

# Stanley Wrenthorpe Jerry Clay Lane Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	108201
<b>Local Authority</b>	Wakefield
<b>Inspection number</b>	309615
<b>Inspection dates</b>	5–6 December 2007
<b>Reporting inspector</b>	Fiona Gowers

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Keith Orrell
<b>Headteacher</b>	Mrs Kathryn Smith
<b>Date of previous school inspection</b>	6 October 2003
<b>School address</b>	Jerry Clay Lane Wrenthorpe Wakefield West Yorkshire WF2 0NP
<b>Telephone number</b>	01924 303665
<b>Fax number</b>	01924 303666

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average sized school serves a mixed socio-economic area. Almost all pupils are of White British heritage. The proportions of pupils with learning difficulties and/or disabilities and those with a statement of special educational need are below average. There has been a substantial staff turnover in the last two years. The school has achieved the Activemark accreditation.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

Jerry Clay Lane Junior and Infant school is an excellent school, which has continued to improve since its last inspection. It is very popular with parents, who share comments such as, 'This is a wonderful school, with excellent caring staff, who treat children as individuals. I can't praise the school enough!' The headteacher is an outstanding leader with extremely high expectations. Standards have been consistently well above average in all core subjects since the last inspection. The school is far too modest in its assessment of how good it is, illustrating its desire to be better still.

The quality of teaching is outstanding. Teachers have very high expectations of both work and behaviour and pupils rise to those challenges. The recent introduction of individual targets positively motivates pupils and they delight in the opportunity to assess their own learning, continually striving to do even better. As a result, pupils are very committed, happy in their learning and achieve exceptionally well.

The rigorous tracking of pupils' progress is central to their achievement. The school keeps careful records of how well pupils are doing and uses the information to set challenging targets and to provide extra support to those pupils who may need it. Pupils with learning difficulties and/or disabilities are catered for extremely well.

Parents are very appreciative of the excellent levels of care, guidance and support the school provides. Pupils' outstanding personal development is a product of friendly and supportive relationships with all staff. They behave very well and have excellent attitudes to school, which they enjoy enormously. Attendance levels are, consequently, well above average. Pupils show great regard for each other's well-being, whilst caring for others at the 'Buddy Bus stop' at playtimes. They readily carry out key roles of responsibility with maturity, such as school councillors and monitors, confident that they are making a real difference to their school.

The school provides a good curriculum. Learning activities are particularly effective in English, mathematics and science, enabling pupils to progress at a rapid rate. Learning is brought to life when pupils have the opportunity to develop key skills around a particular theme. For example, in a recent Vikings topic, pupils designed and made shields, wrote newspaper articles and found out about the Vikings through drama activities and working on the computer. The school makes good use of the outdoor environment to support pupils' learning throughout the school. Pupils are involved in the extensive development of the school grounds, having the opportunity to grow vegetables, develop a mini-orchard and an environmental trail. A wide range of clubs and after-school activities further enhance the curriculum. Pupils participate enthusiastically in the choir, the orchestra, line dancing and other sporting activities. The new Foundation Stage leader has a very good understanding of the strengths of provision and is currently working hard to develop the Early Years curriculum further. In the Foundation Stage, children get off to a good start, especially in their language and mathematical development. The headteacher is utterly committed to the success of the school. She is very well supported by a dedicated deputy headteacher, a very effective leadership team and a highly committed staff. The school's knowledgeable governing body has a very good range of skills and keeps a close watch on the work of the school. In the light of such strengths and success, the school clearly shows it has outstanding capacity to improve.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

The range of children's abilities when they start school is varied, but generally they are in line with national expectations. Children settle very well into the warm, supportive environment and develop positive attitudes to their learning.

Children enjoy their time in the Foundation Stage and become aware of the needs of others, because of the good relationships. They make particularly good progress in their mathematical and language development, because of the high expectations of the staff and strong, well focused teaching. Very thorough assessments enable children to build effectively upon prior learning. Children are challenged to think from a very early age, using practical mathematics problem-solving activities and enjoying many fun activities which help them to develop early writing skills. Children do not make such rapid progress in their physical and creative development, and knowledge and understanding of the world, because extended learning opportunities, particularly those outdoors, do not always have the same clear learning focus.

### **What the school should do to improve further**

- Ensure that children in the Foundation Stage have access to as wide a range of experiences outdoors, as they do in the classroom, to help develop their skills across all areas of learning.

## **Achievement and standards**

### **Grade: 1**

Pupils' achievement is outstanding. In Years 1 and 2, pupils build very well on their previous learning and consistently attain well above average standards by the end of Year 2. At the end of Year 6, standards have consistently been significantly well above average since the last inspection. In 2007, nearly all pupils reached the higher Level 5 in science, around two-thirds reached it in English and over half in mathematics. All groups of pupils, including those with learning difficulties and/or disabilities, achieve very well because of the very high quality teaching and care they receive.

## **Personal development and well-being**

### **Grade: 1**

The school's vision is 'to promote the development of secure, happy, well adjusted individuals who are equipped for life long learning.' It achieves this aim for its pupils admirably as shown by their excellent spiritual, moral and social development and good cultural development. Pupil's behaviour is excellent and they reflect on issues relevant to their daily lives, such as; 'how to be helpful to others'. Pupils are able to develop key life skills and help each other keep healthy by leading and taking part in 'Fit Bod' sessions at playtimes. Well above average levels of attendance confirm how happy pupils are to come to school. They feel safe and are keen to do well and receive a 'Special Mentions Award'. All children have practical experience of what makes a healthy lifestyle, for example, by growing vegetables in the school grounds.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding and as a result, pupils enjoy learning and make exceptional progress. Very effective assessment procedures give an extremely clear view of how well pupils are doing. Teachers use this information to plan lessons with very good attention to pupils' individual learning needs; consequently, pupils are able to progress at a rapid rate. High quality questioning from teachers and skilful teaching assistants tests pupils understanding of their own learning. Clear objectives are shared with pupils so they understand what they are learning and the use of individual targets is helping all pupils to raise their aspirations. Pupils identified as requiring extra support are well catered for and, as a consequence, they also make very good progress. Teachers' marking is thorough and clearly shows pupils how well they have done and what they must do to improve. Teachers have very good subject knowledge. Their good use of interactive whiteboards and other quality resources all serve to interest and motivate all pupils.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good and has improved since the time of the last inspection. Learning experiences build very effectively on what pupils already know and what they need to learn next. This is particularly effective in English, mathematics and science, enabling pupils to make rapid progress. Teachers are increasingly planning effective links between subjects, providing pupils with opportunities to apply what they have learned in one subject to a wide range of experiences. These hold pupils' interest readily and are helping them attain high standards in their work.

The strong personal, social and health education programme offers engrossing activities to help pupils learn key life skills. Additional support programmes are used very effectively to support those at risk of underachieving. French is now established as part of the curriculum and music is emerging as an area of strength, with the choir recently performing at the cathedral. A range of clubs, residential visits, and visitors to the school make a significant contribution to pupils' personal development and enrich the lives of learners.

### **Care, guidance and support**

#### **Grade: 1**

A strong quality of care permeates this school and contributes significantly to pupil's well-being and high levels of achievement. This is very much appreciated by many parents, who share the view that 'all staff go beyond what is expected of them to support the children's academic, extra-curricular and social development.' Pupils feel safe in school and are very confident that their teachers would help them if they have any difficulties. Safeguarding procedures are in place and vulnerable pupils are very well supported.

Accurate assessment and the rigorous tracking of pupils' progress ensure that challenging targets are set. It also accurately identifies where intervention strategies need to be introduced. The support of pupils with learning difficulties and/or disabilities is exemplary. The school has very strong partnerships with parents, local schools and external agencies, which considerably enhance the levels of care, guidance and support for pupils.

## Leadership and management

### Grade: 1

Outstanding leadership and management ensure consistently well above average standards and excellent personal development and well-being. Very robust management systems enable the school to remain highly effective despite going through periods of turbulence, for example, the recent high turnover of staff. Expectations are high throughout the school and as a result, pupils grow in confidence and self-belief. The strong leadership team know the school very well and have a very clear view about how to improve further. Their evaluation of the school's effectiveness is too modest because they can always see how to make the school even better. There is a strong team spirit where everyone's contribution is valued and the professional development of all staff is given a high priority.

Central to the school's work is the self-evaluation and from this flows improvements which are monitored closely. Very thorough tracking of pupils' progress effectively highlights any child not doing as well as expected, those who may require extra support and those who can be challenged further. Governors know the school very well and are extremely supportive, amply fulfilling their role of 'critical friend.'





## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	1
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

### Achievement and standards

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

### Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	1
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

**Annex A****Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for being so welcoming when the inspectors and I visited your school.

You told us how much you enjoyed coming to Jerry Clay Lane School. Your school gives you an exceptionally good education and I would like to share with you the reasons why.

- Your headteacher is an outstanding leader and has made sure that all those working in school, help you learn and develop as much as you can.
- You should be very proud of how well you behave, because your behaviour is excellent. This means that everyone in school is able to work and play together very well.
- Excellent teaching and your hard work enable you to do really well.

The adults at school look after you very well and they are very good at giving you the help that you need. We have asked them to plan even more fun and exciting activities for children in the Foundation Stage.