

Harewood Junior School

Harewood Close, Gloucester, GL4 0SS

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
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 headteacher, governing body and key leaders have worked successfully on improving the school since the previous inspection.
- They are well supported by other leaders and staff and the ambitions of staff, pupils and parents are high. Consequently, this is a school where parents can send their children to with great confidence.
- Leaders have been successful in improving teaching and pupils' achievement. Frequent checks on pupils' progress and plenty of support for those individuals in danger of falling behind have helped to accelerate progress.
- Teaching has been checked frequently for its quality and good training and support for staff have led to improvements. As a consequence of good teaching, all groups of pupils, including the most able, are making good progress.
- Pupils' results in national tests at the end of Year 6 are improving every year and standards are well above average.
- Disabled pupils and those who have special educational needs and those with particularly low levels of prior attainment make equally good progress to that of others.
- The school has successfully eliminated the gaps in performance between pupils eligible for free school meals and other pupils.
- The behaviour of pupils is good and all pupils have a clear understanding of the school's high expectations of behaviour. The school's work to keep pupils safe and secure is good.
- Adults place pupils' well-being at the centre of their work and this makes the school a happy place to be.
- This is a school that continues to make prompt progress on its journey to excellence.

It is not yet an outstanding school because

- Too few pupils make outstanding progress.
- Some teachers do not use time effectively resulting in some pupils sitting around waiting for others to catch up.
- Teachers do not consistently provide suitably challenging work that extends pupils' thinking.

Information about this inspection

- Inspectors observed teaching in 22 lessons, including four that were observed jointly with senior leaders.
- Inspectors listened to pupils read and visited classrooms with senior staff to look at how well disabled pupils and those who have special educational needs are learning. Inspectors also visited lessons with senior staff to look at pupils' progress in mathematics, English and a range of other subjects.
- Discussions were held with senior and subject leaders, staff, the Chair of the Governing Body and three other members, a representative of the local authority and various groups of pupils.
- Inspectors observed the school's work and looked at its checks on how well it is doing. Planning documents, safeguarding procedures, external evaluations of its work and examples of pupils' work were also examined.
- Inspectors took note of the 26 responses to the online questionnaire (Parent View). Parents' and pupils' responses to the school's own recent surveys, and written comments made by parents were considered. Inspectors also analysed the responses to inspection questionnaires returned by 23 staff.

Inspection team

Michael Merchant, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

Mary Usher-Clark

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The very large majority of pupils are White British and the proportion of pupils who speak English as an additional language is very low.
- The proportion of pupils supported through the pupil premium is broadly average. Pupil premium is additional funding from the government for some groups of pupils, including those known to be eligible for free school meals and those in the care of the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is broadly average, as is the proportion of pupils supported at school action plus, or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' progress and attainment.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that a greater number of pupils make more than expected progress by:
 - making sure that all teachers use time effectively to get the most out of every pupil in their class in every lesson
 - giving pupils suitably challenging work so that pupils have to put more effort into their work.

Inspection judgements

The achievement of pupils is good

- Pupils join the school in Year 3 with skills and abilities that are above those typical of their age group. Highly effective liaison between the school and the adjoining infants' school ensures that children settle into the Year 3 classes quickly. They are keen to learn, play together well and are well behaved.
- The achievement of all groups of pupils as they pass through the school, including those whose circumstances make them vulnerable and those who achieved highly at Key Stage 1, is good. This reflects the success of the school's determination that all pupils should have an equal opportunity to succeed.
- By the end of Year 6, pupils' attainment, overall, is significantly above average, and is getting better year on year. Many pupils do well in mathematics and the school's information shows that most pupils are currently working at mathematics levels that are more than a year ahead of where most pupils typically are nationally. The school uses very effective ways to encourage all groups of pupils to become confident and proficient in their number work.
- Across the school, teachers are very aware of the need to develop the reading, writing and speaking skills of pupils and they plan carefully to use these skills in lessons.
- Well-considered and effective reading support starts in Year 3 for any pupils who need it. As a result, pupils read and speak with increasing confidence as they move through the school.
- Pupils respond well to the many opportunities for them to develop a mature and creative flair in their writing and to produce lengthy pieces of work on a variety of themes and topics.
- Nearly all pupils make the gains in mathematics, reading and writing that are expected of them, given their starting points. This is well above the national figure. However, the proportion making better than expected progress is not so impressive and is close to the national figure. The school has rightly identified this as a key area to improve.
- School information shows that it uses its pupil premium funding very effectively to support eligible pupils. It has provided individual help and guidance, and additional tuition, as well as financial support, to enable them to participate in out-of-school activities and courses. This support has effectively reduced the attainment gap between these pupils and others across all years, so that it is much smaller than that seen nationally. Those pupils known to be eligible for free school meals make faster progress than other pupils in reading and similar progress to others in writing.
- Disabled pupils and those who have special educational needs make consistently good and, sometimes, outstanding progress. Teachers and other adults prepare work for these pupils at precisely the right level. Carefully targeted support means that they make at least good progress in relation to their starting points.

The quality of teaching is good

- The school is accurate in its view that teaching has improved since the last inspection and is now good. Indeed, there are many examples of outstanding practice across the school. Pupils and their parents rightly express great confidence in the quality of teaching.
- The most effective teaching is enthusiastic and exciting, and it easily captures and holds pupils' interest. Pupils respond with eagerness and enthusiasm and soak up learning.
- Pupils develop their social, moral, spiritual and cultural understanding well through regular time and opportunity to talk together where they share ideas. They relish working together and readily cooperate and so learn well from each other.
- In an outstanding lesson, pupils in Year 6 made excellent gains in their number skills as the teacher prompted all to compete in accurately solving a range of complex problems on angles in an ever-decreasing time. In a literacy lesson in Year 3, the teacher's high expectations, clear

and lively explanations and encouragement of pupils' curiosity enabled all groups to make exceptional progress in their written work.

- Pupils understand what it is they need to learn through clearly written 'success criteria' which are on display as reminders for them and to which teachers consistently refer.
- Relationships with teachers and other adults are excellent and as a result, pupils are willing to take part in activities that require confidence, such as acting out roles in stories they have created. Many opportunities are seized to allow pupils to reflect on and to show respect for the points of view of others.
- Leaders have secured big improvements in the quality of teachers' marking, which is now very effective. Pupils know precisely how well they are doing and what levels they are aiming for.
- Teaching is most effective when the work helps pupils of all abilities to do well. Here, pupils become absorbed in the tasks, relish the challenge and work flat out, putting energy and thought into all they do.
- This is not always the case and sometimes pupils' progress is hindered when they mark time as they wait for others to catch up with them or are given extra work when they complete a task which does little to extend their thinking or deepen their skills.
- In order to continue to improve teaching further, the school places great emphasis on the sharing of good classroom practice across all year groups. Subject leaders give good advice to their colleagues on how to ensure that pupils acquire the particular skills necessary to make good progress across the curriculum.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils enjoy school and develop very well as articulate, courteous and considerate young people, well aware of how to lead safe and healthy lives.
- Classrooms glisten with wonderful displays of pupils' work and every area is filled with stimulating displays that engage pupils' interest and celebrate achievement.
- Pupils readily work cooperatively and have highly developed listening skills, taking turns and giving and receiving positive criticism.
- Systems to manage any inappropriate behaviour are well understood by pupils and consistently applied by staff. Exclusions are rare. Pupils' joy of school is palpable which is evident in their ever-improving attendance rate which is above average.
- The school's work to keep pupils safe and secure is good. Pupils say they feel completely safe in school. This is reflected in the response from parents, who say that behaviour is much better than it used to be and is now good.
- Pupils say that bullying does not happen at Harewood but they would be able to talk to an adult if they thought that it was happening to them or to somebody else. They know about different forms of bullying, such as cyber-bullying, and they know that some internet sites are not safe. Pupils are also very definite that there is no racism and no discrimination based on race or gender.
- The majority of pupils have positive attitudes towards their learning. They respond well to the effective systems the school uses to manage behaviour. In the few lessons that do too little to inspire pupils, a small number of pupils, to the intense annoyance of the others, can engage in some silly, inappropriate behaviour.

The leadership and management are good

- The determined and clear-sighted drive of the senior leaders has led to consistent improvements in teaching and learning which in turn are leading to an acceleration of pupils' achievement.
- The headteacher is widely acclaimed by staff, parents and governors as having been hugely instrumental in leading a transformation of the school. She leads the way in driving ambition

and has established a shared sense of purpose to raise the aspirations of pupils and teachers alike.

- She is supported most effectively by a talented and energetic senior leadership team and by middle leaders and other staff who are committed to ongoing improvement, so that all are performing their roles with passion and enthusiasm. Consequently, teamwork is strong, staff morale is high and pupils' progress is accelerating.
- The senior team and increasingly those teachers responsible for subjects or key areas in the school, check the school's performance rigorously. They use their excellent coaching and mentoring skills to offer constructive advice and training. They use their highly effective teachers very well to extend and share good practice. This is the main reason why teaching has improved so considerably and why pupils' performance is accelerating.
- Leaders have considerably strengthened the way in which teachers are accountable for their performance and do not allow staff to be rewarded financially unless they are successful in helping pupils make at least good progress.
- Accurate analysis of school information enables leaders to identify gaps in achievement quickly and put in appropriate support where it is needed.
- Parents are frequent visitors to the school. Many take part in the regular parent workshops that show parents how their children are learning so that they, too, can play their part in helping their child's progress.
- The curriculum is well planned to ensure good progress in the core subjects. The exciting topics contribute strongly to pupils' joy of learning.
- The local authority has provided strong support for the school through regular visits from advisors and external consultants, which focus on achievement and the quality of teaching. The local authority has rightly decided that this rapidly improving school is now in need of just 'light touch' support.
- The school's membership of a partnership trust with local schools, businesses, NHS Gloucestershire and The University of Gloucestershire has had a positive impact on its performance. Members of the trust meet to share their expertise in assessment and to provide staff training on a range of issues.
- The primary sport funding is being used very effectively to build on the high quality and great breadth of physical education and sport provision. The range of after-school sports clubs has been further extended and specialist sports coaches employed to improve pupils' expertise in different sporting activities. The participation in sporting activities across the school is very high.
- **The governance of the school:**
 - Governors are ambitious for Harewood and have a very good knowledge and understanding of how well the school is doing and the progress it has made since the last inspection. Governors keep their skills up to date through regular training. Governors question and challenge senior and subject leaders regularly and have a good understanding of how teachers' performance is managed. They have made sure that money is spent appropriately to support particular groups of pupils and their families, and that the impact is clearly seen through the progress of all groups of pupils. Governors have contributed fully to the discussions on how the pupil premium funding should be spent and have kept a careful check on the impact of the extra support and guidance provided for eligible pupils. Governors meet all their responsibilities very well, including national requirements for safeguarding pupils. They have ensured that the school's arrangements for pupils' safeguarding meet all current regulatory requirements.

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	115492
Local authority	Gloucestershire
Inspection number	426751

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

Type of school	Junior
School category	Foundation
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	298
Appropriate authority	The governing body
Chair	Mark Lockett
Headteacher	Andrea Mills
Date of previous school inspection	26 January 2012
Telephone number	01452 525364
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