

Maltby Lilly Hall Junior School

Inspection report

Unique Reference Number	106900
Local Authority	Rotherham
Inspection number	324483
Inspection dates	25–26 February 2009
Reporting inspector	Philip Cole

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 on roll	
School (total)	219
Appropriate authority	The governing body
Chair	Mr D Taylor
Headteacher	Mrs E Clarke
Date of previous school inspection	5 June 2006
School address	Cliff Hill Maltby Rotherham South Yorkshire S66 8AU
Telephone number	01709 812148
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average-sized junior school. The school roll has reduced since the last inspection reflecting demographic changes in the local area. Virtually all the pupils are from White British backgrounds and there are no pupils who speak English as an additional language. The proportion of pupils entitled to free school meals is below average. The proportion with learning difficulties and/or disabilities is above average. Most of these pupils find learning more difficult or have problems with speech and language. The school has achieved Healthy Schools and Activemark awards. It is currently subject to a proposed reorganisation with a nearby infant school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school. 'An excellent, well-run school with dedicated staff,' sums up the views of most parents. Many comment on how much their children enjoy school. Pupils talk eagerly about the excellent out of class activities, exciting visits and interesting lessons. They know they are listened to and that the school will act on their sensible suggestions, for example in providing the play equipment and apparatus that make break times fun.

Pupils' personal development and well-being are good overall although there is a relative weakness in their understanding of the different religions and ways of life in Britain and the wider world. They love the many opportunities they have to exercise, mostly make healthy choices at lunchtime and enjoy wholesome snacks. Behaviour is excellent and everyone gets on well together. Pupils willingly take on responsibilities, for example running the fruit stall or being buddies and play leaders.

Standards by Year 6 are above average. In the past, pupils' achievement has sometimes been satisfactory rather than good. The school has worked hard to tackle this. Improvements in teaching and in helping pupils to understand how they can make their work better and take the next steps in their learning have now become embedded. As a result, over the last 18 months pupils have been making impressive progress and their achievement is now good. Pupils with learning difficulties and/or disabilities make good progress because the extra help and support they have is well planned and organised.

Teaching is of good quality. Lessons are consistently pitched at challenging levels. Teachers always make clear to pupils what they are expected to learn. This successfully enables them to work purposefully and to judge for themselves how well they have done. On occasion, teachers do not take sufficient account of the needs of all of the different groups in their class. When this happens the progress made by some pupils is satisfactory rather than good. The school's curriculum is good. It contributes particularly well to pupils' enjoyment of school. Effective links have been made between subjects that make learning more relevant and purposeful for pupils. Staff provide good quality care, guidance and support for pupils. The school works well with parents, outside agencies and neighbouring schools to tackle problems that pupils may have and to ensure a smooth transition between the different stages of education. A close eye is kept on the progress of all pupils and effective support is provided to those whose may need extra help or those who have particular gifts or talents.

Leadership and management are good. The strong leadership team takes effective action to improve pupils' achievement, personal development and well-being. They successfully ensures that there is equality of opportunity and no discrimination in school. The school promotes community cohesion satisfactorily. It does this well in the school and the local community. It has not yet developed a structured approach to help pupils understand their place in a diverse Britain and wider world. Strength and depth in leadership and management and accurate self-evaluation result in the school having a good capacity to improve.

What the school should do to improve further

- Ensure that the needs of all pupils are effectively met in all lessons and they all make consistently good progress.
- Ensure that pupils have a good understanding of their place in an ethnically and culturally diverse Britain and wider world.

Achievement and standards

Grade: 2

Pupils enter the school with attainment that is usually above the national average. In recent years they have sometimes made good progress and sometimes satisfactory progress to reach above average standards by the end of Year 6. Their achievement has, therefore, varied between good and satisfactory, and sometimes the challenging targets set for them have not been met in full. The school has taken effective steps over the last two years to make teaching more sharply focused and to help pupils understand how they can improve their work and take the next steps in their learning. This has paid dividends. Progress has accelerated well, with pupils making noticeably larger gains over the last 18 months than is expected nationally. A weakness in the provisional results of the 2008 national tests was the proportion of pupils reaching the higher Level 5. In 2009, however, all the pupils who are expected to attain Level 5, given their above average attainment on entry to Year 3, are already working comfortably within the level. Pupils with learning difficulties and/or disabilities make good progress because of effective support in class and the additional help they are given. Pupils' achievement overall is now good.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good overall but, within this, their knowledge and understanding of cultures other than their own is no better than satisfactory. Pupils have an excellent understanding of what they need to do to keep fit, healthy and out of harm's way and they regularly make choices that demonstrate this. They love coming to school and this is reflected in above average levels of attendance. They enthuse about the many clubs and activities available to them. Behaviour is excellent and no pupil has been excluded. A weakness found by the last inspection was pupils not having enough opportunities to take on responsibility. This has been tackled well. There is an active and effective school council. Pupils now enthusiastically manage the fruit stall, sell clothes and other items to raise money for play equipment and act as buddies and play leaders during break times. Year 6 pupils relish the responsibility of managing and using their well-equipped common room. Good personal development and basic skills together with a developing understanding of enterprise enable them to face the future with confidence.

Quality of provision

Teaching and learning

Grade: 2

Teachers ensure that lessons have a clear and sharp focus. They carefully explain the objectives to pupils and this ensures that they work purposefully towards achieving what has been planned. It also enables pupils to judge for themselves how well they have done. Lessons are consistently pitched at a challenging level and teachers use questions well to encourage pupils to think for themselves. In many lessons teachers take good account of the different needs of pupils in the class and the progress made by all pupils is good. When this does not happen some average attaining pupils can find the work too difficult or, occasionally, higher attaining pupils find it too easy and the progress made overall in the lesson is satisfactory rather than good. The needs of those who find learning more difficult are effectively met, often through the work of the skilful teaching assistants assigned to each class. Teachers write helpful comments on pupils'

completed work that successfully guide pupils to improve their skills and make an important contribution to their good progress.

Curriculum and other activities

Grade: 2

The curriculum is broad and balanced and benefits from very effective enrichment. Effective programmes promote pupils' personal development and well-being, and include opportunities for pupils to be involved in a residential visit and occasional enterprise activities. The school makes many learning opportunities interesting and purposeful by basing them on well-chosen visits or contributions from visitors and making effective links between subjects. For instance, after making a visit, when they became Vikings for a day, Year 4 pupils had many opportunities to apply their writing skills, develop their knowledge of history and also to improve their skills in art, for example when painting a Viking longship. The pupils enthusiastically avail themselves of the wide range of clubs and other activities that broaden their learning and add considerably to their enjoyment of school. These include working with sports coaches at lunchtimes, as well as in lessons; inter-school competitions; learning instruments and playing in the orchestra. Some of these activities also promote community cohesion well in the local area. For example, pupils and their parents really enjoyed 'Rowdy Robots' when they made robots together, and many pupils are involved in community events through the school choir. At present, the school does not have a coherent programme for developing pupils' understanding of different cultures, religions and ways of life in Britain and across the world. As a result, their knowledge and understanding of diversity is limited.

Care, guidance and support

Grade: 2

The school places a high priority on pupils' well-being and it has rigorous safeguarding arrangements that meet current government requirements. As a result, pupils feel that they are safe and secure in school. It successfully promotes excellent behaviour and good attendance. Staff effectively tackle any problems that pupils have, using the help of parents and outside agencies when this is appropriate. The school has put into place an effective system to track pupils' progress. It uses information from this to provide support for those who may need some extra help and to fine-tune the targets given to pupils but not always to ensure that work is well matched to the different needs of pupils in lessons. The targets enable pupils to have a clear understanding of what they need to do to take the next steps in their learning and they contribute well to the improvements being made in pupils' progress. The identification of the needs of pupils with learning difficulties and/or disabilities and the resulting provision made for them is well managed and effective. The school also identifies pupils who are gifted and talented and provides them with opportunities, including access to master classes in the high school, that extend their skills.

Leadership and management

Grade: 2

The headteacher, leadership team and teachers with responsibility for different aspects of the school's life have a shared sense of purpose focused on raising standards, promoting pupils' well-being and improving the quality of the school's work. They use an appropriate range of strategies to make accurate judgements about how well the school is performing. They analyse

assessments and data on pupils' progress and use the information well to fine-tune the curriculum. The monitoring and evaluation of teaching provides an accurate assessment of the strengths in teaching. This has helped individual teachers to improve but has not always identified inconsistencies in approach, for example in matching work to pupils' needs. Information from self-evaluation is used effectively to plan improvements. The action taken, such as implementing more effective assessment and tracking systems, has made a positive impact on the progress made by pupils. The enthusiastic governors fulfil their responsibilities and have a sound understanding of the school's strengths and weaknesses. Although this understanding is based on some evidence governors gather for themselves, their assessments of the school's effectiveness are mostly based on reports they receive. The school uses its resources well, particularly its investment in teaching assistants, to provide good value for money.

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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?	2
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?	2
The capacity to make any necessary improvements	2

Achievement and standards

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

¹Grade 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.

Personal development and well-being

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

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
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?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

Inspection of Maltby Lilly Hall Junior School, Rotherham, S66 8AU

Thank you for making my colleague and me so welcome when we inspected your school. Yours is a good school and we enjoyed talking to you about why it is good. You told us about your interesting lessons and the many excellent clubs and other activities you enjoy, such as the crab football competition, singing in the excellent choir and the interesting visits you go on. We saw 'Rowdy Robots' for ourselves and can understand why you have so much fun. You also told us about how well you are looked after and how good your teachers are. We agree with your views.

Your teachers and their assistants do a good job and enable you to make good progress. They certainly make you think with the questions they ask you and we agree with you that the comments they write on your work really help you to make it better. We were impressed with the 'Seven Steps to Success' targets that your teachers give you that help you take the next steps in your learning. We noticed that in some lessons the tasks your teachers gave you were sometimes a little too difficult or occasionally a little too easy for some of you. When this happens some of you do not make as much progress as you could. I have therefore asked your teachers to adapt tasks to make sure that all of you make as much progress as possible in every lesson. Everyone in school works hard to make you feel happy, safe and secure. You behave exceptionally well and have an excellent understanding of what you need to do to keep fit, healthy and out of harm's way. We found that you have a good understanding of what life is like in the local area but that your knowledge and understanding of the different ways of life and cultures found in Britain and across the world is not as well developed. I have therefore also asked the school to help you get a better understanding of your place in a diverse Britain and the wider world.

A major reason why your school is good is because you have good leaders, teachers and support staff, and interested governors. They all work very hard to make this the best school they can. It is no surprise to me that your parents are delighted that you come to this school.