



# High Greave Junior School

## Inspection Report

**Unique Reference Number** 106841  
**LEA** Rotherham  
**Inspection number** 277641  
**Inspection dates** 16 January 2006 to 17 January 2006  
**Reporting inspector** Mr Joe PeacockCfBT Lead Inspector

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

<b>Type of school</b>	Primary	<b>School address</b>	High Greave Road
<b>School category</b>	Community		East Herringthorpe
<b>Age range of pupils</b>	7 to 11		Rotherham, South Yorkshire S65 3LZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01709 850566
<b>Number on roll</b>	206	<b>Fax number</b>	01709 850566
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mrs Lorraine Pepper
<b>Date of previous inspection</b>	27 November 2000	<b>Headteacher</b>	Mr R Murray

Age group	Inspection dates	Inspection number
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## Introduction

The inspection was carried out by two additional inspectors.

## Description of the school

The school is smaller than most primary schools nationally. Almost all pupils are from a white British background and the very small number from different ethnic backgrounds all speak English without difficulty. A much higher proportion of pupils than in other schools are entitled to free school meals. The number with learning difficulties and/or disabilities is broadly average but a higher percentage than usual have statements for their educational need and get help from specialists outside school. On entry to Year 3, the attainment of most children is broadly average. In the previous inspection in November 2000, the school was judged to be 'a school of excellence where pupils achieved very well in all subjects'. Many staff changes, including at senior management levels, have severely disrupted the school's recent development.

## Key for inspection grades

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

## Overall effectiveness of the school

Overall effectiveness is satisfactory. The school is successfully tackling some serious problems resulting from a massive change in staff and a long period of disruption which inevitably had a detrimental effect on standards and pupils' behaviour. The benefit from some of these initiatives varies and as a result, the school's self evaluation is over generous in some aspects such as leadership and management. Teaching and standards, for example, need to be evaluated much more rigorously. Although there are inconsistencies in the quality of teaching and learning, and hence pupils' progress, it is satisfactory, overall. The leadership of the school has the commitment and means to bring about improvement. There are strong signs that this is already happening with challenging targets being set but these are not yet effectively communicated to pupils. Overall, pupils are making satisfactory progress but the inconsistencies in the quality of teaching need to be addressed in order to further accelerate their rate of progress. The school has identified where these exist and decisive action is being taken to bring about improvement.

Pupils' personal development is good. Behaviour and pupils' attitude to learning are good as a direct result of strategies to motivate and interest them by providing an exciting range of visits, visitors and a wide variety of after school clubs. Parents appreciate the changes and report that pupils are much happier and keen to attend. The level of care, support and guidance is satisfactory with some strengths, especially in the care of pupils. Attendance is satisfactory, largely due to the efforts of the learning mentor and initiatives implemented by the school. Leadership and management are satisfactory. The headteacher is effectively 'rebuilding' confidence in the school and is being supported well by the local authority and staff from the small education action zone.

Considering the turbulence that has been experienced, improvement since the new headteacher arrived has been rapid. The school is providing satisfactory value for money.

### Grade: 3

## What the school should do to improve further

Continue to raise standards and pupils' achievement in English, mathematics and science by:

- ensuring consistency in the quality of teaching throughout the school
- making sure that pupils are aware of their strengths and targets for improvement
- ensuring that the evaluation of teaching and standards by senior managers and governors is more rigorous and specifically focused on raising standards.

## **Achievement and standards**

Pupils' achievement by Year 6 is satisfactory. In some year groups, progress in lessons varies depending on the quality of teaching. Progress is best in Year 6 because teaching here is consistently more effective. The 2005 Year 6 test results were very low, much as the school predicted. These pupils had come through the school when it was at its lowest ebb. The above average proportion attaining at expected levels when they started at the school was not maintained with fewer than expected achieving at the higher Level 5. Inspection evidence clearly shows that current standards in Year 6 are average. Measures of pupils' progress for this year group from Year 3 to Year 6, based on national test results, show it is satisfactory when their attainment on entry to the school is taken into account in English, mathematics and science.

There has been a strong focus on raising standards in English and the emphasis on improving writing is beginning to have a marked effect. In reading, pupils' progress is satisfactory. There are good opportunities provided for pupils to use their reading and writing skills in literacy and across all subjects. The present arrangement of grouping pupils in each year group by ability for English and mathematics is proving to be effective in raising standards when the groups created are smaller than class groups, as in Year 4. Year 6 pupils are still taught in separate classes and their slightly better progress than other year groups reflects the good quality of teaching they receive.

Pupils with learning difficulties and/or disabilities also make satisfactory progress, although it is slightly better than other pupils because they are supported well by teachers and teaching assistants. More able pupils and the few minority ethnic pupils are sufficiently challenged and most achieve their potential.

**Grade: 3**

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

The personal development and well-being of pupils are good. Attendance has improved significantly in the last two years and is in line with the national average because pupils are now keen to come to school. They particularly enjoy the Friday Fun sessions and the 'Always Club' when they have lunch at a special table each week to reward them for always doing the right thing. Pupils know it is important to live healthily and safely but far too many have not given up their unhealthy diet of sweets and crisps at playtimes. They talk enthusiastically about the different clubs and sporting activities they take part in. The well established school council effectively provides a forum for pupils' views.

Through the council, pupils are starting to raise money for charities and support national events such as 'anti-bullying week'. Pupils say bullying is rare and they

know it will be quickly sorted out for them by staff. Behaviour is good, overall. However, when teaching is inadequate, pupils lose interest and chat rather than work.

Pupils' spiritual, moral, social and cultural development is good. Pupils are well aware of school and class rules and enjoy collecting points towards special awards. Pupils have a mature acceptance of different faiths and cultures. Girls and boys in Year 4 thoroughly enjoyed learning Indian 'Bollywood' dance steps.

**Grade: 2**

## **Quality of provision**

### **Teaching and learning**

Teaching and learning are satisfactory, overall. Although there are instances of good teaching, particularly in Year 6, the quality varies. Where teaching is inadequate, pupils' behaviour suffers and this adversely affects their rate of progress. The teaching of writing has improved as a result of a strong school focus last year and reading is now under the spotlight. The strong features of teaching and learning are:

- an appropriate level of work is set for pupils in the different ability groups
- there are good opportunities for group work and this encourages co-operation and develops speaking and listening skills
- good use is made of modern technology to support pupils' learning in lessons
- the skills of teaching assistants are used well in most lessons, especially to support pupils who are struggling.

However, some teachers do not provide enough opportunities for pupils to write. Opportunities are sometimes missed to follow up all the special or exciting events.

Teachers know how well pupils' learn in English, mathematics and science. In these subjects, the information about how they learn is used to inform planning to raise standards. The use of targets to help pupils know what they need to learn next is developing, but these need to be shared with pupils. Formal assessments keep track of pupils' progress and this information is beginning to be used to identify groups who are not doing as well as they should. Assessment is used well to identify the needs of children who have learning difficulties and/or disabilities; to set targets for them and to monitor their progress.

**Grade: 3**

### **Curriculum and other activities**

The curriculum satisfactorily meets the needs and interests of pupils. Keeping safe, drugs education and educating pupils about a healthy lifestyle are considered to be

essential aspects of the school curriculum for pupils. There is a strong emphasis on enrichment activities, regular visitors into school and educational visits are used to motivate and engage pupils. Pupils of all ages spoke enthusiastically about recent events, such as visits by the 'Star Dome' and an 'Indian Dance Workshop'. One pupil described the space dome experience as 'Brilliant because it taught me things I had never known but will never forget.' More could be done, however, to use all the enrichment activities to help raise standards, especially in literacy and numeracy. For example, following up all trips and visitors by writing for a purpose. The school has used the curriculum most effectively as a way of engaging pupils on Fridays, a day which has previously had very low attendance. Now each Friday pupils look forward to different planned 'Friday fun' activities and this has helped to improve attendance. There is a good range of interesting after school clubs including a popular dance club and a film makers club.

**Grade: 3**

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

Care, guidance and support are satisfactory overall, with some strengths. Pupils are well cared for, particularly those with a maintained statement of educational need. Early identification and effective intervention by the 'Care Team' comprising of the learning mentor, special needs co-ordinator and Year 4 teacher as inclusion manager, ensures that emotional and behaviour problems are nipped in the bud before there is any serious negative impact on pupils' learning. Good, caring relationships ensure that pupils feel secure and safe. They know who to go to when they have concerns or worries. Bullying is rare and pupils agree that when it does occur it is quickly addressed. Arrangements for child protection are followed meticulously. Risk assessments are undertaken for the many educational visits that take place. The school is aware of health and safety issues around the site and a more systematic approach to risk assessments is being developed.

Pupils with learning difficulties and/or disabilities and those who are vulnerable are well supported and have clear targets set for them. A system is being introduced to make all pupils aware of the level that they have reached and provide them with individual targets in English and mathematics in order to further raise standards.

**Grade: 3**

### **Leadership and management**

The school judges leadership and management to be good. However, inspectors found it to be satisfactory with some strengths. The school's new leadership team are focused and committed to doing their very best for the school and the area. The energetic headteacher cares deeply for the pupils and their community. He has rightly focused on laying secure foundations in terms of personal development and

well-being in order to create in pupils the right approach to their learning.

Initiatives to tackle issues such as attendance and behaviour have been successful; exclusions are down from 16 in 2003/2004 to none in the current year and attendance on Fridays has increased from 88.9% in autumn 2003 to 93.7% in 2005. Some strategies to accelerate achievement such as target setting are now in place but have not yet had time to fully impact on raising standards. A caring ethos permeates the school and ensures that the welfare of pupils is central to its work and this underpins the quality of provision and the effective promotion of equality and inclusion.

The headteacher and leadership team are not yet rigorous enough in evaluating the school and judging how well it is doing. As a result, they do not have a sufficiently detailed understanding of the school's strengths and weaknesses. Parents, at a meeting in school and in returned questionnaires were very positive about the school and the recent improvements. Pupils' views are taken into account to inform development planning. The plans to make the school better are sound. Governors are very supportive of the school but do not effectively fulfil their role as 'critical friends'. They have tended to accept information and suggestions from the headteacher without questioning them sufficiently. The school's capacity to improve is satisfactory.

**Grade: 3**

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

### Personal development and well-being

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

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	3	NA

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	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	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 helping us when we visited your school. We really enjoyed talking to everyone. The things that we particularly liked were:

- the exciting things that your teachers plan for you such as the many visitors and visits
- the after school clubs provided by staff for you to enjoy
- how knowledgeable you all were about the things you need to do to be healthy, fit and well but we do think your teachers could do more to encourage you to eat more fruit at break times instead of unhealthy sweets and crisps
- the way you all behaved well towards each other and moved about the school sensibly. However, some of you need to concentrate more in lessons.

We have asked your teachers and the governors to do all they can to improve how well you all do in English, mathematics and science by:

- making teaching even better in all classes and lessons
- making sure that you know what you can do well and what you need to do to improve your work in English, mathematics and science
- looking more carefully at how well the school is working so that they have a better idea of what needs to be done to help you reach higher standards.

We would also like your teachers to plan more opportunities for you to use your exciting activities, visits and visitors to help you improve your English and mathematics skills.

Thank you again for helping us with the inspection of your school. We hope that you will carry on helping your teachers to make your school better!