

# Garland Junior School

Clayhill Road, Burghfield Common, Reading, RG7 3HG

**Inspection dates** 19–20 March 2014

<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.

- Pupils make good progress. By the time they leave, two thirds are achieving at the higher Level 5 in reading and mathematics. Those of lower ability and those for whom the pupil premium provides support make more rapid progress.
- Teachers provide motivating and interesting lessons that pupils enjoy. They have high expectations of what all pupils can achieve and make sure that they plan activities to extend pupils' understanding and continually develop their skills.
- Pupils behave well in lessons and around the school. Older pupils support younger ones through a buddy system and this makes sure that everyone gets on well together. Pupils say that bullying is rare.
- The headteacher and senior leadership team, including the governing body, use assessment information well to plan for raising achievement for all groups of pupils. They have demonstrated continuing capacity to improve, as the school is now good, having previously been satisfactory.
- This school is a harmonious community with high quality relationships at all levels. It is inclusive and each pupil is valued and cared for really well.
- Parents say that all staff are very approachable and helpful and there are several examples of excellent support for pupils and their families whose circumstances are challenging.

### It is not yet an outstanding school because

- There is not yet a sufficient proportion of outstanding teaching that makes sure that activities are adjusted quickly in lessons when pupils show that they can do them.
- Higher ability pupils do not yet have the skills to construct longer pieces of writing and complex sentences.

## Information about this inspection

- The inspection team observed 18 lessons taught by 11 teachers, of which three were jointly observed with the headteacher or deputy headteacher. In addition, short visits were made to other lessons, and inspectors listened to pupils read.
- Meetings were held with the headteacher, other members of the senior leadership team, five governors, including the Chair, three groups of pupils and a local authority representative.
- The team took account of the 41 responses to the online questionnaire, Parent View, and also of a recent parent questionnaire conducted by the school. The responses to 22 staff questionnaires were analysed.
- The team looked at school documents, including school data relating to assessment and pupils' progress, planning for school improvement, monitoring of teaching and learning, records relating to behaviour and attendance, minutes of the governing body and documents relating to safeguarding.

## Inspection team

Janet Dinsmore, Lead inspector

Additional Inspector

David Westall

Additional Inspector

# Full report

## Information about this school

- This is a smaller than average size school of its type. The majority of pupils are of White British origin. There is an average proportion from a range of other minority ethnic groups, the largest of these being from the Romany or Gypsy community.
- The proportion of pupils known to be eligible for pupil premium is average. Pupil premium is additional funding for those known to be eligible for free school meals, children from service families and children looked after by the local authority. All these groups are represented at the school.
- The proportion of pupils with special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement is average.
- The school does not have access to any alternative provision.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching so that a greater proportion is outstanding by making sure that
  - tasks are adapted more quickly in lessons as soon as pupils demonstrate that they can do them
  - teachers use questioning consistently well to enable pupils to clearly explain their understanding and develop their thinking.
- Improve the achievement of higher ability pupils in writing by making sure that they
  - can correctly construct longer pieces of writing in different styles
  - use punctuation correctly in complex sentences.

## Inspection judgements

### The achievement of pupils is good

- Some pupils arrive at the school with skills below those which would be expected for their age. They make accelerated progress. All groups of pupils, including those of Romany or Gypsy heritage, make good progress in English and mathematics and a significantly higher proportion than their peers nationally make accelerated progress in mathematics. There has been a steady rise in attainment at the end of Key Stage 2 in the last three years and it is above average, significantly so in mathematics.
- Pupils apply their rapidly developing mathematical skills well in lessons. Pupils in Year 5, for example, can use a range of calculation and reasoning skills to solve complex problems. Pupils in Year 3 can easily construct and interpret timetables in digital time and read times from a clock, demonstrating clear understanding of the concepts.
- Higher ability pupils are continually challenged in mathematics lessons, relish this and achieve at high levels throughout the school. For example, pupils in Year 3 eagerly worked out lines of symmetry and investigated statements about symmetry in shapes. Pupils in Year 6 solved complex problems involving calculations of area, perimeter and volume.
- Pupils read well, widely and often. The poor knowledge of letters and sounds that was identified in Year 3 at the previous inspection has been addressed and lower ability pupils are using these confidently to read. By the time they reach Year 6, pupils are competent readers, reading a wide range of books. They are knowledgeable about different authors and can interpret the deeper meaning of what they read, particularly about qualities of a character in the story.
- Pupils make good progress with writing. They achieve at expected levels and lower ability pupils have made accelerated progress from low starting points. There is evidence in pupils' work that accelerated progress, particularly in developing vocabulary, is being made in Years 4 and 5. Higher ability pupils in Year 6 are not achieving quite as well as they could in writing because, as they explain, they have not yet had the time to demonstrate the skills to construct longer pieces of writing or punctuate more complex sentences.
- Disabled pupils and those with special educational needs make good progress. They communicate well and there are notable examples of rapid progress in reading.
- All the different groups of pupils known to be eligible for pupil premium now achieve as well as their peers in the school. They have made accelerated progress and there is now no gap in their performance in English. There is a gap of two terms in mathematics for a few of these pupils in Year 6 but it is closing rapidly in the rest of the school. Higher achieving pupils known to be eligible for pupil premium are three terms ahead of their peers in English and mathematics.

### The quality of teaching is good

- Teachers use assessment well to plan the next steps in learning. They know exactly what pupils have previously achieved, especially in mathematics, so activities in lessons are planned well, ensuring that all the different groups of pupils make good progress in learning and applying their skills.
- Marking is consistent across the school so that pupils know exactly what to do to improve. Pupils are fully aware of what the next stage in their learning will be and are keen to achieve at higher levels.
- Teachers plan activities well to incorporate skills from a range of subjects and promote pupils' social, emotional, spiritual and cultural development through these. For example, Year 4 pupils were writing about racism and equality and Year 3 pupils could easily identify negative behaviour characteristics in a story about animals in an imaginary world.
- Teachers use questioning well to check pupils' understanding. Sometimes this is not incisive enough to encourage higher level thinking or accurate enough to enable teachers to quickly adapt a task when pupils demonstrate that they can do the work easily. This is the reason why

teaching is not yet outstanding.

- Teaching assistants are effective and deployed well in lessons to support groups or individuals with learning. They are trained well and work well with teachers and pupils to check pupils' progress in lessons, reporting this effectively to the teacher. They are particularly effective in speeding up learning for any pupils who have not grasped concepts.
- Staff have high expectations of pupils and what they can achieve and how they present their work. This is another improvement since the previous inspection.

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

- The behaviour of pupils is good. Pupils have good attitudes to learning in lessons. They are enthusiastic and apply their skills well. No time is wasted and they work well together.
- The school works well with children's services and other support services to make sure that all the needs of particular individual pupils are well met and parents and carers are well supported. It always makes sure that there is no discrimination and equality of opportunity is continually promoted, particularly for the minority ethnic groups represented.
- Attendance has improved and is now above average. There are notable examples of improvement for some of the Romany or Gypsy pupils and this has been effective in ensuring their good progress.
- The school records any instances of misbehaviour well. The school has had particular success in improving behaviour for pupils whose emotional, social and behavioural difficulties mean that they have more difficulty in managing their behaviour. All pupils can express and understand their feelings well, which makes a strong contribution to the high quality relationships because there is empathy and understanding.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and are very confident that adults will always listen and act if they have any concerns.
- Pupils are fully aware of how to stay safe on the internet and roads. They understand all forms of bullying, including cyber bullying. Pupils play well and safely on a range of large climbing equipment in the playground.
- Older pupils take responsibility for younger ones when they arrive at the school and parents comment that this is particularly effective in helping their children move to the school at the beginning of Key Stage 2.

### **The leadership and management** are good

- Leaders and managers have made sure that unsatisfactory teaching has been eradicated. Teachers' performance is continually checked using a range of measures, including observations in lessons and checking of pupils' progress. Any slight underperformance is supported quickly to maintain a good standard of teaching throughout the school and increase the proportion of outstanding teaching.
- English and mathematics leaders receive the training that they need to carry out their roles. This is an improvement since the previous inspection. They use information from observations well to make sure that there is consistency across the school, particularly in teaching calculation and problem solving in mathematics and developing good reading skills. The plans for improving writing are well focused but have not yet had time to show improvements in writing at higher levels and for the most able pupils.
- Parents really appreciate the work of the school. They say that they are very pleased with the progress that their children are making. Parents comment that the school has quickly identified particular educational needs that their children have. They have then been taught well and made particularly rapid progress in reading. The school makes sure that there are good links with parents from service families to support them as they move in and out of the school.

- Sports funding has been used effectively to provide a wider range of sports, including badminton and archery. It has also been judiciously spent to increase teacher skills in coaching football, gymnastics and badminton. A good range of sports are offered in after-school clubs and more pupils are now participating in a wider range of sports with notable effects on fitness and self-esteem.
- The local authority provides regular support for all its schools. It has assisted the leadership of this school in raising the achievement of pupils and is confident in the school's ability to continue this.
- The school works in an effective partnership with several neighbouring schools to make sure that there is smooth transition for pupils from Key Stage 1, which parents comment was particularly good, and to Key Stage 3. This collaborative work also supports the checking of teachers' assessments of pupils' work to make sure that they are accurate.
- **The governance of the school:**
  - The governors have made sure that they are trained well and have a good range of skills from business and finance to effectively challenge and support the school. They know that pupil premium funding has been used effectively to provide additional teaching time to close the gap in achievement between these pupils and their peers. Governors receive regular, detailed and accurate reports from the headteacher and staff with particular responsibilities. They have ensured that they know how sports funding is being spent to good effect. They regularly visit school for themselves and ask searching and challenging questions to ensure 'value for money' across all areas of the school's work. They know how the school is performing compared with others nationally and have made sure that they have good expertise to analyse data about pupils' progress for themselves. They have made sure that teachers' pay matches their performance in the classroom and effectiveness of leadership and management in specific roles. They ensure that the performance of the headteacher is managed well, setting challenging targets for improvement across the work of the school.

## 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>	109858
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	431606

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>	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tony Fox
<b>Headteacher</b>	Sarah East
<b>Date of previous school inspection</b>	10–11 May 2012
<b>Telephone number</b>	01189 832776
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