

# Greengate Junior

Greengate Street, Barrow-in-Furness, Cumbria, LA14 1BG

**Inspection dates** 18-19 September 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school is good and improving because the headteacher, fully supported by governors, has brought about a culture of learning which is firmly and successfully focused on improving teaching and ensuring that pupils achieve well.
- The school continues to build upon its strengths. It ensures that pupils are kept safe, provides excellent personal and emotional care for pupils and their families and plays a central role in meeting the needs of the community it serves.
- Teaching is good. In lessons, varied resources and creative teaching methods engage pupils' interest so they enjoy learning.
- Pupils enter the school in Year 3 with attainment which is below that expected for their age. They make good progress and achieve well to reach broadly average standards when they leave Year 6.
- Pupils' behaviour is very well managed. Staff very skilfully help pupils develop good attitudes to learning which improve as pupils progress through the school.
- The roles of senior leaders are developing well. They are fully involved in monitoring and evaluating the school's work and are bringing about improvements in literacy and numeracy.

### It is not yet an outstanding school because

- Teaching is good but not yet outstanding. This is because in some lessons pupils are asked to listen to the teacher for too long. They do not always have enough chances to improve their own and each other's work.
- Good practice in teaching is not yet fully shared across the school.
- Middle-attaining pupils and those supported at school action make slightly slower progress than other groups of pupils do.
- This is because their needs are not always identified early enough and teaching methods and work in lessons are not always fully matched to them.

## Information about this inspection

- Inspectors observed 11 teachers teaching 15 lessons. In addition, they watched small groups of pupils being taught literacy and numeracy and listened to pupils read.
- Meetings and discussions were held with groups of pupils, members of the governing body, the local authority and school staff.
- Inspectors observed the school's work, and looked at pupils' books, progress data, safeguarding information and eight parents' responses to the on-line questionnaire (Parent View).

## Inspection team

Ann Ashdown, lead inspector

Additional Inspector

Peter Eeva

Additional Inspector

## Full report

### Information about this school

- This is larger than the average-sized primary school. An above average proportion of pupils is known to be eligible for the pupil premium. A well below average proportion of pupils is from minority ethnic backgrounds and a similar proportion speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is well above average. A similar proportion is supported at school action plus or has a statement of special educational needs.
- The school meets the government's current floor standard, which sets out the minimum expectations for attainment and progress.

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

- Improve teaching from good to outstanding by:
  - always giving pupils an appropriate balance of opportunities to learn independently as well as listen to their teacher
  - sharing good practice in teaching more widely across the school
  - giving pupils more opportunities to learn by assessing their own and each other's work.
- Raise the achievement of middle-attaining pupils and those who have special educational needs and are supported at school action by:
  - identifying even earlier those who need extra help and providing this through more sharply focused small group and one-to-one teaching
  - ensuring that all teachers differentiate work in lessons so that it more precisely matches the needs of all groups of pupils.

## Inspection judgements

### The achievement of pupils

is good

- Staff help pupils to develop good attitudes to learning so in lessons they work hard and are keen to answer questions. All groups of pupils including those supported by the pupil premium and those who speak English as an additional language make good progress and achieve well.
- Pupils' attainment is below that expected for their age when they enter the school but by the end of Year 6 they are reaching broadly average standards in mathematics and English.
- The school's detailed tracking of pupils' progress, work in their books and that displayed on classroom walls all confirm that current pupils are making good progress over time.
- In English lessons, Year 6 pupils were seen making particularly good progress as they confidently constructed 'mini suspense stories' and produced detailed story maps which clearly demonstrated how well they understood the books they were reading.
- Regular guided reading sessions help pupils to make good progress in improving their reading skills. Attainment in reading is below average in Year 3 but is broadly average by the time pupils leave the school.
- Higher-attaining pupils make good progress, particularly when they are taught in small groups. In one such mathematics session, they were seen achieving high standards because the teacher asked open-ended questions which really challenged their thinking.
- Pupils who have statements of special need and those supported at school action plus also make good progress because they receive skilled support from both teachers and teaching assistants.
- Middle-attaining pupils and those who are supported at school action make slightly slower, although still good, progress because they receive less small group and one-to-one teaching and their needs are not always precisely identified early enough.

### The quality of teaching

is good

- Teaching is usually good and some lessons have elements of outstanding teaching.
- In a particularly good lesson, the teacher skilfully ensured that pupils did not drift off task by giving them a very good balance of teacher-led and independent activities which engaged their interest. However this good practice is not yet fully shared and was not seen in all lessons.
- Teachers manage their classes very well. They create a calm and positive classroom atmosphere which enables pupils to develop good learning habits and enjoy their lessons. Teachers make good use of praise and rewards to build their pupils' confidence so they can produce their best work.
- Attractive resources, good use of information and communication technology (ICT) and varied teaching methods all contribute to pupils enjoyment of learning and help them achieve well. In a Year 3 class, the teacher and teaching assistant provided a memorable learning experience for the class as they cleverly acted out a phone call from a 'daughter' to her 'mother' enthusiastically describing how she had just discovered a secret garden.
- Teachers mark and assess pupils' work regularly. Realistic targets are set and pupils are clear about how to achieve them. However, pupils do not always have sufficient opportunities to learn by assessing their own and each other's work.
- Teaching assistants are knowledgeable, skilled and well-deployed. They help to ensure that the pupils they support, both in class and in small groups, make good progress.
- In some classes, teachers are adept at tailoring the work set to different groups of pupils. In other classes, work is not sufficiently well-matched to the needs of all pupils, particularly middle-attainers and those who have special educational needs and are supported at school action.

**The behaviour and safety of pupils are good**

- Pupils' behaviour is managed very well by all staff. Good use is made of sanctions and rewards to encourage pupils to behave well. Consequently, most are kind and polite to each other, staff and visitors and typically behave well in classrooms and around the school.
- Teachers monitor pupils' behaviour and their social and emotional development very carefully, particularly that of pupils whose circumstances make them vulnerable. Pupils then receive very sensitive help, including that from specialist outside agencies when needed. The care that pupils and their families receive is a great strength of the school and enables all pupils to be ready to learn and hence able to make the most of their lessons.
- Pupils are proud of their school and are keen to take responsibility and help younger pupils as 'blue caps' or buddies.
- Pupils are clearly aware of how to keep themselves safe. They understand there are different types of bullying, including cyber-bullying, and know how to deal with these situations. They say they feel very safe in school and have every confidence in school staff to deal with any bullying promptly and effectively.
- The small number of parents and carers who responded to the on-line questionnaire (Parent View) were entirely confident that their children felt safe and were looked after well at school.
- Most pupils are punctual and attend school regularly.

**The leadership and management are good**

- The headteacher has been instrumental in bringing about improvement at Greengate School. She is extremely well-supported by senior staff who share her vision and high expectations for all pupils.
- Senior leaders are closely involved in monitoring pupils' progress and the quality of teaching which is having a real impact in improving progress, particularly in literacy and numeracy.
- School self-evaluation is accurate and has, rightly, identified the need to focus skills and resources on middle-attaining pupils to ensure that they have equal opportunities to succeed and make the same progress as that of their peers.
- In this inclusive school discrimination of any kind is not tolerated. All pupils are fully involved in all of the activities the school offers.
- Staff and other resources are deployed well. For example, the decision to split Year 5 into three classes taught by teachers with very good complementary skills is ensuring that all pupils make good progress. The pupil premium funding is spent well so pupils in receipt of this make the same good progress as that of their peers.
- Teachers' performance is managed well and consequently morale is high. Good leadership of teaching and high quality specialist training, especially in the teaching of mathematics and English, are improving teachers' skills and having an impact on accelerating pupils' progress. However, teachers' own good practice is not yet fully shared across the school.
- The local authority provides light touch monitoring for the school and assists the headteacher with the analysis of pupil progress data, school-improvement planning and self-evaluation.
- The curriculum is broad and balanced and ensures that pupils make progress in all areas of learning as they move through the school. There is an appropriate balance between a strong focus on the core subjects of mathematics and English, study of other subjects and a wide range of creative and sporting activities.

■ **The governance of the school:**

- Members of the governing body know the school well, are clear about its strengths and provide valuable support and challenge for the headteacher.
  - Governors know the local area well. Through their close links with parents they ensure that Greengate Junior remains at the heart of the community it serves.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	112206
<b>Local authority</b>	Cumbria
<b>Inspection number</b>	401243

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

<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7-11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	221
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Joe Wardman
<b>Headteacher</b>	Sue Jackson
<b>Date of previous school inspection</b>	April 2010
<b>Telephone number</b>	01229 894628
<b>Fax number</b>	01229 894629
<b>Email address</b>	admin@greengate-jun.cumbria.sch.uk

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