words.
- In a Year 2 mathematics lesson many pupils showed great enthusiasm and confidence and responded eagerly to the challenges set for them.
- Good progress continues in Key Stage 2. The current pupils are making good progress in reading, writing and mathematics.
- In 2012, at the end of Year 6, pupils reached above average standards in English and mathematics, having made good progress overall. However, progress in reading was weaker.
- The academy took swift action to improve pupils' reading, so that current pupils are making good progress. Almost all the current Year 6 pupils are confident and fluent readers. They speak well about their favourite authors and are competent in finding information from books or from the internet.
- Pupils use their reading, writing and mathematical skills well in other subjects. For example, this is evident in the enterprise project, 'Hired or Fired' undertaken in Years 5 and 6.
- Disabled pupils and those who have special educational needs make good progress overall. This is because the work and help they receive meet their needs well.
- In 2012, there was no gap in attainment between the small numbers of pupils known to be eligible for free school meals and other pupils. All groups of current pupils are making good progress. This reflects the school's good promotion of equality of opportunity.

### The quality of teaching is good

- The good quality of teaching results in the pupils' good progress.
- A small number of teachers have joined the academy during this school year and have quickly secured the good progress of pupils in their classes.
- Teaching in the Reception class is good in the activities led by adults. This helps children to make good progress in early reading and writing skills. However, other activities do not always provide children with sufficient challenge and adults make limited use of the opportunities to extend children's language and communication skills and to deepen their understanding of the world.
- Staff have high expectations and this helps to secure pupils' good progress in Key Stages 1 and 2.
- Accurate checks are made on the progress of all pupils and this information is usually used well to plan lessons which meet the pupils' needs. This helps those with special educational needs and those known to be eligible for the pupil premium to make good progress.

- In a few lessons, there is less challenge for the more-able pupils, which slows their progress a little.
- Teachers regularly ask questions and ensure that all pupils take part. However, sometimes they accept the pupils' initial responses and do not ask further questions to encourage pupils' thinking or to check in greater detail how much they have understood.
- There are some opportunities for pupils to work together and to talk about their work. In some cases, this is highly effective. For example, Year 5 pupils work exceptionally well on a regular basis with those in Year 2, helping them to learn to write.
- Occasionally, pupils wait for direction from the teacher, rather than discussing their learning with another pupil. Sometimes, too, the rate of progress in a lesson slows because insufficient checks are made and opportunities are missed for pupils to explain their work in depth to one another or to an adult.
- Where teaching is outstanding, pupils are engrossed in working by themselves or with others and there is a high degree of challenge for the more-able pupils. This was evident in a Year 6 mathematics lesson during the inspection.
- Pupils' work is marked regularly and accurately. As a result, pupils are very clear about what they have done well and about how to improve their work. Work in pupils' books shows that they act upon the teachers' comments.

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

- Pupils behave well in lessons. They are eager to learn and are very friendly and polite.
- Just occasionally, in some lessons pupils' attention wanders and they stop working. However, when an adult prompts them, they swiftly resume work.
- Pupils show great pride in their 'best books' which provide a very well-presented record of their achievements in different subjects.
- Pupils play safely together at playtimes and say that they feel very safe in school. They have a good understanding of how to stay safe and can explain in detail how to stay safe when using the internet.
- Pupils say that bullying is very rare. They understand the different forms that bullying can take and know where to go for help should they need it.
- All parents who responded to the online questionnaire agree that their children feel safe and are happy in school. This is confirmed by the school's own survey of parents' views.
- Attendance is consistently above average and pupils arrive at school in good time in the morning.
- Pupils often show maturity in the way in which they relate to others. For example, older pupils take good care of younger ones around school and at lunchtimes. Similarly, pupils are keen to help adults and speak confidently and sensibly to them.

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

- The governing body and senior staff have high expectations of the staff and pupils. This has helped to secure good teaching and pupils' good progress.
- Senior leaders have an accurate view of the quality of teaching and use this information well to make improvements where these are needed. The management of the performance of staff is rigorous and information from this is used well to ensure that all staff receive suitable training and support.
- Careful and regular checks are made on the progress of pupils. Additional help is provided promptly where needed, for example, for those who have special educational needs. These progress checks are also used well to ensure that all groups and classes are making the progress they should.
- The academy's evaluation of its work is highly accurate and is used effectively to determine

priorities for further improvement. The academy has also maintained its contact with the local authority. This has included access to training to secure the school's good performance and the support of an 'associate adviser' who has provided an accurate external view of the quality of the academy's work.

- There are also good links with other schools and academies in the area. The positive link with the secondary academy, to which most pupils transfer, means that the current Year 6 pupils feel very well prepared for the move to secondary education.
- All safeguarding requirements are met.
- The majority of parents who expressed a view are happy with the academy's work.
- The academy makes good use of its resources to provide pupils with good teaching and interesting activities, including visits and residential experiences. These help to develop pupils' good skills in communication, reading, writing and mathematics. The academy also promotes respect for others and the pupils' good understanding of life in different cultures.
- **The governance of the school:**
  - The governing body has a very accurate knowledge of pupils' attainment and progress and of the quality of teaching. Governors have supported the headteacher well in ensuring that all teaching is at least good. They ensure that additional pay and promotion are only awarded to teachers whose performance is successful. Governors are regular visitors during the school day, as well as receiving detailed information from the headteacher and other staff. The governing body ensures that resources, including the pupil premium, are used well, so that all groups of pupils and individuals make good progress.

## 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>	137148
<b>Local authority</b>	Wakefield
<b>Inspection number</b>	412143

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

<b>Type of school</b>	Academy converter
<b>School category</b>	Non-maintained
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	205
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sarah Akers
<b>Headteacher</b>	Kathryn Smith
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	01924 303665
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