

High Greave Junior School

High Greave Road, Rotherham, South Yorkshire S65 3LZ

Inspection dates

25–26 June 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads the school very well with a consistent focus on improvement. He is ably supported by the deputy headteachers, the trust partner and the wider school team. As a result, pupils receive a good education and make strong progress in a friendly and inclusive environment.
- Leaders are accurate in their evaluation of the strengths and weaknesses of the school. They identify the right priorities for improvement. Systems to check closely on pupils' attainment and progress are used well to identify pupils who need extra help.
- Governors and trustees know the school well and strike a happy balance between support and challenge. As a result, they are effective in holding leaders to account for how well pupils are doing.
- The quality of teaching is good. Teachers and teaching assistants know their pupils well and have high expectations of them. They ask questions that tackle pupils' misconceptions. As a result, pupils are focused, work hard and make strong progress from their starting points.
- The progress of the disadvantaged pupils and those with special educational needs and/or disabilities (SEND) is good, because of the effective support that they receive.
- The curriculum is regularly reviewed, and it is broad and balanced. Pupils' experiences are enriched by a wide range of activities and visits.
- Pupils' personal development, behaviour and welfare are good. Pupils conduct themselves well in lessons and around the school. They are confident, polite and courteous to one another. Most pupils show positive attitudes to learning.
- Due to the hard work of leaders and the school's attendance team, pupils' attendance overall is improving. However, disadvantaged pupils and boys remain more likely to be absent than their peers.
- Pupils make strong progress from their starting points to reach expected standards. However, not enough pupils, including the most able, reach the higher standards at the end of Year 6 in reading, writing and mathematics.
- Generally, teachers plan learning to meet the needs of most pupils. However, in some cases, the level of challenge for pupils is inconsistent and, as a result, not all groups of pupils, including the most able, learn as effectively as they could.

Full report

What does the school need to do to improve further?

- Further improve the attendance and reduce the rate of persistent absence of all pupils, especially the disadvantaged pupils and boys.
- Continue to improve outcomes of pupils by:
 - increasing further the proportion of pupils who achieve the higher standards in reading, writing and mathematics by the end of Year 6, especially the most able pupils.
- Further enhance the good quality of teaching and learning by making sure that learning activities match the needs of pupils, including the most able pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and his deputy headteachers, with the very effective support from the trust partner, have successfully established a culture of high expectations across the whole school. They all strive to ensure that the school does the very best for each individual pupil. As a result, pupils receive a good education.
- Leaders' evaluation of the school's strengths and weaknesses is accurate. They methodically examine information about the effectiveness of the school to find ways in which it could be improved. Plans for future improvement focus on the right priorities. Leaders quickly put in place well-considered and appropriate actions that soon remedy any issues. Consequently, the quality of teaching and outcomes are good.
- Leaders' judgements about the quality of teaching and learning, and its effect on pupils' progress, are accurate. Where any teacher requires guidance or support, these are swiftly put in place and carefully monitored to secure improvements. Leaders recognise the importance of developing a skilful teaching staff. Across most year groups, teachers work collaboratively with other schools in the trust. As a result, staff are able to develop their practice further.
- The headteacher has high expectations of everyone, and there are clear performance management systems in place to help staff ensure that improvements are made. Senior leaders make regular checks on the quality of teaching and the progress that pupils are making.
- Governors and school leaders ensure that other additional funding is used effectively. For example, the sport premium is used well to improve the quality and frequency of physical activity for all pupils. The leader responsible for pupils with SEND ensures that funding is used well to provide these pupils with the effective support they need. As a result, the progress these pupils make from their starting points is good.
- Staff, parents and carers are supportive of the school's leadership, and morale in school is high. Teachers value the opportunities to improve their day-to-day practice through further professional development and training. However, not all teachers have a good understanding of the new systems for evaluating school performance.
- The school develops pupils' spiritual, moral, social and cultural understanding very well. Values, such as democracy and tolerance, are taught and promoted throughout the school. Pupils have many opportunities to take part in trips and listen to external visitors. As a result of these activities, pupils are being well prepared for life in modern Britain.
- The curriculum is broad and balanced, with an appropriate emphasis on reading, writing and mathematics. This contributes to pupils' good development and strong progress. Pupils are taught about significant world religions through 'Tribe' sessions. Topics are used to teach a range of subjects, such as history, geography and art, skilfully complemented by relevant educational visits. A range of extra-curricular clubs and activities further enhance pupils' enjoyment and learning.
- The trust provides very effective support to the school. The trust partner works with the headteacher and his deputies to establish effective systems and procedures to

achieve sustained improvements. The trust also provides professional development for teachers. As a result, the leadership of the school has been strengthened further since it converted to an academy and there is great capacity for further improvement.

Governance of the school

- Governors are ably led by a very knowledgeable chair and they have a good understanding of the school's strengths and areas for improvement. They use clear information provided by leaders. As a result, governors provide appropriate challenge and support to school leaders in order to bring about necessary improvements. Governors share the leaders' high expectations, are very proud of the inclusive ethos of the school and are highly ambitious for pupils.
- The local governing body meets frequently, and members work closely together to monitor the performance of the school. Trustees, with a wide range of knowledge and expertise, provide an additional layer of scrutiny to the work of the local governing body. Governors ensure that they attend regular training to carry out their roles effectively. The local governing body takes its safeguarding duties seriously.
- Governors are very well aware of the challenges the school faces, with high levels of deprivation in the area, and they are proud of the support that disadvantaged pupils receive.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school and pupils say that they feel safe. School leaders ensure that all staff have appropriate and up-to-date safeguarding training, including online safety and child sexual exploitation. Staff are vigilant and knowledgeable about child protection procedures, they know the signs to look out for and how to report concerns.
- Senior leaders, including governors, check safeguarding records regularly and the school has comprehensive policies for safeguarding. As a result, the school takes timely, supportive and appropriate actions to keep all pupils, including those who are most vulnerable, safe.
- Leaders make timely referrals to the local authority social care services where necessary. They keep an accurate record of conversations and actions taken. Leaders persevere when they feel that more action is needed.
- Recruitment procedures are thorough. Leaders complete all the necessary checks to ensure that they only employ adults and use volunteers who are suitable to work with pupils.

Quality of teaching, learning and assessment

Good

- The leadership of teaching is strong. Pupils engage in activities that capture their interest. There are very positive relationships between adults and pupils and these encourage pupils to stay focused, work hard and try their best. Teachers clearly explain to pupils what they need to do. As a result, teaching and learning are good.

- Pupils read daily, during the school's 'Book club' sessions. During these sessions, pupils develop not only their reading skills but also their thinking skills, which strengthen their comprehension of texts. Pupils read books that are appropriate for their age and ability. This contributes well to pupils' confidence and clear enjoyment of reading. Inspectors were able to confirm this when they listened to pupils read. Those pupils who join the school in Year 3 with weak reading skills are supported by teaching assistants to strengthen their phonics skills so that they can quickly catch up with their peers. As a result, the progress and attainment of pupils, including the most able pupils, in reading are strong and improving further.
- School leaders recently reviewed the teaching of mathematics. In mathematics, pupils' work in books shows that pupils move on to more complex problem-solving tasks as soon as they have mastered each mathematical skill. Opportunities for pupils to develop their reasoning and problem-solving skills are increasingly becoming a regular part of mathematics lessons. Pupils also have increasingly more opportunities to apply mathematical skills in other subjects, for example in science.
- In writing, teachers ensure that pupils have more opportunities to write extensively, through drafting and editing. This is also increasingly the case in foundation subjects such as history. Consequently, the progress and attainment of pupils, including the most able pupils, in writing and mathematics are strong and improving further.
- Most teachers and teaching assistants have high expectations of pupils and use questioning well to probe understanding and deepen pupils' thinking. During lessons, teachers offer individualised feedback and, as a result, most pupils improve their work instantly, for example by editing their work in literacy or by correcting their calculations in mathematics. Most pupils work with positive attitudes and take an interest in their own progress.
- Teachers keep a close eye on how well pupils are learning. Staff assess pupils' work accurately to identify what they can and cannot do. Teachers then use this information to plan any support work needed that helps fill gaps in pupils' knowledge.
- Leaders monitor the quality of teaching and learning frequently, through a carefully planned cycle of activities. This includes leaders observing lessons, scrutinising books and having conversations with pupils. Leaders have also linked the quality of teaching to pupils' outcomes. As a result, leaders and staff can identify early any pupils who may need additional support in order to reach their potential.
- Teachers regularly review and evaluate the individual needs of pupils with SEND. Consequently, these pupils receive effective support to ensure that they make good progress.
- Classrooms are well-organised and purposeful learning environments. Most teachers plan activities well that meet the needs of most pupils. However, this is not always the case across all classes. As a result, not all pupils, including the most able pupils, are sufficiently stretched and challenged to enable them to deepen their knowledge and understanding.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders have created a caring and inclusive environment for pupils where they feel safe and enjoy learning. Adults and pupils have positive relationships, and this is reflected in the mutual respect shown in lessons and during social times.
- Pupils listen carefully to each other and to their teachers, which supports pupils to work hard. Most pupils have positive attitudes to learning and concentrate on their tasks. As a result, classrooms are purposeful and calm environments.
- Pupils know how to protect themselves from a range of dangers. For example, pupils are very aware of the risks of using the internet and social media. They can articulate what they need to do to stay safe online. Pupils know what to do and who to go to if they have any concerns. Pupils report that bullying happens sometimes, but teachers deal with it swiftly.
- The work of the school to promote pupils' social, moral, spiritual and cultural development is strong and well embedded across the curriculum. Pupils are knowledgeable about a wide range of world religions. Teachers actively promote fundamental British values through 'Tribe' sessions, assemblies and the wider curriculum.
- Pupils have numerous opportunities to contribute to school life and the wider community, such as staging an art exhibition and an outdoor music festival for local residents. They have the opportunity to take on school-wide responsibilities, such as looking after 'Google', the school's bearded dragon, or tidying up the whole school during 'Tidy Tuesdays'. These opportunities help to prepare pupils well for the next stage in their education.

Behaviour

- The behaviour of pupils is good.
- Pupils' good behaviour in lessons and their positive attitudes to learning contribute to their good learning and strong progress from their starting points.
- Pupils behave well, both in lessons and around the school site. They are polite, friendly and always smiling. They are respectful to each other and to adults.
- Leaders relentlessly promote the importance of regular attendance through a range of activities and regular communication with parents. The very well attended breakfast club helps pupils start their school day well and supports the hard work staff do to further improve attendance. As a result, overall attendance is improving.
- For the pupils who are persistently absent, the attendance officer is proactive in taking suitable actions to work with parents to secure improvements. Despite improvements, rates of persistent absence remain above national averages. Disadvantaged pupils and boys in school remain more likely to be absent than their peers.
- Fixed-term exclusions reduced significantly over the past year. Pupils report that there

are very few incidents of poor behaviour now. All incidents are recorded promptly, and leaders make effective use of the information to improve the school's management of behaviour. The learning mentor overseeing behaviour provides effective support, including mental health support, to all pupils and works closely with families.

- Playtimes are purposeful and cooperative. Pupils say that they are fun, and they enjoy playing in the school's grounds and engaging in the many available activities.

Outcomes for pupils

Good

- School assessment information, confirmed by evidence in pupils' books, indicates that the majority of pupils across most year groups are currently making strong progress from their starting points in reading, writing and mathematics. This applies to pupils of all ability ranges, including the most able pupils and disadvantaged pupils. It supports leaders' views that rates of progress and attainment are continuing to improve.
- In 2018, the progress of pupils at the end of key stage 2, in reading, writing and mathematics, was in line with the national averages. In particular, the progress of pupils in mathematics, improved from being well below the national average in 2016 to be in line with the national average in 2018.
- Leaders liaise closely with classroom teachers on pupils' progress, for instance through regular pupil progress meetings. Pupils who are underachieving, including pupils with SEND, are accurately identified through effective progress monitoring systems and support is planned to help them achieve their potential. As a result, most of these pupils make good progress from their starting points.
- The effective use of the pupil premium funding is diminishing the differences that exist between the progress of disadvantaged pupils and that of other pupils. In 2018, there was little or no difference in the progress disadvantaged pupils made in reading, writing and mathematics compared to other pupils.
- In 2018, the proportion of pupils achieving the higher standards in reading, writing and mathematics combined at the end of Year 6 was below the national average. Inspection evidence, scrutiny of pupils' work and school assessment information indicate that the proportion of current pupils in the school achieving the higher standards at the end of key stage 2 is rapidly improving. However, leaders acknowledge that there is more work to do and are already taking actions to enable the most able pupils to achieve their potential.

School details

Unique reference number	142976
Local authority	Rotherham
Inspection number	10087615

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

Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	187
Appropriate authority	Board of trustees
Chair	John Rutherford
Headteacher	Joel Breedon
Telephone number	01709 850201
Website	www.learnerstrust.org/hgs
Email address	HighGreaveJunior@rotherham.school
Date of previous inspection	Not previously inspected

Information about this school

- High Greave Junior School is smaller than the average-sized primary school.
- The school converted to an academy in July 2016 and joined the Learners' Trust. The work of the trust is overseen by a board of trustees. Some responsibilities are delegated to the local governing body. The trust supports 18 schools, consisting of infant, primary and junior schools.
- The proportion of pupils known to be eligible for support through the pupil premium is significantly higher than the national average.
- The proportion of pupils with SEND is above the national average. The proportion of pupils who have an education, health and care plan is also above the national average.

Information about this inspection

- Inspectors visited lessons across all classes and covering all teaching staff. Some of these visits took place with senior leaders accompanying inspectors. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning.
- Discussions took place with the headteacher, deputy headteacher, trust partner, and members of the wider body of staff.
- Discussions also took place with the chief executive officer of the Learners' Trust and governors, including the chair of the local governing body.
- Inspectors held discussions with groups of pupils from Years 3, 4, 5 and 6 about what it is like to be a young person at the school. Inspectors also listened to some of these pupils read.
- Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account the two free-text responses from parents to Ofsted's online survey, Parent View. Inspectors also considered the school's own surveys of parental, staff and pupil views.
- Inspectors examined records relating to behaviour, attendance and safeguarding.
- Inspectors also scrutinised documents, including school development plans, governing body minutes, external reviews, leaders' monitoring notes and information about pupils' achievement.

Inspection team

Dimitris Spiliotis, lead inspector

Her Majesty's Inspector

Gillian Nimer

Ofsted Inspector

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