

West Melton Junior and Infant School

Stokewell Road, Wath-upon-Dearne, Rotherham, S63 6NF

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Attainment by the end of Key Stage 2 is low and improvements across the school have been inconsistent; stronger in reading than writing and mathematics.
- Pupils do not always make the best possible progress in lessons as work is not suitably pitched to meet the needs of all ability levels.
- Activities are not always sufficiently interesting to motivate learning and keep pupils engaged.
- Teachers do not always make effective use of teaching assistants, especially at the start of lessons.
- The quality of guidance offered to pupils about how to improve their work is inconsistent across the school.
- Recent developments in the curriculum have not had time to impact on pupils' achievement.
- Leaders, including governors, have concentrated their efforts to eradicate inadequate teaching but not ensured that all teaching is good.
- Systematic ways to keep parents and carers informed and to gather their views are limited.

The school has the following strengths

- The headteacher and deputy headteacher are an effective team and have used agreed procedures to improve the weakest teaching.
- Systems have been established to track pupils' progress and flag up any underachievement.
- The headteacher now systematically monitors the use of the pupil premium funding.
- The quality of provision in the Early Years Foundation Stage is good and children are helped to settle quickly and soon make good progress.
- Pupils are supportive and encourage one another. For example, older pupils are particularly caring and willingly look after the younger pupils at break and lunchtime.

Information about this inspection

- The inspector observed seven lessons, two of which were joint observations with senior leaders, and also a number of small groups, or one-to-one activities led by support staff.
- Meetings were held with the Chair of the Governing Body, a representative of the local authority, senior leaders and school staff.
- The inspector talked to pupils in lessons about their work, looked at books and also listened to pupils read.
- The inspector took account of the nine responses to the online questionnaire (Parent View) and spoke to parents and carers at the start of the day.
- The inspector observed the school's work, looked at progress data, performance management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- The proportion of pupils supported by school action is twice the national average.
- The proportion of pupils supported by school action plus or with a statement of special educational need is average.
- The proportion of pupils known to be eligible for the pupil premium is over twice the national average.
- The school does not meet the government's current floor standards, which set a minimum expectation for pupils' attainment and progress.
- Since the time of the last inspection, the school has encountered a number of difficult staffing issues.
- The school is a member of the Wath Learning Community of local schools.
- In September, three new teachers were appointed. The school is now organised into five mainly mixed-aged classes.

What does the school need to do to improve further?

- Raise achievement and improve the quality of teaching to be good or better, by:
 - increasing the proportion of pupils who make and exceed expected progress and so raise attainment in all subjects, particularly in writing and mathematics
 - ensuring a good match of work to ability so that all pupils make the best possible progress and give pupils more opportunity to be responsible for their learning and show initiative
 - maximising the involvement of teaching assistants during the early stages of lessons
 - improving consistency in the quality of marking and guidance so pupils are clear about how to make their work better.
- Improve leadership and management, including governance, by:
 - employing the same rigour that has been used to eradicate inadequate teaching to ensure all teaching is good or better
 - monitoring developments in the curriculum, with a particular emphasis on securing basic number skills and problem-solving, and broaden the use of homework activities
 - establishing a greater range of ways to keep parents and carers informed and to gather their views.

Inspection judgements

The achievement of pupils

requires improvement

- While some pupils make good progress, for the majority, achievement is not good enough. The main reason for this is that teachers do not always pay enough attention to matching work to ability. This means either more-able pupils are not always suitably challenged or the less able find the work too hard.
- There are clear signs of improvement. Leaders have successfully addressed a number of difficult staffing issues which slowed down the process of developing a consistent approach to raising achievement across the school.
- Children start the Early Years Foundation Stage with skills which are low compared to those typically expected. Their language and communication skills are particularly weak. However, as a result of carefully planned activities and experienced staff, children make good progress in all areas of their learning.
- By the end of Year 2, attainment in 2011 was low but on a steady upward trend of improvement. In 2012, attainment overall rose; significantly so in reading and improvements in writing were maintained.
- Attainment by the end of Year 6 improved significantly in 2011 and was close to the national average. In 2012, pupils in Year 6 made good progress during the year, but their overall attainment was not so high, due to a legacy of previous underachievement.
- Pupils achieve most when they are inspired to learn. For example, in a practical Year 4 science lesson where pupils were measuring how quickly the sun caused puddles to evaporate. They made good progress because they found the work interesting and the teacher skilfully pitched questions to consolidate and extend their understanding. However, pupils are not always sufficiently engaged in their work and their attention wanes.
- Pupils who are known to be eligible for the pupil premium make progress similar to others in the school and are provided with a range of additional activities and support, often working in small groups or one-to-one with a member of staff.
- Disabled pupils and those who have special educational needs often make good progress and benefit from well-targeted support. This helps build the confidence of many who also have low self-esteem. Those who find behaviour difficult receive support tailored to their individual needs and over time have shown improvements in their work as they conform to the school's expectations.

The quality of teaching

requires improvement

- Teaching requires improvement because, while it is good in some lessons, there is not the level of consistency needed to speed up pupils' progress, which varies from class to class. Newly-appointed staff are quickly being inducted, but as yet the impact of their work has not been seen in raising pupils' achievement over time.
- The best learning happens when teachers match the work accurately to pupils' abilities and also when the activities are fun and practical. Pupils in the mixed Year 5 and Year 6 class spoke enthusiastically about their 'Walking with Dinosaurs' mathematics project. They explained that much of their work on shape and space 'happened outside because it was just too big for the classroom'.
- Older pupils receive good feedback about how to improve the quality of their work and are then often provided with opportunities to practise and develop these skills. However, this good practice is not consistent across the school and too many pupils are not given focused guidance about how to improve, or there are limited opportunities for them to practise their skills.
- The school's recent focus on improving the quality of teaching reading is proving effective and even the weakest readers are using the skills they have been taught to help them enjoy their

books. Encouraging pupils to read at home has also been a recent priority. The school have identified that a priority for this year is to improve the quality of homework provided.

- Teaching assistants play an essential role, often supporting the learning of the less able and pupils with special educational needs. They build strong relationships with pupils and help them to succeed. On other occasions, although present throughout the lesson, they are not always sufficiently involved during introductions to enable them to work with pupils of differing abilities.

The behaviour and safety of pupils

requires improvement

- Behaviour requires improvement because the best possible attitudes to learning are not sufficiently encouraged in all lessons. The vast majority of pupils pay attention and concentrate well, but attention wanes when they are not sufficiently engaged. In some incidences, teachers' expectations are not high enough and they fail to ensure all pupils are fully motivated and inspired to learn.
- The vast majority of pupils behave well during break and lunchtimes. They show a great deal of care towards one another and tolerance towards those who find good behaviour difficult. Pupils of all ages say how the play leaders help to make playtimes 'fun and happy' and that 'we are never lonely for long before someone asks us to join in'.
- Attendance has been improving and is now broadly average. The proportion of pupils who are persistently absent has fallen year-on-year. The number of exclusions has reduced significantly, although this sanction has already been used this academic year.
- The school's records show that the unacceptable behaviour of a very small minority of pupils has improved over time. These pupils are managed effectively by well-trained and experienced staff. Pupils are taught to recognise unsafe situations. They know the difference between all forms of bullying and say name-calling, for example, is exceptionally rare and dealt with quickly.

The leadership and management

requires improvement

- The whole-school commitment to do the best for the pupils is clearly evident in all actions taken by the headteacher and the leadership team. They have been effective in addressing the weakest teaching, but have not yet secured teaching which is good across the school.
- The headteacher spearheads strong pastoral care and forges effective links with external agencies. The local authority's effective support has not only helped the school address weakness in teaching but also establish accurate self-evaluation. Strategic planning identifies the right priorities for future improvement. A programme of professional development is well matched to the needs of staff within the school.
- The school is committed to ensuring equality of opportunity for all pupils, illustrated by well-established systems to check pupils' progress. Staff and senior leaders meet regularly to discuss the progress of each pupil and flag up any underachievement. Additional funding, including the pupil premium, is spent appropriately on resources, with increasingly positive effect on pupils' achievement.
- The curriculum has recently been redesigned to ensure that pupils' writing and number skills are developed across a range of subjects. The monitoring of the difference that these changes are having on pupils' enjoyment and achievement is at an early stage. However, the curriculum does provide a broad range of activities and experiences that promote pupils' spiritual, moral, social and cultural development. The use of homework is underdeveloped.
- **The governance of the school:**
 - has a clear understanding of what the school is doing well and where it could improve
 - receives regular reports from the headteacher which evaluate the school's performance
 - is conversant with its responsibilities and carries out a range of checks, including regular

review of policies, to ensure school systems are robust and safeguarding arrangements are met

- there are effective daily links with parents and the Meet and Greet Team provide a warm welcome and listening ear at the start of the day. However, the governing body are not able to demonstrate that the views of all parents and carers are considered, and systems to keep all parents and carers fully informed are less well developed.

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

Unique reference number	106917
Local authority	Rotherham
Inspection number	400872

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	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair	Mr Trevor Sherburn
Headteacher	Mrs Madelaine Burkett
Date of previous school inspection	10 March 2010
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