

Herringthorpe Junior School

Chatterton Drive, Rotherham, South Yorkshire, S65 2JW

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Achievement of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils' achievement is outstanding. They make excellent progress during their time in the school. By the end of Year 6, pupils' attainment is significantly above average in reading, writing and mathematics. However, until this year, pupils who are supported by the pupil premium have not made the same excellent progress as other pupils.
- The quality of teaching is outstanding. Activities are highly enjoyable and very well planned.
- All staff have very high expectations for pupils. They work successfully to ensure that activities are almost always challenging. Skilled teaching assistants are used effectively. Teachers have excellent understanding of the level at which pupils are working.
- Overall, the marking of pupils' work is of a high standard. However, on a few occasions teachers do not point out how pupils can improve their work further. Sometimes teachers pay too little attention to improving pupils' spelling.
- Pupils feel safe and behave exceptionally well whilst in school, on the playground, in the dining hall and on visits.
- Art, sport and information and communication technology are strengths of the school's work.
- The school is exceptionally well led by the executive headteacher. She is strongly supported by an effective head of school, senior and subject leaders, and all staff. Team spirit is strong, morale is high and all are committed to continued improvement.
- The range of enrichment activities provided by the school is superb and contributes significantly to pupils' learning, development and to their above average attendance.
- The governing body increasingly contributes to the success of the school.
- The school is continuously striving to improve and there is a very strong focus on checking on how well different groups of pupils are learning, so that any who fall behind can be immediately helped to make better progress.
- The highly successful promotion of pupils' spiritual, moral, social and cultural development is at the heart of the school's work.
- Parents are overwhelmingly supportive of the school. Leaders do a great deal to encourage parents from different backgrounds to become involved so that they can support their children's learning effectively.

Information about this inspection

- The inspectors visited 15 lessons taught by nine teachers; four were joint observations with the executive headteacher and head of school.
- They held meetings with governors, staff and pupils and talked to a representative of the local authority.
- Inspectors listened to three pupils in Year 3 and 6 read.
- They looked in depth at work produced by pupils in all year groups, including a selection of learning journeys showing pupils' progress from the time they entered the school.
- Inspectors studied a range of documents including: the school's own view of how well it is doing; plans for the school's future development; outcomes of leaders' observations of lessons and monitoring records; school policy documents; safeguarding policies and records and the school's analysis of data on pupils' progress, including of future projections based on the school's tracking and attendance information.
- The 20 responses to the online questionnaire (Parent View) were analysed, along with a summary of responses to questionnaires recently sent to parents from the school. Inspectors also obtained information from questionnaires completed by staff.

Inspection team

Derek Pattinson, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- This is an above average sized primary school.
- The proportion of pupils eligible for the pupil premium is broadly average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- Approximately two-thirds of pupils are of White British heritage, with Pakistani pupils forming the next largest group. The proportion of pupils from minority ethnic groups and pupils who speak English as an additional language are broadly average and growing.
- The proportion of pupils supported at school action is well above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average.
- There have been some changes in teaching staff since the previous inspection, including the appointment of a deputy headteacher. There are two newly qualified teachers and one recently qualified teacher on the staff.
- The school's formal collaboration with a neighbouring primary school has meant that the roles of headteacher and deputy headteacher have changed to executive headteacher and head of school to reflect additional leadership responsibilities.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school holds numerous awards including the Active Mark Gold, the Arts Mark Gold and an Advanced Healthy School's status.

What does the school need to do to improve further?

- Ensure that all teaching is outstanding in order to continue to raise standards and accelerate pupils' progress further in English and mathematics by:
 - checking that activities are always sufficiently challenging
 - giving more attention to improving pupils' spelling
 - making sure that teachers' marking always includes points for development.

Inspection judgements

The achievement of pupils

is outstanding

- Pupils achieve outstandingly well. They join the school with skills that are broadly average. Due to high quality teaching, pupils make very rapid progress as they move up through the school. As a result, by the time they leave Year 6 attainment is significantly above the national average in all subjects.
- Pupils make outstanding progress in all years and all subjects because any early signs of underachievement are spotted early and tackled rigorously, and because pupils know their targets and are very keen to make sure that they achieve them.
- A high proportion of pupils make at least the progress expected of them from their individual starting points in reading, writing and mathematics by the time they leave Year 6. Outcomes from this year's unvalidated national tests and assessments show that the proportions making better than expected progress are well above the national figures in reading, above in mathematics and a little above in writing. Indeed, progress in writing has been particularly rapid since a dip in performance in 2013. A detailed study of pupils' work in all year groups supports this rapidly improving picture. For example, in Year 4, pupils' high quality writing includes the use of rhetorical questions to pull at the reader's heart strings and attempts to change a reader's views using persuasive language.
- Reading is a real strength of the school. The high number who make better than expected progress in reading is reflected in pupils' love of books. Many are avid readers, read widely, know the benefits of scanning text to extract information and can talk enthusiastically about books they especially enjoy.
- The achievement of the most able pupils is also excellent. This is because they are usually set increasingly challenging work that allows them to make outstanding progress. Indeed, a small group of pupils have attained the higher Level 6 this year in mathematics. More pupils have achieved Level 5 in reading, writing and mathematics than in 2013.
- Pupils' ability to apply their literacy and numeracy skills when working in different subjects is exceptionally well developed. As a result, they are particularly well equipped when they move to the next stage of their education.
- Disabled pupils, those who have special educational needs and those for whom English is not their first language achieve very well compared to their peers nationally. This is due to the high quality support they are given to develop their learning.
- In 2013, pupils supported by the pupil premium, including those known to be eligible for free school meals were almost two terms behind other pupils in mathematics and three terms behind others in reading and writing. However, leaders have tackled this issue very quickly and effectively through timely action and support. As a result, these gaps in attainment have almost closed. Pupils known to be eligible for free school meals are now making the same excellent progress as all other groups, indicating that leaders are promoting equality of opportunity particularly well.
- Responses through Parent View and outcomes from a recent school questionnaire show that an overwhelming majority of parents agree that their children achieve very well at this school.

The quality of teaching

is outstanding

- The quality of teaching has improved from good to outstanding since the last inspection. Parents value highly the quality of teaching that their children receive. Teaching over time is outstanding, with pupils' books providing clear evidence of the excellent progress that pupils are making.
- Strong relationships between staff and pupils underpin learning in all classes. Teachers offer every encouragement to their pupils to help them achieve as well as they can. Because pupils' attitudes are so positive, teachers rarely have to remind pupils to concentrate on their work.

Pupils enjoy coming to school, are very keen to learn and are respectful. As a result, activities run smoothly.

- The way in which pupils' work is celebrated is superb. Displays adorn classroom walls and corridors and are interactive, colourful and informative. High quality pupils' work, which provide clear evidence of outstanding learning, include wasp nest patterns, shadow portraits, images of Whitby and planning of a Zen garden in the school grounds, all of these show great attention to detail.
- Teachers have high expectations and know their subjects outstandingly well. They use resources very well and ask pupils thoughtful and highly effective questions to help them learn. For example, in an activity in which younger pupils were making rapid progress using handheld computers to compile descriptions of themselves, one pupil wrote 'I have brown eyes like a large, brown, muddy puddle.' These key strengths also resulted in Year 5 pupils being totally immersed in their learning as they changed writing about other people to writing about themselves.
- Teachers plan their lessons well and regularly adapt what they have planned to suit pupils' precise needs. Well-targeted support helps to reinforce key ideas or tackle any misunderstandings.
- Teachers mark pupils' work regularly and most feedback is very helpful and constructive. However, teachers do not always pay enough attention to correcting important spelling errors. Furthermore, very occasionally, marking, especially in topic books, does not always help pupils to improve. On rare occasions, work is too easy for some pupils and too hard for others.
- Teaching assistants play an important role in supporting pupils' outstanding learning and progress. They are particularly effective when working with individual pupils or small groups in providing pupils with just the right amount of skilful support that they need.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. It is underpinned by excellent relationships at all levels. This is confirmed by the school records, observations and discussions with pupils.
- Pupils are very proud of their school, feel extremely safe and are very keen to learn. One pupil commented 'This is a brilliant school where we learn new things every day!' while another, to a question about what pupils like best about the school, answered 'everything!'
- Behaviour around the school, in the dining hall and in the playground is exemplary. Pupils are polite and courteous to adults and each other. They walk along corridors sensibly and in an orderly manner, many chatting happily together. They relish the time spent outdoors, playing with equipment or simply talking to their friends. They appreciate the work of playground buddies and play leaders who help to ensure that break times run smoothly. Pupils are also very aware of the high expectations of their behaviour the school demands.
- They show very good concentration and perseverance when in the classroom, especially when inspired by their learning. One pupil identified 'determination' as a key feature of effective learning while another commented that 'teachers would definitely help if you are stuck'.
- Pupils enjoy coming to school. They like, for example, the opportunities for discussion in the 'philosophy for children' sessions when they consider solutions to important questions they have raised. Their great enjoyment helps to explain why most arrive on time and attendance is above the national average. Pupils say that many lessons are fun and they like working to achieve their targets in numeracy and literacy.
- They relish the responsibilities they are given, for example, school councillors wrote a communications charter 'how to be a good friend' while other enjoy their roles as sports leaders at lunch time.
- The school's work to keep pupils safe and secure is outstanding.
- Pupils are aware of different forms of bullying. They say it 'hardly ever happens and on the rare occasions bullying does happen that an adult would 'sort things out quickly'.
- Pupils value highly the reward system where they are awarded golden points, receive golden

tickets and can be selected to appear on 'Praise Pod' after, for example, achieving personal targets.

- Pupils feel extremely safe and cite the wearing of badges by visitors and the many locked doors where a code is needed to gain entry as examples. Pupils know about the need for regular fire drills and of the dangers posed by the internet. There is always good supervision when pupils are outside.
- An overwhelming majority of parents believe rightly that their children are kept very safe in school.

The leadership and management are outstanding

- The school has gone from strength to strength since the previous inspection. This is primarily due to the impressive leadership and management of the executive headteacher and the head of school, ably supported by other senior members of staff. Staff are very proud to work at the school, team spirit is excellent and morale is high. All are committed to continued improvement in order to build further on the school's success.
- All staff, governors and an overwhelming majority of parents have a very high regard for the executive headteacher and agree that the school is led and managed exceptionally well.
- Leaders and managers check on the quality of teaching rigorously. They have a very strong commitment to ongoing training to ensure that staff members' knowledge and skills are up-to-date. The best practice is increasingly shared so that all staff can make further improvements to their teaching.
- Plans for development, to which all staff contribute, are highly comprehensive and focus on driving up standards still further. They are rigorously pursued and often rapidly achieved. For example, the wide gap in performance between pupils who are supported by the pupil premium funding and other pupils, evident in 2013, has been eliminated due to a relentless focus on accelerating their rate of progress.
- Subject leaders know what works well and what still needs improving. This is because clear procedures are in place to ensure that middle leaders and managers effectively monitor their subject areas and the progress that pupils are making.
- Teachers' performance is benchmarked closely against challenging targets for pupils' progress. Decisions about salary increases are linked closely to the progress that pupils make.
- Equality and diversity are exceptionally well promoted. The school strives to ensure that all pupils, whatever their background, have a secure understanding of the diversity of the world in which they live. For example, pupils learn about Judaism and about many different cultures, both past and present.
- The school's outstanding achievement is underpinned by a curriculum that provides many rich and varied activities and experiences. For example, each year group makes regular visits to places of local interest such as Eyam and Eden Camp. Activities are often linked to topical issues, such as the Tour de France and the football World Cup to make learning meaningful and to promote a real love of finding out about new things. Activities frequently inspire pupils to produce work of very high quality. For example, they produce pictures of the Blitz during the Second World War using black ink and impressive shadow portraits. Enterprise skills are strongly promoted and a varied range of out-of-school activities are available for pupils to enjoy.
- The primary school sports funding has been used very effectively to raise the skills of teachers through the use of local experts and trainers. As a result, pupils are developing healthy lifestyles, better physical well-being and are steadily improving their performance in a variety of sports.
- Safeguarding and child protection arrangements fully meet requirements.
- The school has forged strong working relationships with the vast majority of parents.
- The local authority provides 'light touch' support to this outstanding school.

■ **The governance of the school:**

- The highly committed governing body contributes increasingly well to the success of the school. Experienced governors are well informed about all aspects of the school's work, especially about the quality of teaching and the progress pupils are making. They know that pay increases for teachers are linked securely to pupils' performance. Governors are not afraid to ask searching questions to enable them to hold leaders to account for pupils' performances. The governing body has a firm grasp on the school's finances. It ensures that pupil premium funding is spent appropriately and they are fully aware of its impact.

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	106840
Local authority	Rotherham
Inspection number	443996

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	288
Appropriate authority	The governing body
Chair	Anthony Trueman
Headteacher	Jane Fearnley
Date of previous school inspection	20 June 2011
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