



Maltby Lilly Hall Junior School

Inspection Report

Unique Reference Number 106900
LEA Rotherham
Inspection number 277654
Inspection dates 5 June 2006 to 6 June 2006
Reporting inspector Mrs Jane Hughes CfBT Lead Inspector

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

Type of school	Primary	School address	Cliff Hill
School category	Community		Maltby
Age range of pupils	7 to 11		Rotherham, South Yorkshire S66 8AU
Gender of pupils	Mixed	Telephone number	01709 812148
Number on roll	249	Fax number	01709 812148
Appropriate authority	The governing body	Chair of governors	Mr D Taylor
Date of previous inspection	20 March 2000	Headteacher	Mrs E Clarke

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size junior school. The proportion of children from a minority ethnic background or who speak a language other than English or who are eligible for free school meals is below average. The proportion of children with learning difficulties and/or disabilities (LDD) is larger than average, although a smaller than average number has a statement of special educational need.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This good school provides good value for money. Inspectors agree with the school's overall evaluation of its own performance, differing only in their judgement of children's personal development. This is good rather than outstanding because the school does not offer children enough opportunities to take responsibility for different aspects of school life and this restricts their personal development. Children achieve well and standards are significantly higher than average in English, mathematics and science. Strong teaching ensures children are keen to learn, behave well and make good progress. Nevertheless, teachers do not give children enough opportunity to talk about their ideas in lessons or to learn without direct adult support. Also, teachers do not provide children with consistently clear feedback as to how to improve their work. Parents are highly supportive of the school and ensure their children attend regularly. The rich curriculum enables children to experience a plethora of different opportunities. For example, the school is well known for impressive school productions and sporting success. A strong ethos of care flows directly from the charismatic and highly regarded headteacher. This guides the work of governors, senior leaders and all staff. Effective links with outside partners ensure vulnerable children receive the support they need. Well targeted support and guidance meet the academic and personal needs of every child, including those with LDD who flourish here. Children learn about healthy eating as the school increasingly embraces healthier lifestyles. Conscientious governors provide appropriate challenge and support. The school has improved well since the last inspection and shows good capacity to improve further.

What the school should do to improve further

Focus on:

- helping children to express more of their thoughts orally in lessons and develop ways to learn by themselves
- achieving greater consistency in teachers' marking so children have a clearer understanding of how to improve their work
- empowering children to take on more responsibility throughout the school.

Achievement and standards

Grade: 2

Children achieve well and standards are above average. Children join school in Year 3 with broadly average skills. In 2005, children's attainment in Year 6 was significantly higher than average in English, mathematics and science, and this represented good progress. Predictions for the 2006 test results are similarly positive, building on the rising trend of previous years. Children respond with determination to challenging targets set by teachers and they clearly enjoy lessons. Children with LDD, those with particular gifts and talents, and children from minority ethnic groups achieve similarly well because the school takes great care to ensure all children have equal chances to achieve their potential. Impressive use of skilled teaching assistants is proving an

effective learning support strategy. Teachers' record keeping and planning are detailed and enable them to set realistic targets that move children's learning on apace. Careful analysis of children's performance identifies specific focus areas and, in this way, the school is successful in improving children's basic skills and establishing a firm foundation on which to build for their future economic well-being. The school has had a long-term focus on children's writing and this has improved standards. The latest priority for guided reading is also bearing fruit as children are more confident and attain higher levels in reading.

Personal development and well-being

Grade: 2

Children's personal development, including their spiritual, moral, social and cultural development, is good. They really enjoy school, saying, 'This is a friendly, happy school. We feel safe here.' They collaborate well and work sensibly with their learning partners. Children become increasingly self-confident, although they do not have enough opportunity to take responsibility for different aspects of school life. Children are rightly proud of their school and regularly participate in the many enrichment activities on offer, most notably the celebrated school productions like 'Cinders' and themed events such as the 'Olympics' and 'World Cup'. Older children reminisce warmly about their residential visit to Bamburgh and younger children eagerly anticipate their turn. Most parents support the school's work and ensure children attend regularly and arrive on time. These good habits set the standard for reliable work patterns in later life. Children behave well; many enjoy the challenge offered by daily behaviour awards and are determined to win a prize for 30 days of continuous, positive feedback. Children know that a healthy lifestyle involves regular exercise and a balanced diet. They tuck into healthier hot meal options or homemade packed lunches. Children have an increasing understanding of safe practices and how to 'say no' to drugs.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Teachers have high expectations of children's behaviour and relationships are good. As one parent commented, 'Children have nothing but respect and loyalty for their teachers.' Classrooms are happy and pleasant places. Isolated incidents of unsatisfactory behaviour are managed without fuss. Lessons are clearly structured and effectively managed. This positive environment leads to children being keen to work and supported to do well. Teachers explain carefully what is to be learnt and keep good records so they can plan effectively the next steps. Skilled teaching assistants are an integral part of lessons. Individual learning needs are carefully diagnosed and children, including those with LDD, receive appropriate learning tasks. Teachers use interactive whiteboards routinely and, where teachers are confident, these add interest to lessons. A few teachers need further support to develop the way the boards are used. Some teaching does not provide

enough opportunities for children to talk about their learning and become more independent of the teacher. Marking offers good encouragement to children and celebrates the things they do well, but does not link sufficiently to the targets set for them. Parents are involved well in their children's education through detailed reports and useful homework/reading diaries.

Curriculum and other activities

Grade: 2

The curriculum is good, with the quality of children's work reflecting its richness and diversity. There is a clear focus on improving children's skills in English and mathematics. The use of information and communication technology (ICT) has improved greatly and children enthusiastically use the ICT room. The school uses a good range of visitors, visits and events, including a challenging residential experience in Bamburgh for Year 6 children, to bring an extra dimension to learning. There is further enrichment provided by the wide range of clubs and sporting activities. Parents are very appreciative of these. One wrote, after the 'breathtaking' local Young Voices Concert, 'You, as a school, are bringing out the best in my daughter'. Children are helped to mature and understand how to remain healthy and safe through a well structured personal, social and health education programme. However, proposed changes are still being evaluated. There are too few opportunities, currently, for children to take responsibility in school.

Care, guidance and support

Grade: 2

The care, support and guidance of children are good with some outstanding features. Effective relationships permeate the school and adults are committed to ensuring children's health and safety. Even so, the extensive, undulating school grounds make constant outdoor supervision problematic. Child protection arrangements are in place. The effective tracking system gives a good overview of the standards children are reaching. As a result, children's needs are well known and appropriate support provided to enable them to make good progress in their learning and personal development. Good relationships and links with parents add to this culture of effective support. The arrangements for children with LDD are excellent. Support is well planned, with parents and children involved in both target setting and monitoring processes. The school works well in partnership with a variety of external support agencies. One parent gratefully wrote, 'Your patience and faith towards my son has paid off in spades.'

Leadership and management

Grade: 2

Good leadership and management ensure this is a successful and vibrant school that constantly moves forward. The vision and drive of the headteacher motivate senior leaders and the enthusiastic staff to provide consistently effective learning opportunities for children. Parents speak warmly of the headteacher, describing her as 'an inspiring, committed leader'. Other staff show huge commitment to enrichment

activities such as sport, drama and the uplifting choir. The school carefully evaluates its own performance and this is generally accurate. It identifies correct development priorities to introduce and consolidate improvement and follows with effective action. However, the school does not yet provide enough opportunity for children to take on additional responsibilities in school. The school regularly seeks parental affirmation that it is providing what they want for their children and responses are overwhelmingly supportive. The school plays a strong role within the local community. It has established good links with local schools and schools further afield with different pupil profiles. The latter is helping children here to develop an increasing awareness of the diversity of British society. Conscientious administrators, caretaking, lunchtime and support staff bring additional layers of care and support to the school. The effective governing body fulfils its duties well. Governors are knowledgeable about the school's strengths and development priorities. They are effective custodians of the school's caring ethos and quest for high academic and social achievement. There is good capacity for improvement.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and helpful when we visited your school. We enjoyed all the chats we had together and agree with you, your parents and teachers that there are many good things to be proud of in your school. Here are a few we liked the best:

- everyone is very kind and friendly in your cheerful, busy school
- you make the most of all the exciting clubs and events your teachers organise
- you behave well and work hard which means you make good progress and reach above average standards
- many of you say how much fun you have appearing in the school productions, like 'Cinders'
- we enjoyed the DVD
- your headteacher and all the adults take very good care of you and help you with any problems.

This is what we have asked your school to do now so it will be even better:

- help you speak more about your work in lessons and work more often without direct help from an adult
- give you a clearer idea of how to make your work even better
- help you take on more responsibilities and make a greater contribution to school life.

Carry on working hard and enjoying school, especially all your 'World Cup' events.