

# Hucklow Primary School

## Inspection report

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<b>Unique Reference Number</b>	107080
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	324521
<b>Inspection dates</b>	9–10 June 2009
<b>Reporting inspector</b>	Joe Peacock

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	414
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Richard Peterkin
<b>Headteacher</b>	Mrs Susan Arnold
<b>Date of previous school inspection</b>	30 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Hucklow Road Sheffield South Yorkshire S5 6TB
<b>Telephone number</b>	0114 2426736
<b>Fax number</b>	0114 2610154

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<b>Age group</b>	5–11
<b>Inspection dates</b>	9–10 June 2009
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## Introduction

The inspection was carried out by three additional inspectors.

## Description of the school

This larger than average inner-city school serves a community where there are significant economic and social problems. An above average number of pupils enter or leave during the school year. The school has provision for the Early Years Foundation Stage in two Reception classes. Over 90% of pupils are from minority ethnic families and most speak English as an additional language. The proportion of pupils entitled to free school meals and the proportion with learning difficulties and/or disabilities are both well above average. The school has gained a number of awards including an International School Award. There has been significant staffing turnover in Year 6 for the past two years.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school with some outstanding features. It gives good value for money. Self-evaluation is accurate, although the school's leadership is too modest about the quality of teaching and learning which is good and is largely responsible for the good achievement of pupils throughout the school. The care, support and guidance for pupils are outstanding rather than good because of the impact the excellent provision is having on pupils' personal and academic development. The school's excellent partnerships with specialist support agencies enhance its provision and, significantly, pupils' progress. These include extensive, high quality support for pupils who are learning to speak English and those with learning difficulties and/or disabilities. Pupils are happy and keen to learn. 'This is the best school in the solar system', was a typical comment from one pupil. 'He was overjoyed to get a place at Hucklow, was a parental comment which reflects parents' appreciation of the school's growing reputation.

Pupils' personal development is good. The mutual respect pupils and teachers share, the calm, purposeful atmosphere for learning and pupils' good behaviour enable them to enjoy school. Parents are very appreciative of the school and all that it is doing for their children. The expertise of the headteacher has been instrumental in successfully moving the school forward since the previous inspection. She is ably supported by the two recently appointed deputy headteachers. Staff work effectively as a team and share the headteacher's passion to improve quality and raise standards. The good quality of the curriculum, which is being constantly reviewed and improved, provides most pupils with challenging, interesting experiences tailored to meet their needs.

Pupils' achievement is good. Children in Reception make good progress from starting points that are generally below, and in some areas well below, those typically seen for children this age. This is because the Early Years Foundation Stage provision is well managed. Staff work effectively together to ensure children settle in quickly and have activities which will capture their interest. Pupils' good progress continues in Years 1 to 6 and there is an improving trend in standards, especially at Year 2 where recent strategies to improve reading and writing are paying dividends. Currently, standards overall are below average as relatively few more-able pupils attain above average standards by Year 6. Recent improvements in assessment and the careful tracking of pupils' progress enable teachers to quickly identify and support pupils who are falling behind in literacy and numeracy.

Teachers and teaching assistants work effectively together to support pupils' learning in the classroom. The excellent support and guidance for pupils with learning difficulties and/or disabilities enable them to make good progress. Pupils enjoy the wide range of visits and visitors as well as the many school clubs which further enhance the curriculum and provide pupils with enjoyable learning experiences.

Leadership and management are good. The headteacher and senior leadership team have successfully developed a devolved style of management. All staff share responsibility to improve all aspects of the school with a view to raising standards. Staff carefully assess pupils' progress at the end of each term and all are involved in monitoring the quality and effectiveness of their teaching by observing one another's lessons. Governance is good. Governors are very supportive and the chair of governors, who has very good knowledge of the school, is leading them well.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

The good provision for children in Reception ensures that they make good progress in all areas of learning. Children join the Reception classes with a wide variety of previous experiences, some having never attended a nursery. Their skills are below those normally expected for their age with their communication, language and social skills being well below national levels. The school prioritises improving these particular aspects. Parents are encouraged to work with the school in helping their children acquire these skills. For example, the school has held workshops for parents in developing children's knowledge of letters and sounds and their reading. Children make rapid progress socially and in their communication skills as a result of the wide range of carefully planned activities. There is, for example, a strong focus on encouraging pupils to speak and listen in all activities they are engaged in.

Good systems are in place for measuring the progress of individual children, and this information is used well to plan activities that best meet the needs of each child. Children work in a safe and stimulating environment. They enjoy the activities provided for them both indoors and outside in the spacious and well-equipped outdoor area where resources are varied and well used. Staff provide a good blend of child-led and staff-led activities and learning is often made exciting and fun. In one outstanding session, children used their imagination in a drama session when trying to rescue the spider. All play confidently on their own and with others. They cooperate well, can choose activities and explain what they are doing. Play is harmonious and children from diverse backgrounds and cultures relate positively to one another. By the time they leave the Reception classes, although their skills are still below those expected nationally, all have made good progress in closing the gap.

Leadership and management in the Early Years Foundation Stage are good. A highly skilled team has been established and, as a result, procedures for ensuring the welfare of pupils are outstanding and behaviour is well managed. Pupils with specific needs are quickly identified and supported in a highly inclusive environment which ensures all children enjoy learning and do well.

### What the school should do to improve further

- Raise standards throughout the school especially for more able pupils.

## Achievement and standards

### Grade: 2

Overall standards are below average at both Key Stages 1 and 2. They are affected by the well above average proportion of pupils with learning difficulties and/or disabilities in most year groups and the high number who arrive or leave during each school year. By the end of Year 2, school assessment data show that pupils make good progress from their below average starting point but few attain above average standards. Although overall standards in reading, writing and mathematics are below average, there is a significant improvement in the current year because of recent initiatives which are proving to be successful in improving reading and writing skills. In the national test results for the school in 2008, standards for Year 6 were well below average in English and science and below average in mathematics, reversing a previous upward trend in performance. This was mostly due to a high staff turnover in Year 6. Pupils' standards in writing were a particular weakness and few achieved above average standards in any subject. Inspection evidence shows that standards are improving with almost all on course

to achieve the raised targets for English and mathematics. However, not enough more able pupils are achieving above average standards. Pupils' good progress stems from the effective learning culture which has been developed. The many pupils with learning difficulties and/or disabilities make good progress throughout the school. This is largely due to the support that they receive from the above average number of teaching assistants and the strategy of involving pupils in assessing their own learning.

## **Personal development and well-being**

### **Grade: 2**

Pupils are confident and enjoy coming to school. Although attendance is below the national average, the school is doing everything in its power to ensure that all pupils attend regularly. Absence is being reduced as a result. Relationships between adults and pupils are strong, and each pupil's contribution is valued. This fosters pupils' self-esteem and builds their confidence to tackle more challenging tasks.

Pupils' behaviour, both in the classroom and around the school, is good. This is because they understand what is expected of them, and they respect and value their teachers and one another. Pupils say they feel safe and are well looked after by adults. 'If you have a problem, there is always someone to help', was a typical comment. They say that bullying is rare and dealt with effectively. All pupils know about the importance of leading a healthy lifestyle. Year 2 were not tempted to eat the sweets they were sorting by colour as they knew the effect of too many sweets on their health. Many of the older pupils take on roles of responsibility within the school, including 'peer mediators'. They apply for and are interviewed for this job. The school council has a proactive role, suggesting improvements to the dinner menu and creating the 'zone park' for outdoor play.

Pupils' spiritual, moral, social and cultural development is good. Assemblies celebrate a wide range of religious festivals. Regular visitors from different faiths as well as close links with a school in Pakistan give pupils a good understanding of their own and other cultures. Community links are good and the rising standards and effective programmes for pupils' personal, social and health education ensure pupils are well prepared for their future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good and ensures pupils achieve well. Relationships between staff and pupils are warm and contribute significantly to the caring and supportive learning atmosphere. In outstanding lessons, the excellent use of the interactive whiteboard and excitement generated by the planned activities fully engage pupils. Teachers and teaching assistants work closely together to ensure all pupils are fully supported and included in lessons. They plan enjoyable activities, which spark pupils' interest and hold their attention. For example, Year 3 pupils enjoyed the message delivered from their storyteller to a mathematics lesson with a special plea from the giant to solve a numerical problem. Pupils enjoy their learning in lively, stimulating classrooms with displays providing powerful prompts, especially for literacy. The strong emphasis on developing speaking, listening and writing skills in most lessons is helping to raise standards significantly in these areas. A great strength is the support pupils receive in assessing their own progress. This enhances their understanding of new learning.

Well-established assessment procedures provide a clear picture of pupils' progress and teachers'

marking gives firm guidance on how pupils can further improve. Teachers generally plan lessons carefully but not all routinely provide enough challenge for more able pupils. Teachers are working hard to plan lessons which creatively link skills from different subjects. Pupils thoroughly enjoyed annotating Second World War pictures in literacy, for example, saying, 'it's fun to learn this way'.

## **Curriculum and other activities**

### **Grade: 2**

The rich, balanced and highly inclusive curriculum meets learners' needs well. It meets statutory requirements and is enriched by a good range of clubs and out-of-school activities, valued by pupils and parents. Pupils enthuse about visitors into school and thoroughly enjoy visits out of school. These experiences provide valuable learning opportunities to develop social and communication skills. Themed weeks, such as Diversity Week, ignite pupils' interest. Effective links with schools in the local community and beyond, further pupils' understanding of cultural differences and similarities. For example, pupils enjoyed welcoming teachers from Pakistan and are looking forward to writing to their pupils. There are good opportunities for pupils to lead their learning by, for example, choosing themes which interest them. Teachers are working hard to excite pupils' interest in writing. The local community policeman paid a visit to Year 2 after they wrote a letter about Barnaby Bear's stolen belongings. These initiatives are reflected in improving standards and achievement in writing. A strong emphasis on developing pupils' social and emotional skills supports their good personal development, and nurture groups for the more vulnerable help pupils overcome their barriers to learning. Computers and video cameras are used well to enhance learning across a range of subject areas. For example, pupils film their learning and reflect upon their successes and their next learning objectives. The school is planning to introduce French and Spanish more formally into the curriculum for all classes this year.

## **Care, guidance and support**

### **Grade: 1**

Care, guidance and support for pupils are exemplary and at the centre of everything the school does. Arrangements for the safeguarding of pupils are firmly embedded and meet statutory requirements. Pupils feel safe, and the inclusion team ensure that every child is valued. Initiatives such as the highly effective nurture group enable all pupils to engage fully in the life of the school. Playtime routines provide good support for vulnerable pupils, and are used as an opportunity to develop pupils' social skills. All staff have had training in child protection, and some have also had special training to care for a few pupils with more complex medical needs.

An increasing number of pupils with learning difficulties and/or disabilities are quickly identified and their progress is monitored closely. They and those learning English as an additional language benefit from extensive additional support. Parents' views of the care and support given to their children by the school are overwhelmingly positive. They are encouraged to develop their skills alongside their children. For example, workshops in English, sewing and computing are run for parents. There is a strong emphasis on looking for, and rewarding, good behaviour including the reward assemblies and the 'good learning gang'.

Outstanding links with a range of outside agencies, assisted by very effective local authority support, ensure that the welfare of vulnerable pupils and sometimes their families is always given the highest priority. Pupils have challenging targets to help them improve their work and guide them as to what needs to be done next. Transition arrangements are excellent. All pupils

have the last four weeks with their new teacher for September to give them a flying start to the new term.

## **Leadership and management**

### **Grade: 2**

The clear vision and decisive leadership and management of the headteacher, ably supported by her two deputy headteachers, are ensuring that challenging targets are met by most pupils. Work is ongoing to ensure that more able pupils do better. As a result, standards are rising. Staff turnover has been managed effectively to minimise any previous impact on pupils' learning. Staff share the headteacher's vision and work as an effective team. All know the strengths and weaknesses of the school and all are committed to raising standards. Community cohesion is good because links are well established with the local and international community. The school has a prestigious International School Award. All staff regularly monitor and evaluate the quality of teaching and learning. Effective procedures are in place to evaluate standards and pupils' achievement. The truly inclusive nature of the school ensures that every pupil has an equal opportunity to succeed. Recent curriculum initiatives are having a positive impact in raising standards and giving the school a good capacity for further improvement.

Governance is good. The governing body is very supportive and keen to help the school on its journey towards improvement. They have a good knowledge of the school's strengths through their frequent monitoring visits.

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**Annex A**

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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<sup>1</sup>Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and helpful to me and my colleagues during the inspection. We really enjoyed visiting your school. You helped us to find out all we needed to know about how well you work and learn. It was also good to see how much your parents appreciate the close ties that are developing with staff and their involvement with school and your learning.

You go to a good school that has some outstanding features. There is so much for you to do and to enjoy like the interesting after-school clubs and all the trips and visitors that are arranged for you. You told us that staff take excellent care of you.

We could see how well you get on with your teachers and how much you like school. All my colleagues were impressed with your good behaviour and concentration in lessons.

Children in Reception get off to a good start and really enjoy choosing their own activities in class or in the outdoor area. We enjoyed watching your drama session in the hall. It was very exciting. All your teachers work hard to plan interesting lessons for you and it was pleasing to see how well you listened and worked with your talking partners. We can see why most of you are making such good progress. We have asked your teachers to help more of you to achieve the higher standards in reading, writing and mathematics by giving you work that will really make you have to think hard.

We know that all the leaders and managers are doing a good job to improve everything about your school and hope that you will help them to keep it, 'the best in the solar system!'

Thank you again for your help. Good luck for the future and keep up the good work.