

# Hucklow Primary School

## Inspection report

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<b>Unique Reference Number</b>	107080
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377527
<b>Inspection dates</b>	8–9 February 2012
<b>Lead inspector</b>	Bernard Jones

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	418
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Richard Peterkin
<b>Headteacher</b>	Susan Arnold
<b>Date of previous school inspection</b>	9 June 2009
<b>School address</b>	Hucklow Road Sheffield S5 6TB
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## Introduction

### Inspection team

Bernard Jones  
Angela Charlton  
Gillian Hunter

Additional inspector  
Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 24 lessons involving 15 teachers. Meetings were held with pupils, parents and carers, members of the governing body, the local authority adviser for the school and staff. Inspectors observed the school's work and looked at documentation provided by the school, which included pupils' work, teachers' planning, assessments of pupils' progress and information about safeguarding and child protection. Questionnaire returns from staff and pupils were analysed along with 51 returns from the questionnaires sent out to parents and carers. There were no responses recorded on the on-line questionnaire, (Parent View) to aid inspection planning.

## Information about the school

Hucklow Primary school is larger than average in size. Most pupils come from minority ethnic groups and around four fifths are from homes where the first language is not English, which is much higher than average. The proportion of pupils known to be eligible for free school meals is well above average. The proportion of disabled pupils and those who have special educational needs is well above average. The number of pupils who join and leave the school at other than the usual times is well above average. The school has achieved Advanced Healthy School status. The school meets the current government floor target.

**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

<b>Overall Effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key Findings

- This is a good school. Pupils are keen to learn and reflect this in their good behaviour, their positive attitudes and their enthusiasm for school. As a result, they achieve well. The school receives overwhelming support from parents and carers and the partnership formed is a key strength to drive improvement further.
- Pupils feel safe and bullying is almost non-existent because the school works very successfully in building positive relationships.
- Teaching is good overall and there is much that is outstanding. This results in good progress across a broad curriculum. Occasionally, pupils do not have sufficient opportunities in lessons to shape their own learning or exercise independence. The use of data to chart pupils' academic progress is very effective. Where teaching is outstanding, teachers match tasks to pupils' ability with such precision as to demand and obtain excellent progress. This is not consistently the case throughout the school, however.
- Most children start in the Early Years Foundation Stage with levels of attainment that are exceptionally low compared to those typical for their age, particularly in their language and communication skills, numeracy skills and in their personal development. Children settle in quickly and make good progress. This continues through Key Stages 1 and 2 so that attainment is broadly average by the time they leave the school.
- The school is well led and managed at all levels. The headteacher gives clear and strong direction to ensure further improvement, based on a relentless drive to raise pupils' attainment and ensure that good progress is maintained. As a result, attainment levels are rising, including in reading, and have done so over a sustained period. Self-evaluation is accurate and informs well the school's plans. These are based on challenging targets and are appropriate to maintain further improvement. The governing body plays a valuable role in the evaluating and planning process.

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

- Build on the outstanding practice that exists to make more effective use of information teachers have about pupils' attainment levels to challenge all pupils to achieve the best of which they are capable.
- Improve the quality of pupils' learning by giving them more opportunities in lessons to take responsibility so they develop the ability to work independently.

## Main Report

### Achievement of pupils

Inspectors observed almost all the pupils making good progress in lessons. They were seen developing good levels of understanding, knowledge and skills across a range of subjects. For example, pupils in Year 6 learned well how to use historical evidence of different sorts when studying the monarchs of Tudor times. They also used well the opportunities to improve their writing skills as they reported their findings.

Children in the Early Years Foundation Stage achieve well so that personal and social skills improve significantly and their communication, language and literacy skills and numeracy skills develop rapidly. These early good achievements are built on successfully in Key Stage 1 and on through Key Stage 2 so that attainment levels are broadly average by Year 6 in reading, writing and mathematics. Pupils make good progress in developing their reading skills because of the effective early work in reading, which is built on systematically and progressively as pupils move through the school. In writing and mathematics, pupils' early low levels of attainment are tackled vigorously and progress is charted meticulously. This enables teachers to target any pupils not making the progress they should and to intervene to help them catch up. Classroom assistants play a valuable role in this work.

A whole-school focus on writing is proving successful in enhancing pupils' literacy skills. Teachers use writing opportunities in other subjects to consolidate their progress. In mathematics, too, teachers are effective in reinforcing skills such as calculating and problem solving across the curriculum. The school has enjoyed a good measure of success in identifying and closing gaps in attainment that existed compared to all pupils nationally. Within the school, pupils from different groups make similarly good progress because any gaps in achievement are quickly identified and successfully tackled. For example, pupils who speak English as an additional language achieve well, as do pupils whose circumstances may make them vulnerable. Disabled pupils and those who have special educational needs make good progress in line with their classmates because of effectively targeted support. Careful charting of the progress made by these pupils assist teachers and their assistants in making well focused interventions that are successful in ensuring good achievement, particularly in their basic literacy and numeracy skills.

Many pupils join the school after normal times of entry during Key Stage 2 and receive good provision that enables them to achieve in line with their peers because their needs are assessed promptly and effective support is provided to help them to catch up where necessary. Almost all parents and carers who responded to the questionnaire justifiably felt

that their children make good progress and that they are helped to develop basic skills, with any particular needs being met.

## **Quality of teaching**

The quality of teaching is good and pupils benefit particularly from teachers' high expectations regarding their behaviour and attitudes to learning. Most lessons are characterised by good pace with little time lost to reinforcing routines and class management. Almost all parents and carers who responded to the questionnaire agreed that their child was taught well, a view matched by the inspection findings. Pupils respond well to the good teaching they receive. Teachers use the planned curriculum generally well to ensure that work suits pupils' different needs and abilities. However, occasionally tasks are not challenging enough. In the outstanding lessons pupils make extremely rapid progress because the match is just right. For example, in a Year 6 literacy class, the teacher's outstanding use of questioning engaged pupils and developed in them a depth of understanding of how descriptive words can be used to convey how the central character was feeling.

Teachers' good subject knowledge helps them to plan activities that interest and engage pupils, for example by using technology. In a Year 2 literacy lesson, pupils showed their written responses to the whole class using an interactive projector. This not only rewarded the individuals for their good work, but also helped to model good writing to the rest of the class. Teachers use questioning very effectively to include all pupils, assess their understanding and tackle any misconceptions as they arise. Pupils are generally encouraged to listen carefully to each other and to speak their answers clearly. However, this is not always the case and sometimes opportunities are missed to improve speaking and listening skills.

Teaching has a good impact on pupils' spiritual, moral, social and cultural development. The very positive relationships between pupils and with their teachers demonstrate their good social and moral development. This enables teachers to use different teaching strategies such as 'talking partners' to add interest, give pupils some responsibility and ensure they are actively involved in their learning. Pupils respond very well in such circumstances. Learning targets are used well to help pupils fulfil their potential and most know their own targets and can point to the progress they are making. Teachers' marking is consistently good, encouraging pupils with praise and helping them understand the next steps they need to take to improve their work further.

## **Behaviour and safety of pupils**

A strong feature of the school is the consistent approach taken by all staff in managing behaviour. The impact is clear to see because learning is rarely interrupted by inappropriate behaviour in classrooms. Inspectors observed many examples where pupils' good behaviour was a positive force in their learning. They show enthusiasm, politeness and consideration for others. On occasion, pupils do not maintain their levels of effort when working on their own or in groups because not enough emphasis is placed on them taking responsibility for their own learning. Pupils who exhibit challenging behaviour as part of their learning difficulties learn how to manage their behaviour and are helped well by classroom assistants. Pupils feel secure in school and play well together at break times. The curriculum helps pupils to identify risks. They learn how to stay safe in different situations, for example when using the internet. During the inspection, all groups of pupils said that they felt safe in

school and bullying of any kind was not an issue, including name calling and racist bullying. Most pupils agreed that behaviour is good and the vast majority of parents and carers who replied to the inspection questionnaire and those who talked to the inspectors, felt that there was a good standard of behaviour at the school. They also said that their children feel safe.

## **Leadership and management**

The headteacher is very successful in creating an inclusive school. Pupils come from many different backgrounds and some are new to the country and to English. They all learn well how to live together and thrive. Middle leaders make a good contribution to the leadership of the school and monitor well how their work improves pupils' achievement. The governing body takes an active role and is effective in supporting the school and challenging its leaders. The impact of the school leaders at all levels is good. It is seen in the strong drive for further improvement, where staff morale is high and all work together as an effective team. Assessment procedures are good. As a result, targets for both individuals and the whole school are realistic and challenging. Professional development of staff is effective and benefits pupils' learning because staff are kept up to date and they focus appropriately on strategies to drive further improvement. Leaders and the governing body make sure that safeguarding arrangements are comprehensive and ensure the safety and well-being of pupils and staff. The school's successful track record of improvement, coupled with an accurate self-evaluation reflects a strong capacity for further improvement.

The curriculum meets the varying needs of most pupils well. There are some outstanding features, for example in the way the school engages with local businesses to give real-life experience to pupils when they learn about enterprise. Visits, visitors and extra activities enhance the curriculum and all add to the quality of pupils' experiences. The school is careful to ensure that all pupils have equal access to all the opportunities offered, and no discrimination is tolerated. Detailed analysis of the performance of different groups of pupils identifies any at risk of falling behind so that interventions can be used to prevent any gaps from appearing in their attainment. There is a good focus on pupils' spiritual, moral, social and cultural development. Assembly time makes a strong contribution as pupils are taught the values of being a team member and are given time to reflect upon their own beliefs. Good partnerships have been established in the local area and further afield to help pupils understand their place in the wider society and their duties and responsibilities to themselves and others. For example, the school undertakes an initiative called 'Connecting Classrooms', which helps pupils understand how children in other cultures experience schooling very different to their own.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

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## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**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.**



10 February 2012

Dear Pupils

**Inspection of Hucklow Primary School, Sheffield, S5 6TB**

Thank you for your warm and friendly welcome when my colleagues and I inspected your school recently. Please thank your parents and carers for their questionnaire returns and for taking the time to talk to us. We found that Hucklow is a good school. You obviously enjoy coming to school and this shows in your good behaviour. We like the way older pupils take responsibility for helping younger children. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. The good care you receive and the progress you make means that you develop into mature young people who are well prepared for the next stage in your education.

The teaching you receive is good and your headteacher leads the school well. This means you achieve well, making good progress from your starting points on joining the school. You were very positive in your questionnaire responses about your teachers, how much you learn and how you feel that the school helps you to do well. To make things even better, we have asked your headteacher and teachers to help you make the best progress you can by planning lessons to fit your needs with even greater accuracy. We have also asked teachers to give more attention to helping you take more responsibility for your own efforts in class. You can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Bernard Jones  
Lead inspector

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