

West Melton Junior and Infant School

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

Inspection dates 8–9 April 2014

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|--------------------------------|----------------------|-----------------------------|----------|
| Overall effectiveness | Previous inspection: | Requires improvement | 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

- Pupils' progress is not consistently good and standards are below average when they leave.
- Pupils do not always have the vocabulary and depth of knowledge to express their thinking and reasoning clearly. This hinders the progress they make in some subjects.
- Pupils do not have a secure enough recall of number facts to use them effectively in mathematical calculations and problem-solving.
- The overall quality of teaching is not yet good.
- Marking and feedback does not always help pupils improve their own work and address errors.
- Sometimes the work set is too difficult for some pupils to do without a lot of adult help or does not provide enough consistent challenge to other pupils. As a result, some pupils are not interested and engaged enough in their work.
- Some subject leaders do not always have enough first-hand knowledge of teaching and learning in their subjects to fully contribute to improvements.
- The steps the governing body take to measure the school's success are not always matched precisely enough to school priorities to ensure the fastest rates of improvement in the quality of teaching or pupils' achievement.

The school has the following strengths

- The headteacher and deputy headteacher are improving aspects of pupils' learning and the quality of teaching, despite several staff changes.
- Children make a good start in the Early Years Foundation Stage and are well prepared for Year 1.
- Pupils' early reading skills are increasingly good by the end of Year 2.
- The school provides good support for disabled pupils and those with special educational needs, which ensures they participate in all aspects of school life.
- The school supports parents strongly to help their children achieve well. This is a good improvement since the last inspection.

Information about this inspection

- The inspectors observed nine lessons or parts of lessons, including some observed jointly with senior leaders. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the chair of governors and other members of the governing body, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 10 responses to Ofsted's online questionnaire (Parent View) and the results from the school's own regular consultations, and held several discussion with parents. The responses from staff questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Since the last inspection the number of pupils on roll has increased by over a third due to housing developments in the area.
- The proportion of disabled pupils and those who have special educational needs supported by school action is well-above average.
- The proportion supported at school action plus or with a statement of special educational needs is also well-above average.
- The proportion of pupils who receive the pupil premium funding is well-above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.
- The majority of pupils are from White British families
- An average proportion of pupils are of minority ethnic heritage.
- A small proportion of pupils speak English as an additional language.
- A much higher proportion of pupils than usual join the school in year groups other than Nursery or Reception, with many joining in Years 5 and 6.
- In 2013, the school did not meet the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There have been several staff changes in the short time since the last inspection largely as a result of the increasing number of pupils on roll.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is at least good or better in order to raise standards and increase achievement by:
 - improving the pupils' vocabulary to deepen their thinking and reasoning in all subjects
 - ensuring pupils have quick recall of number facts and apply them accurately to mathematical calculations and problem-solving
 - making sure that teachers' marking and feedback is successful in helping pupils to learn from their mistakes
 - ensuring that all the work pupils undertake consistently builds on their learning and fully challenges them.
- Strengthen leadership and management to bring about the fastest rates of improvement by:
 - ensuring that all those with responsibility for leading curriculum subjects have a good knowledge of the strengths and weaknesses in their subjects in order to be able to make a full contribution to decisions to improve the work of the school
 - improving procedures for the governing body to check on all aspects of school developments to ensure the fastest rates of improvement.

Inspection judgements

The achievement of pupils

requires improvement

- Standards in reading, writing and mathematics are below average overall when pupils leave Year 6. They do not make consistently good progress during their time in school. There is a legacy of pupils entering Year 3 with low standards, which has made it difficult for them to reach average levels by the end of Year 6. This is improving steadily and current Year 2 pupils are largely working close to expected levels, especially in reading.
- Pupils' progress in reading, writing and mathematics is sometimes limited because they do not have the vocabulary and depth of understanding to express their thinking clearly and work things out for themselves. For example, older pupils sometimes confuse grammatical terms such as similes and personification and younger pupils are uncertain of the names of mathematical shapes.
- Pupils' recall of number facts, such as multiplication tables and knowledge of place value, is not secure enough. As a result too many simple calculation errors occur or pupils take too long to work sums out, and this undermines their progress.
- The school did not meet the government floor standard in the results of the Year 6 2013 national tests. This was largely because of specific issues relating to a small number of pupils, which have since been addressed. Overall the proportion of pupils making better than expected progress through Key Stage 2, in reading, writing and mathematics, was close to average and an improvement on previous years.
- The most able pupils make similar progress to their peers overall. They generally have better recall of facts and skills in literacy and numeracy and apply them with increasing independence.
- Children start in the Early Years Foundation Stage with skills which are generally well below those typical for their age. There is a trend of rising standards and children make good progress overall. In particular, children's communication and social skills are well established and provide an increasing good basis for later learning. As a result children are inquisitive, work well together, eager to learn and reach levels that are similar to the national average.
- Pupils' early reading skills have improved well in Years 1 and 2 since the last inspection. This is evident in the improvement in results of national checks for pupils' understanding of letters and sounds, which are now average and improving.
- Pupils' handwriting and presentation is increasingly good and they take pride in their work.
- Pupils supported by the pupil premium funding achieve well and make progress as good as their peers. Their achievement is improving. In 2013, the results of national tests for English and mathematics in Year 6 for these pupils, including those known to be eligible for free school meals, were similar to other pupils for reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make progress which is similar to their peers overall, and sometimes better, from their individual starting points. They receive good support tailored to their individual needs and over time build their confidence and raise their self-esteem. The emphasis on literacy skills also supports the progress the few pupils who speak English as an additional language make.
- The school's detailed and accurate measures of pupils' achievement show that the rate of progress by all groups of pupils is accelerating. The pupils who have been with the school from Nursery and Reception largely make good progress. The school has good systems to assess and support those who start the school at other points, which is also helping to improve progress and raise standards.

The quality of teaching

requires improvement

- The work pupils are set does not always ensure they are suitably challenged at all times. For example, the less able pupils are sometimes given work which is too demanding. This requires too much adult support rather than giving pupils the small steps and resources to complete the

work themselves. Other pupils sometimes have to complete tasks which are not demanding enough, such as simple counting and sorting tasks in mathematics, before working at a more appropriate level.

- Pupils are not involved enough in improving their own work to the highest standards. For example, some spelling and grammatical errors are not corrected in their written work and mistakes in mathematical calculations are not always addressed. Pupils are not given enough opportunity to make the improvements to their work that has been identified through marking and feedback.
- The vocabulary pupils need for different subjects is not always systematically and thoroughly established. Occasionally, pupils are not questioned persistently enough to ensure they understand and remember key words and facts.
- Classrooms are orderly, attractive and generally well organised. As a result, pupils take pride in their work and are confident and happy.
- The development of children's literacy, numeracy and personal skills is central to the work of the Early Years Foundation Stage. Children are engaged in thought-provoking games and activities in the classroom and outdoors.
- Pupils' basic reading skills are taught well. Their skills are built systematically and thoroughly through a good range of carefully planned activities which set high expectations for pupils to reach. There are timely interventions for those who do not reach these expectations. This approach is leading to faster progress in several aspects of pupils' work and represents a stronger picture of teaching than some pupils have received in the past.
- The use of homework has a good impact on pupils' learning. The school works closely with parents through the regular use of learning logs to involve them in supporting the progress their children make. This is a good improvement from the last inspection.
- Disabled pupils and those with special educational needs are supported well. All staff have a good understanding of their needs and focus strongly on building the pupils' basic skills and the confidence to use them.

The behaviour and safety of pupils

requires improvement

- The behaviour of pupils requires improvement. A few pupils throughout the school do not pay enough attention to their work and concentrate hard enough. They sometimes talk when they should be listening or working, especially when they are too reliant on adults to direct them in their work.
- The majority of pupils are polite and considerate to others. They feel proud of their school and take their responsibilities as school councillors and play leaders seriously. Most pupils have a good understanding of school rules and do not question them.
- Pupils are keen to come to school. Attendance is now average. The school works closely with parents and support agencies to reduce the small proportion of pupils who do not attend regularly.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and well looked after. Parents are confident that their children receive good levels of care.
- Pupils have a good knowledge of potential bullying situations including racial and homophobic concerns. However, they are clear that little takes place and any events are rapidly and effectively addressed. This is confirmed by the school's good record-keeping procedures and the views of most parents.
- Pupils learn to take appropriate risks and to keep themselves safe. They receive regular guidance and support through assemblies and personal and social education. Regular visits from the emergency services and links with secondary schools reinforce pupils' preparedness for their future well-being.

The leadership and management requires improvement

- Leaders for some subjects or aspects of the school's work do not yet have sufficient first-hand knowledge of strengths and weaknesses in their areas of responsibility in order to make a full contribution to school improvement.
- The headteacher and the deputy headteacher have developed increasingly rigorous procedures to measure and analyse pupils' progress, including any gap between the achievements of different groups of pupils. These findings are increasingly used well to plan for future improvements. Consequently, the school runs smoothly and the quality of teaching is improving after a period of staff change. Although the proportion of pupils who make better than expected progress, and in particular achievement in reading at Key Stage 1, has improved, achievement is not yet good overall.
- The school receives good support from the local authority. They helped the school build a partnership with a successful school in a neighbouring authority in similar socio-economic circumstances. This has supported effective developments to the building of leaders' skills and resources and organisation in the Early Years Foundation Stage as the school grows.
- Staff are held accountable for the progress their pupils make and are also required to meet stringent criteria in order to achieve the next salary level.
- There is no evidence of discrimination in the school. However, not all pupils have an equal opportunity to achieve as well as they can because they are not consistently given work that is at just the right level to enable them to make good progress. The curriculum promotes pupils' spiritual, moral, social and cultural development well. Topics and themes are relevant to the pupils and teachers make good use of visits, visitors and the internet to bring learning to life. The school bases its curriculum planning on current research and a good understanding of the needs of the changing community it serves.
- The school uses new government funding for sports development well to make sustainable improvements to pupils' health and well-being. The teaching of physical education is developed through the introduction of new planning schemes for gymnastics, coaching for staff and pupils, and extending the already good range of clubs and sporting activities.
- **The governance of the school:**
 - The governing body is led well. Under new leadership it has reviewed both the way it is organised and the particular responsibilities of members to more efficiently hold the school to account. The governing body takes advantage of training opportunities offered by the local authority. The governing body is informed through headteacher's reports, its own generally systematic checks on the school's work, such as the regular discussions with subject leaders, safeguarding procedures, analysis of pupils' progress and other aspects of what the school provides. However, these are not always linked precisely to the areas identified for school development to enable governors to fully contribute to the fastest rates of improvement. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They have a generally appropriate understanding of pupils' achievement and increasingly ask challenging questions of senior staff. The governing body manages the finances well by, for example, analysing the use made of pupil premium funding and its impact on the progress of the pupils who are entitled to it.

What inspection judgements mean

| School | | |
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| 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

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| Unique reference number | 106917 |
| Local authority | Rotherham |
| Inspection number | 442240 |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 161 |
| Appropriate authority | The governing body |
| Chair | Vicky Draycott |
| Headteacher | Madelaine Burkett |
| Date of previous school inspection | 4 October 2012 |
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