

# West Melton Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106917
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336768
<b>Inspection dates</b>	10–11 March 2010
<b>Reporting inspector</b>	Joe Peacock

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 of pupils on the school roll</b>	95
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Trevor Sherburn
<b>Headteacher</b>	Mrs Madelaine Burkett
<b>Date of previous school inspection</b>	11 September 2006
<b>School address</b>	Stokewell Road Wath-upon-Dearne Rotherham S63 6NF
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors spent almost half of the inspection time looking at learning. They visited nine lessons and observed all five teachers and the teaching assistants who work directly with pupils. Inspectors held meetings with the headteacher, governors and staff; talked to pupils, parents and carers; and looked at the school's planning and assessment data. They examined the school's documentation, including minutes of governors' meetings, improvement plans and that relating to safeguarding and pupils' welfare. They scrutinised 33 questionnaires returned by parents and carers, 13 from staff and 45 from pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of steps taken to raise attainment
- the quality of teaching, assessment and the curriculum
- how effectively leaders and governors monitor the work of the school.

## Information about the school

The school is smaller than average and most pupils are from a White British background. Pupils are mostly from the estate surrounding the school. A significant number join or leave during each year. The proportion of pupils with special educational needs and/or disabilities is above average and almost twice the national average are eligible for free school meals. There are seven classrooms; four have mixed-age classes. Numbers are no longer falling. The school is one of five in the local authority on the World Class Primary Programme which provides additional government funding to raise standards.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is an exceptionally caring school. Pupils in general, and the most needy in particular, are provided with outstanding support and guidance by their teachers and by the generous ratio of teaching assistants. Families are closely supported by staff and the two inclusion support assistants who work effectively to try and remove any barriers to learning experienced by pupils. The extremely rigorous and highly effective safeguarding procedures enable pupils to grow in confidence and feel perfectly safe. As a result, almost all say that they like school. Pupils behave well and show positive attitudes towards their learning. Their knowledge of how to live a healthy lifestyle is excellent: the school has an advanced standards Healthy Schools Award, recognising the depth of this knowledge and understanding.

Most enter school with skills that are at levels below those expected for their age. The good quality of provision in the Early Years Foundation Stage ensures that most get off to a good start. By the end of their Reception Year, almost all make good progress from their starting points. There are low standards in English, mathematics and science throughout the school. Difficulties that the school is struggling to overcome are the very high proportion of pupils with special educational needs and/or disabilities in most year groups and the high number of pupils leaving or joining school during the year. The relatively small year groups, where one pupil can make a major difference in overall performance, are a strong factor in the fluctuating results in the national tests each year. Despite these difficulties, a raft of measures introduced by the school saw standards in English rise significantly last year. The additional funding through the World Class Primary Programme, which started in January 2010, is being used effectively to create five teaching groups for literacy and numeracy each morning. This enables Year 5 and 6 pupils to be taught in single-age groups.

The current Year 6 is a lower attaining year group than usual, with over half of pupils having special educational needs and/or disabilities. However, there is clear evidence that nearly half of all pupils make good progress from their starting points and all others make the progress expected. Records show that pupils' attainment in mathematics is consistently low and that there are weaknesses in writing skills despite some effective teaching in Years 5 and 6. Pupils' progress is satisfactory rather than good because learning opportunities are not always as good as they might be. Teachers' expectations of what pupils can do in mathematics are not securely based on assessment information and so work planned is not closely matched to individual capabilities. Insufficient opportunities are being provided to develop writing skills and teachers' marking of pupils' work is not sufficiently evaluative. During literacy and numeracy sessions each morning, not enough use is being made of the many computers to enhance pupils'

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learning, particularly in mathematics.

The headteacher's drive and ambition and strong partnership with the enthusiastic deputy headteacher are largely responsible for some notable strengths in the school. All staff share the same determination to raise attainment. Governors are increasingly developing their role and involvement in monitoring and evaluating strengths and weaknesses. Their knowledge of the school's work, combined with that of senior staff, ensures that the evaluation of different aspects is accurate.

## What does the school need to do to improve further?

- Raise attainment in mathematics throughout the school by:
  - ensuring that teachers use assessment information more effectively to plan appropriate work for pupils of different abilities
  - improving teachers' knowledge and their expectations of what pupils should be able to achieve in all areas of mathematics, such as problem solving
  - making better use of computers to support and enhance pupils' learning in mathematics.
- Raise attainment in writing for all pupils by:
  - improving the quality of teachers' marking and ensuring that pupils are given the opportunity to respond to comments and correct their work
  - planning more opportunities for pupils to use and develop their writing skills in all subjects.
- About 40% of the schools whose overall effectiveness is judged as satisfactory
- may receive a monitoring visit by an Ofsted inspector before their next section 5
- inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils are keen and enthusiastic learners. They enjoy excellent relationships with staff and this ensures that all feel safe and valued. When asked what they liked best about school, all those interviewed talked proudly about their school. One pupil simply said, 'Everything!' Pupils' positive attitudes, attendance and punctuality and their caring, considerate behaviour towards one another prepare them adequately for future learning.

There is a history of low attainment throughout the school in English, mathematics and science and current standards are well below average by Year 6. Within this overall picture, pupils' achievement is satisfactory. Those who remain at the school from Year 2 to Year 6 often make good progress from their starting points. A raft of effective measures to eliminate barriers to learning is in place. Raising attainment in English is a current priority and the success of strategies such as guided reading workshops each day and initiatives such as 'Big Write' successfully raised standards in 2009. The additional funding from the World Class Primary Programme is being used wisely to

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focus on raising literacy and numeracy skills for older pupils. It is ensuring that all pupils, including those with special educational needs and/or disabilities, are making at least satisfactory progress and is increasing the proportion who make good progress. The improvement in attainment in mathematics and writing is not as marked as it is in reading and science.

All pupils are keenly aware about how to behave and older pupils responsibly support younger ones through the buddies scheme and in daily contact. For example, at lunchtime, a pupil was advised politely to close their mouth when chewing. Pupils of all ages play an active part in school life, running a healthy tuck shop or supporting the Community Association's shop selling presents for mother's day. The school is an integral and important part of the community and strong links have been developed with the local church. Pupils' personal development is generally good and in some respects outstanding, making school a harmonious and happy place.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Staff know pupils well in this small school as they usually have them for two years in the

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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mixed-age classes. This enables them to plan carefully to meet individual needs, particularly for those with special educational needs and/or disabilities and others who need particular support. The use of assessment information is satisfactory; some teachers take more account of it than others when planning work. In half of the lessons seen in Key Stages 1 and 2, the quality of teaching and learning was satisfactory with the other half being good. Where teaching and learning are less effective:

- tasks are not closely matched to pupils' abilities
- introductions to the whole class are too long
- computers are not used effectively enough
- assessment information is not taken sufficiently into account to enable pupils to build successfully on their prior knowledge and skills.

In pupils' books, teachers' marking is generally not evaluative enough and there are too few examples of pupils improving their work in response to teachers' comments.

Work is in progress to improve the curriculum and ensure that it more effectively promotes literacy, numeracy and science skills. The school plans to shift its emphasis to mathematics after its recent success in improving English. Exciting topics like 'Mummies unwrapped' and 'Walking with dinosaurs' are designed to capture pupils' interest and link skills from a range of subjects. The two-year topic cycle also aims to promote creative learning, enterprise skills and global citizenship awareness. As the development is in the early stages, it is too early to assess its full impact. However, topics such as 'The X Factor' emphasise science skills in sound and light by giving pupils' first-hand experiences through investigations. These are helping to raise attainment. The curriculum is enhanced by visitors and visits, including residential visits, as well as a satisfactory range of extra-curricular activities. Family Bollywood dancing is eagerly awaited by parents and carers, and pupils, following a display by an Indian dancer.

The highly effective work of the inclusion support assistants complements the dedication of staff in caring for and supporting pupils. Many barriers to learning are removed for individual pupils, and parents and carers learn from and enjoy sessions such as 'Interactive dads' and 'Building rowdy robots'. Arrangements for ensuring pupils' safety and welfare are first class and inspire confidence in pupils. Good links with other schools, including secondary schools, ensure that pupils confidently move to the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

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## How effective are leadership and management?

There is a strong drive towards improving attainment with the whole staff working as a team in their support of the highly regarded headteacher. Their collective efforts are beginning to show results with all pupils making at least satisfactory progress.

Governance is satisfactory. The governing body is rebuilding after many changes and is engaged in filling three current vacancies. All governors regularly attend training events. They are determined to be more involved and challenging after their effectiveness was judged as inadequate in the previous report. Led by a conscientious chair, they visit school often, accompany pupils on residential visits and are increasingly involved in monitoring the effectiveness of all aspects of school life. This has resulted in a wholly accurate self-evaluation and their commitment, with that of staff, gives the school a satisfactory capacity to go on improving.

Some strong aspects of leadership and management reflect the collective effort over time to improve the school. There is a good partnership with parents and carers, most of whom appreciate what the school is doing for them and their children. Partnerships with other providers and organisations are effective because of the school's regular involvement and determination to meet pupils' social, emotional and learning needs. West Melton is an inclusive school and actively promotes equality of opportunity as seen when a pupil in a wheelchair was supported in physical education indoors and to join in playing rugby outdoors. Inspectors evaluated the effectiveness of safeguarding. They found that policies and procedures for keeping pupils safe, for child protection and for encouraging pupils to adopt safe practices are of the highest standard, ensuring pupils' safety and welfare. Pupils say staff respond quickly to their concerns.

The school is a cohesive community and makes a satisfactory contribution to community cohesion in the wider and global communities. Pupils enjoyed the 'Fair Trade' challenge in Year 6 when they took the part of sugar producers fighting for just reward for their labour. The school has evaluated the impact of its actions and has some plans in place to improve provision further. Staff provide varied experiences for pupils to understand other cultures by celebrating festivals and studying different religions from their own.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



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<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The Early Years Foundation Stage unit has provision for Nursery children on a part-time mornings only basis along with Reception children and some pupils from Year 1. Levels of knowledge and skills on entry are below average for most. The vast majority of children make good progress from their starting points in all areas of learning. Children make especially good progress in their physical and social development because of the good quality of provision, particularly in the outdoor area, where they share equipment and choose from a wide range of exciting activities. All enjoyed making Bob the Builder his cup of tea, for example, or adding up the numbers on cans they knocked over with a ball. Most reach the expected goals by the end of Reception but for many, writing and communication skills are not as well developed as other areas.

Children of all ages behave well and demonstrate good levels of independence when working. The attractive and well-organised indoor and outdoor areas provide a good balance of adult-led and child-initiated activities. Four boys had fun creating a volcano in the sand outdoors and some enjoyed the opportunity to share quietly reading a book with an adult. Learning is carefully assessed, giving staff an accurate picture of how well children are doing. Planning builds progressively on skills and ensures that all children are constantly challenged and interested. Weekly planning covers all areas of learning well but is not as detailed for outdoor learning as it is for learning indoors.

Effective leadership and management ensure that policies, records and procedures for children's safety and welfare are in place and followed by all staff. There are good links with parents and carers, enhanced by the weekly stay and play sessions for families with pre-school children in the hall. 'Wow' learning sheets help keep parents and carers fully informed about their children's progress.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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## Views of parents and carers

Inspectors agree with parents' and carers' positive views about school. 'Fantastic little school' is a typical comment from parents and carers who responded to the questionnaire. A very small minority of respondents indicated that they felt unhappy about their children's preparation for the future, how their suggestions and comments are taken into account and how well the school is led and managed. However, inspectors found that the school's preparation of pupils for their future is satisfactory. There is a good partnership with parents and carers, and staff are receptive to suggestions and act quickly and decisively to follow up concerns. The headteacher and governors are fully committed to the school's improvement and their leadership and management is satisfactory.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at West Melton Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 33 completed questionnaires by the end of the on-site inspection. In total, there are 95 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	19	58	8	24	3	9	0	0
The school keeps my child safe	17	52	13	39	2	6	0	0
The school informs me about my child's progress	12	36	14	42	3	9	2	6
My child is making enough progress at this school	11	33	15	45	2	6	2	6
The teaching is good at this school	9	27	15	45	3	9	0	0
The school helps me to support my child's learning	9	27	20	61	2	6	0	0
The school helps my child to have a healthy lifestyle	12	36	19	58	1	3	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	7	21	11	33	6	18	2	6
The school meets my child's particular needs	11	33	17	52	1	3	0	0
The school deals effectively with unacceptable behaviour	9	27	12	36	4	12	4	12
The school takes account of my suggestions and concerns	10	30	14	42	5	15	1	3
The school is led and managed effectively	13	39	11	33	5	15	3	9
Overall, I am happy with my child's experience at this school	14	42	14	42	1	3	2	6

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 March 2010

Dear Pupils

Inspection of West Melton Junior and Infant School, Rotherham, S63 6NF

Thank you for making me and my colleague feel so welcome when we came to inspect your school. We enjoyed talking to you and hearing about how fantastically well the staff take care of you and how much you like your teachers. No wonder you feel so safe and enjoy school. You really impressed us with your knowledge of a healthy lifestyle, which we thought was outstanding.

Yours is a satisfactory school but there are things about it which are good and even outstanding. The low standards in English, mathematics and science are the main reason why your school is judged as satisfactory and not better. Everyone gets off to a very good start in Reception. We saw how much fun you have working and playing indoors and outside. All your teachers work very hard to plan some interesting and exciting topics for you in lessons. The sugar producers put up a good fight for more money in Year 6! I particularly enjoyed your assembly when you sang and performed African songs.

It is good to see that work is improving for many of you. It shows how keen you are to do better. Your headteacher has high expectations of you all and the governors are equally determined to make your school one of the best. You now need to concentrate your efforts on improving your writing and skills in mathematics. We would like your teachers to give you work which makes you think hard, and many more opportunities to practise your writing skills. When teachers have marked your work, everyone should be given the time to make it better. You could use computers more in lessons and not just in the computer suite, especially in mathematics. Keep trying to do your best every day and we are sure you will achieve higher standards.

Thank you again for your help with the inspection.

Yours sincerely

Mr Joe Peacock

Lead inspector

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