

# Greengate Junior School

## Inspection report

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<b>Unique Reference Number</b>	112206
<b>Local Authority</b>	Cumbria
<b>Inspection number</b>	337865
<b>Inspection dates</b>	22–23 April 2010
<b>Reporting inspector</b>	Sheila Mawer

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

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<b>Type of school</b>	Primary
<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>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Wardman
<b>Headteacher</b>	Mrs S Jackson
<b>Date of previous school inspection</b>	25 January 2007
<b>School address</b>	Greengate Street Barrow-in-Furness Cumbria LA14 1BG
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 16 lessons and saw 12 teachers during these visits. Inspectors also looked at pupils' work. Meetings were held with staff and pupils and a representative of the governing body. In observing the school's work a range of documents were examined, including the school improvement plan, assessment information, safeguarding procedures, minutes of the governing body meetings and records of monitoring and evaluation. The inspectors also analysed the 101 questionnaires returned by parents and carers. In addition, questionnaires were received from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether attainment and progress are rising after a period of decline
- the impact of teaching and the use of assessment to accelerate pupils' progress
- whether care, guidance and support are outstanding as the school judges
- how effectively the leadership team is driving and securing improvements to standards and achievement.

## Information about the school

Almost all pupils in this large urban school are from White British families. The proportion of pupils eligible for free school meals is well above average. There is a well above average proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs. The proportion of pupils moving in and out of the school at other than the usual times is higher than average. The school has received the Healthy Schools Award and Activemark. The school runs its own breakfast club. The most significant change to the school in recent times has been the retirement of the previous headteacher in July 2009, after 25 years in post. The current headteacher took up this appointment in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

### Main findings

The school provides a satisfactory education for its pupils. The recent decline in standards has been halted and achievement is satisfactory. The purposeful leadership by the headteacher and a strengthened leadership team, including governors, has brought a sharper focus on improving attainment and progress to which staff are responding decisively. Rigorous and accurate self-evaluation has led to well planned actions to drive up standards. Better use is being made of assessment information to focus on groups of pupils who need extra support to enable them to accelerate their progress. Training for staff is improving the quality of teaching. Such improvement indicates the school's good capacity to improve further.

In the Year 6 national tests over the past three years attainment has been low. Signs of strong recovery are now clearly evident. Attainment by the end of Year 6 is still low, but it is moving closer to the national average. Progress overall is now satisfactory from pupils' different starting points. Many pupils are accelerating their progress quickly as a result of good teaching and learning. Where there are weaknesses in teachers' questioning skills or when tasks are not matched accurately to pupils' different needs, learning slows. Some staff are still developing the best way to provide helpful guidance for pupils in target-setting and marking. The curriculum provides rich opportunities for pupils to enjoy learning, but their literacy and numeracy skills are not being promoted sufficiently across different subjects.

Many strengths have been maintained since the last inspection, in particular the good quality of care, guidance and support. The school focuses successfully its attention on supporting the many vulnerable pupils and their families. It makes excellent use of outside support services. Parents and carers are increasingly involved in decision making, especially in promoting the safety and good behaviour of their children. Pupils have positive attitudes to their learning and this is reflected in above average attendance. They are proud to take responsibility in the school and wider community. Above all, they talk very warmly about the help they receive from their teachers and say, 'We're learning more now'.

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

- Increase pupils' progress further so that more pupils reach at least average attainment in English, mathematics and science, by:
  - ensuring that all pupils learn well in lessons through challenging questions
  - making sure that all tasks match pupils' different abilities

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- providing a consistent approach to good marking and target-setting so that all pupils know how well they are doing and are motivated to reach their targets
  - extending opportunities for pupils to practise their literacy and numeracy skills more widely across the curriculum.
- About 40% of schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Pupils enjoy their learning, and achievement is satisfactory. In lessons they listen carefully to adults and each other and are eager to answer questions. They show a keen interest in the 'Big Write' and say, 'It's really helping us to improve our writing and it's fun at the same time'. In one lesson observed, pupils were confident in reviewing their own work. When suggesting improvements to their partner's work they showed care not to upset them, but still gave constructive criticism. Pupils use their improved writing skills and plenty of initiative to plan and edit their own school newspaper, working together successfully as a team.

The current attainment of younger pupils is broadly average. While the attainment of pupils in Year 6 is rising quickly, it remains low. Pupils who join the school partway through their education take time to settle and learn, as many have complex needs. In many lessons, pupils make good progress because they enjoy being involved in their own learning. They are steadily gaining the skills they need for the future. Pupils with special educational needs and/or disabilities and vulnerable pupils are achieving as well as their classmates. Their self-esteem is rising as barriers to their learning are removed. Pupils happily take on responsibility. Older pupils draw up policies to improve behaviour and safety around the school. 'Blue caps' act as 'buddies' for younger pupils, while the school council has improved the outdoors to help pupils to keep fit. Pupils enjoy supporting the local community through initiatives such as the junior warden scheme. Nearly all pupils say they feel safe in school and that bullying is rare. They have a wide knowledge of how to keep healthy and safe, from eating 'five a day' to avoiding the dangers of the internet.

*These are the grades for pupils' outcomes*

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<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Most teaching is good, which is helping pupils to learn well. Notable strengths are good classroom management, excellent relationships and well planned lessons that keep pupils strongly engaged. Role play is often used to involve pupils in their own learning. Most teachers confidently deliver literacy lessons that extend pupils' skills and knowledge securely. Pupils are now set by ability for numeracy. This is helping staff to plan work more accurately to meet pupils' needs. In a small minority of lessons, teaching is only satisfactory. In these lessons, the questioning skills of the teacher lack the challenge needed to require pupils to think hard and learn well. In addition, tasks are not always tailored closely enough to pupils' individual needs, resulting in their progress being no better than satisfactory.

Assessment procedures to support teaching and learning are being developed. Already a good tracking system is used effectively to identify underachievement and give pupils the support they need to catch up. Well-trained staff provide intensive support for pupils who need it most, helping them to reach their targets and to make better progress. Although there are weaknesses in target-setting and marking, staff are working positively towards a more consistent approach. In the best practice, pupils are using their targets and heeding teachers' helpful marking to review and improve their writing. The school is developing a more rigorous approach to tailoring the curriculum to pupils' needs and to promoting their better progress. Currently, literacy and numeracy skills are not practised widely enough across the curriculum in order to have a positive impact on progress. A particular strength of the curriculum is its good enrichment that greatly enhances pupils' enjoyment and their experiences of life. For example, a considerable

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number of pupils who are learning musical instruments regularly play in assemblies and join the school orchestra to play in the local community.

Procedures for monitoring behaviour and attendance are effective. Close links are established with parents and carers who receive good support to help their children attend regularly and to behave well. The breakfast club is impacting strongly on pupils arriving regularly and punctually at school. Support staff provide outstanding care for the most vulnerable pupils, who are sensitively nurtured to fully participate in school life. The school has recently established strong links with its feeder infant schools using the 'Forest School' project. This is enabling Year 2 and Year 3 pupils to work together, as well as providing a smooth transition to school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior managers have high expectations for the school and are moving it forward successfully. Staff and governors share their determination to raise standards and achievement quickly and securely. Staff morale is high. Good partnerships with the local authority are strengthening the expertise of the leadership team in managing improvement. Training for middle managers is enabling them to take an active role in monitoring. The monitoring of teaching and learning is rigorous, but it is too early to see the full impact of well planned procedures being followed. However, much has been achieved in a short time to help to raise attainment. For example, the improvement plans are clearly focused on the appropriate priorities. Reliable data is used as a basis for driving pupils' progress. Expectations of what pupils can and should do are rising as staff share good practice. There is clear evidence of accelerated progress to meet challenging and realistic targets for pupils' performance. Although rapidly improving, the school's promotion of equality of opportunities for all pupils to achieve as well as they can is currently satisfactory. The school tackles discrimination well.

Governors are very supportive of the new leadership team and understand the challenges facing the school. They fulfil their legal responsibilities well, especially in ensuring that good safeguarding procedures are robustly in place for all pupils and which fully meet requirements. There have been good improvements recently into how governors check on the school's performance. Community cohesion is promoted very successfully within the school and local area. The work done to support the local 'Green

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Heart' community project has strengthened links further within the local area. A multicultural centre is used locally to extend pupils' knowledge and understanding of the wider world. Recently, pupils celebrated Diwali with other schools. Plans to extend links with wider communities in the United Kingdom and the wider world are less strongly developed.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

About a third of parents and carers completed the questionnaire. Almost all of these parents and carers are very happy with what the school provides. The inspection team agrees with their positive views. There were no significant issues for the school. Parents and carers expressed almost total confidence that their children enjoy school and are kept safe. They particularly like the way that the school provides additional experiences for the children, including a breakfast club. Several parents appreciate the good care and support that their children receive. One commented, 'My child has flourished at the school. She is made to feel a valuable member of the school and this caring approach has meant that she has settled quickly and well. I know that if there are any issues they will be dealt with sensitively, quickly and appropriately.'



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Greengate Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 101 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	61	60	36	36	4	4	0	0
The school keeps my child safe	69	68	30	30	2	2	0	0
The school informs me about my child's progress	56	55	41	41	3	3	0	0
My child is making enough progress at this school	54	53	42	42	3	3	0	0
The teaching is good at this school	66	65	33	33	2	2	0	0
The school helps me to support my child's learning	56	55	41	41	4	4	0	0
The school helps my child to have a healthy lifestyle	53	52	42	42	6	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	47	45	45	6	6	0	0
The school meets my child's particular needs	58	57	37	37	4	4	0	0
The school deals effectively with unacceptable behaviour	52	51	42	42	5	5	0	0
The school takes account of my suggestions and concerns	51	50	44	44	3	3	0	0
The school is led and managed effectively	56	55	38	38	6	6	0	0
Overall, I am happy with my child's experience at this school	64	63	33	33	4	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



26 April 2010

Dear Pupils

Inspection of Greengate Junior School, Barrow-in-Furness LA14 1BG

Thank you for your help with the inspection of your school and the friendly welcome you gave to us. We enjoyed being with you in lessons and around the school. The inspectors judge that your school is satisfactory, but there are many good things about it too.

These are the main findings in the report.

- Many of you are catching up now in your learning and beginning to reach higher standards.
- You all receive a lot of care and support in your happy school and the staff make sure you are safe.
- There is a warm and friendly atmosphere in the school and that is because you all get on well together and your behaviour is good.
- Teaching is good and the rich curriculum gives you many opportunities to keep fit, healthy and to enjoy your learning.
- The headteacher, staff and governors are doing a good job in helping you to learn better and to make more progress.

These are the things we have asked your school to do now to help it to improve even more.

- To ask you harder questions and to give you work that will help you to think hard and make faster progress.
- To give you more opportunities to practise your literacy and numeracy skills in other subjects.
- To check more carefully that you all know what you are trying to achieve in literacy and numeracy and to provide helpful marking that will help you to improve.

We hope that you will all try to do your best work at school. Good luck everyone.

Yours sincerely

Sheila Mawer

Lead inspector

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