

WHITGREAVE JUNIOR SCHOOL

WE ENTER TO LEARN!
WE LEAVE AND ACHIEVE!

David, Year 6



Whitgreave Junior School is a two form entry school, with the majority of pupils coming from a white, British background. A number of other minority ethnic groups are represented in school, the largest of these being pupils of mixed heritage. The proportion of pupils with special educational needs and/or disabilities is above National. The % of pupils eligible for Free School Meals is well above National. The school's deprivation indicator is significantly above National and within the top 20% of schools.

Since my appointment as Head Teacher in January 2013, there have been a number of significant changes, including a high turnover in staffing. However, I did not see this as a challenge, but an opportunity to appoint high-quality, passionate practitioners, who would be integral in the school's journey to becoming outstanding.



Ofsted graded the school as good, in January 2011, however, a number of key issues were identified, which included raising attainment and progress within Writing, increasing the proportion of high-quality teaching and increasing attendance levels to at least 95%. As a result, school has focussed heavily on these key issues, whilst continuing to enhance areas of strength.



In order to raise attainment and progress within Writing, the Leadership Team introduced the Learning Journey and the use of Learning Ladders, which encompass pupil-friendly statements and targets. These Ladders are effectively utilised by staff and pupils alike, to make assessments and to set specific, differentiated targets for improvement, on a daily basis and are an integral part of teaching and learning. School also utilises a range of self and/or peer assessment strategies, to further reinforce and enhance learning. In addition, Steps to Success are generated, by the pupils themselves, so that they are clear about how they are to achieve their Learning Objectives within lessons.

A flexible approach to lesson structure, teaching and learning has also been key to our success, in that practitioners effectively circulate amongst pupils, during lessons, making assessments of their learning, asking probing questions, facilitating learning and moving pupils into focus groups, as the lessons progress, depending upon need.

Along with a robust Monitoring Cycle, Tracking Systems, Pupil Progress and Cohort Meetings, Raising Attainment Plans and Interventions have all been further developed and enhanced, in order to ensure that key issues are identified and addressed in a timely manner.

As a result, 88% of Year 6 pupils achieved a L4+ in their Writing SATs, in 2013, along with 96% in Reading and 92% in Maths, all above National.



In terms of the quality of teaching and learning, school has delivered a range of effective CPD opportunities to all practitioners, along with specific Coaching and Mentoring Packages, to identified practitioners, where necessary. All practitioners within school are also allocated a 'Peer Learning Partner', as an additional strategy to support the improvement in the quality of teaching and learning. Overall, the quality of teaching and learning is now securely good, with many outstanding elements.

Since January 2013, school has worked hard to develop a whole-school ethos for improving attendance. A wide range of initiatives have been introduced and embedded across school. Consequently, whole school attendance currently stands at 96.2%, which is a significant improvement.

Furthermore, school has achieved the Leading Parent Partnership Award, Let's Get Cooking



Award and Healthy School's status. We are currently working towards achieving the Basic Skills Award for English and Maths, the Primary Science Quality Mark and the International Schools Award.

School offers a range of extra-curricular opportunities, including Before and After-School Clubs, Forest Schools Provision, quality curriculum-based trips, special visitors, Projects with other local schools, Parent Events, along with Family Liaison Support Packages, and finally, our new initiative, Whitgreave Community Radio, which is due to be launched in the Autumn Term.

In conclusion, Whitgreave Junior School is a thriving, vibrant place to be, with dedicated staff and Governors, who all work as part of one large cohesive team, in order to meet the needs of each and every pupil within our care. As the Head Teacher, I feel privileged to work with such fantastic pupils and superb staff and Governors. Go Team Whitgreave!

Mrs S Redfern
Head Teacher

