

# Rainbow Forge Primary School

## Inspection report

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<b>Unique Reference Number</b>	107005
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	377511
<b>Inspection dates</b>	2–3 February 2012
<b>Lead inspector</b>	Rosemary Eaton

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>	225
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Maureen Stoneman
<b>Headteacher</b>	Mrs Jane Loader
<b>Date of previous school inspection</b>	28 November 2006
<b>School address</b>	Beighton Road Hackenthorpe Sheffield S12 4LQ
<b>Telephone number</b>	0114 2487342
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## Introduction

Inspection team

Rosemary Eaton  
Sharona Semlali

Additional inspector  
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed nine lessons and eight teachers. They held meetings with groups of pupils, members of the governing body and staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at documents including assessment information, records of accidents and incidents, and samples of pupils' work. The 57 parental questionnaires returned were read and analysed.

## Information about the school

This is a smaller than the average sized primary school. An above average proportion of pupils are known to be eligible for free school meals. Almost all pupils are White British. The proportion of disabled pupils and those who have special educational needs is average. The school meets the current floor standard, whereby the government sets the minimum expectations for attainment and progress. The school holds the silver Eco-school award. The headteacher joined the school in January 2012.

**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>3</b>
<b>Achievement of pupils</b>	<b>3</b>
<b>Quality of teaching</b>	<b>3</b>
<b>Behaviour and safety of pupils</b>	<b>3</b>
<b>Leadership and management</b>	<b>3</b>

## Key Findings

- This is a satisfactory school. Parents and carers think very well of it. Pupils say they like their school because there are lots of clubs and teachers are kind.
- Children get off to a good start in the Early Years Foundation Stage. They are taught well and have varied and well-planned learning opportunities, particularly indoors. The outdoor provision is less well developed.
- Pupils' achievement is satisfactory rather than good because progress slows down during Key Stages 1 and 2. There is not enough good and better teaching in Years 1 to 6 to ensure that progress overall is better than satisfactory.
- There are strengths in teaching. For example, teachers encourage pupils, give them confidence and praise their efforts. In a number of other respects, there is too much inconsistency.
- The curriculum includes all the necessary subjects and meets pupils' needs satisfactorily. However, it does not excite all pupils and make them eager to learn.
- Pupils feel safe in school and they learn how to play their part in staying safe. Behaviour in lessons is never less than satisfactory and bullying incidents are infrequent.
- In recent years, leaders have begun to make improvements and move the school forward. The new headteacher has formed an accurate view of what needs to be done to speed up the pace of change and has already taken some firm actions towards achieving this.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching so it is consistently good or better by ensuring that:
  - work is matched closely to the needs of all pupils
  - learning moves on quickly and pupils do not spend longer than necessary listening to teachers
  - marking informs pupils exactly how they can improve their work.
  
- Ensure that the curriculum promotes good learning and progress by:
  - providing more stimulating starting points for learning
  - increasing opportunities for learning through practical and active approaches
  - ensuring that reading, writing and numeracy skills are developed systematically and consistently.
  
- Improve the arrangements for outdoor learning in the Early Years Foundation Stage by:
  - creating more inspiring outdoor learning environments
  - enabling children in the nursery to have freer access to the outdoor provision.

## Main Report

### Achievement of pupils

Children make good progress during the Early Years Foundation Stage. At the end of the Reception Year, children are working within the levels expected for their age. Their skills are strongest in the area of personal, social and emotional development and comparatively weaker in communication, language and literacy.

Progress in Key Stages 1 and 2 is satisfactory. By the end of Year 6, attainment is broadly average. English, especially reading, tends to be weaker than mathematics. Progress in writing has improved over recent years. Although attainment remains average, pupils' skills have improved particularly in respect of pupils' technical knowledge, for example, of punctuation. At the end of Year 2 and Year 6, pupils' attainment in reading is broadly average. Pupils of all ages enjoy reading and use suitable methods to tackle unknown words, such as blending together the sounds made by individual letters. However, younger pupils in particular do not consistently pronounce sounds accurately, which limits their ability to read words correctly. The school has recently introduced a different system for teaching these phonics skills. The arrangements for guiding all pupils in the basic skills of reading, including phonics, writing and numeracy are not consistently rigorous and systematic.

A strength of pupils' learning in lessons is their ability to work together cooperatively. From an early age they readily share and take turns. When teaching is good or better, pupils work hard and productively but learning slows when activities fail to engage them or are too difficult or too easy. Pupils say they most enjoy practical

activities. Those in Year 4 proudly showed off the working torches they had designed and made, describing them as a highlight of the year so far. However, pupils across the school say that lessons mostly consist of 'talking and writing'. Consequently, their overall learning in lessons is satisfactory rather than good.

There are no significant differences between the progress made by particular groups of pupils. For example, disabled pupils and those with special educational needs make the same satisfactory progress as other pupils. In mathematics, the school has successfully narrowed the gap in attainment between pupils known to be eligible for free school meals and all pupils nationally. Parents and carers consider their children to be making good progress. The inspection shows that, other than in the Early Years Foundation Stage, this is stating the case too positively.

### **Quality of teaching**

Parents and carers are confident that their children are taught well. Overall, however, this inspection judges teaching as satisfactory rather than good. In the Early Years Foundation Stage there are particular strengths in the way adults make the most of opportunities to extend children's learning. For example, children in the Reception class were thrilled to see the ice that had formed on water outside. The teacher successfully encouraged them to explore its properties, developing both their language and knowledge of the world around them. 'It's melting because my hand is warm', explained one child. In both classes, questions prompt children to observe, think hard and communicate. The outdoor environments have improved in recent years but do not entirely reflect the stimulus for learning that children experience inside. Children in the nursery are not able to choose when they learn outdoors.

Overall in Key Stages 1 and 2 teaching is satisfactory. Teachers collect a great deal of information about pupils' attainment. This is used well to identify disabled pupils and those who have special educational needs and to set targets for all pupils. Assessment information is not always taken fully into account when lessons are planned. Too often, tasks are geared to the middle of the ability range and so, for example, higher attainers are not stretched enough. Teaching assistants often make good contributions to lessons, in particular by supporting disabled pupils and those who have special educational needs. The pace of learning is sometimes inhibited because pupils spend too long listening to the teacher and answering questions. Some teachers judge accurately when pupils are ready to move on to new learning, setting them clear targets for what they must achieve within a certain length of time. Year 6 pupils made rapid progress in their use of emotive language during an outstanding lesson that was characterised by their clear understanding of the quality and quantity of work demanded of them. The lesson also demonstrated the effective contribution of teaching to spiritual, moral, social and cultural development when pupils debated the morality of keeping animals in zoos. On other occasions, time is wasted as pupils go over old ground unnecessarily or are not motivated enough to do more than the minimum amount of work.

Marking is usually encouraging, praising pupils' efforts. It does not always enable pupils to understand exactly what they must do in order to improve. Teachers do not consistently check to make sure that any advice they give is followed up. Pupils' books show that teachers' planning includes opportunities for skills, such as writing,

to be practised during lessons across the curriculum. However, worksheets are overused in some classes, limiting opportunities for pupils to extend their learning.

### **Behaviour and safety of pupils**

A number of pupils believe that behaviour is not as good as it could be. They explain that they are not always able to concentrate on their work because some members of their class talk when they should be working. Inspectors observed this low-level disruption, not in every classroom, but on some occasions. It is very much linked to the quality of teaching: when it is good or better, pupils show no inclination to do other than apply themselves conscientiously.

Pupils also express some concerns about behaviour at playtimes. They are clear that there is very little nastiness and records confirm that incidents of deliberate aggression are very unusual. However, some lack of consideration when playing results in many minor accidents, such as bumps and falls. There is evidence that the behaviour of the very few pupils with identified behavioural difficulties generally improves over time as a result of the school's work.

Bullying incidents are infrequent and pupils are certain that these are dealt with effectively. They understand the difference between bullying and falling out with friends and are confident to report concerns to staff. Pupils have a clear understanding of the sort of risks they might encounter in daily life, for example, when using the internet or when out and about. They understand the actions they can take to avoid compromising their safety. The generally positive views that parents and carers have about behaviour and safety in the school are justified: it is a safe and orderly place in which to learn.

### **Leadership and management**

Already it is quite evident that the headteacher has high aspirations for the school and its pupils. She has rapidly established an accurate view of current performance, identified key priorities and has begun to take firm actions to enable the school to move forward more quickly than previously. For example, professional development opportunities have been secured to support and enhance a number of important aspects of teaching. However, there has not been time for this work to have an impact on provision or outcomes. The very experienced deputy headteacher and the dedicated, well organised governing body are providing welcome support for the headteacher. Middle leaders' skills are being developed, enabling them to contribute increasingly to monitoring, evaluation and school improvement. Although the pace of developments needs to be accelerated, there is clear evidence that the school has capacity for improvement.

The curriculum is satisfactory. It is suitably broad and places due emphasis on English and mathematics. However, the headteacher has pinpointed shortcomings that mean that the curriculum promotes no better than satisfactory progress. There are insufficient memorable experiences, such as through visits or visitors, to stimulate pupils' learning, for example, in writing. Pupils' spiritual, moral, social and cultural development is satisfactory. It is promoted well through the wide range of

clubs and residential experiences. Links with the community that mean, for example, that all Year 4 pupils learn to play a stringed instrument.

Led by the deputy headteacher, assessment information is scrutinised carefully and the progress of different groups analysed to ensure that all have equal opportunities to achieve. Leaders are vigilant in checking that no groups are discriminated against. Members of the governing body are well known to staff and pupils and their knowledge of the school is often acquired at first hand. They help to make sure that safeguarding arrangements meet statutory requirements and give no cause for concern.



## 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.

## 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.**



6 February 2012

Dear Pupils

### **Inspection of Rainbow Forge Primary School, Sheffield S12 4LQ**

Thank you for being so friendly and helpful when we inspected your school. We would particularly like to thank those of you who talked with us about the school or let us listen to you as you read. At the end of the inspection we judged that yours is a satisfactory school. A variety of factors helped us to make this decision.

- Overall, you make satisfactory progress as you move up through the school.
- By the time you leave at the end of Year 6, you reach levels that are broadly average for your age.
- Teachers encourage you and we know that you think them kind and caring.
- Children get off to a good start in the Nursery and Reception classes.
- Your behaviour is often good but there are times in lessons when too much talking makes it hard for everyone to get on with their work.
- You are offered a good variety of clubs and residential visits.
- Your new headteacher knows just what is needed to help your school to improve.

To help, we have asked the school to do three things:

- make sure that the work you are set is just hard enough and that, when they mark your books, teachers let you know exactly how to improve
- provide more exciting events such as visits and more practical activities that help you to really enjoy learning
- give the children in Nursery and Reception classes better outdoor learning areas.

You can also help, by trying hard all the time and making sure that you do not prevent other people from learning. We send each of you our best wishes for the future.

Yours sincerely

Rosemary Eaton  
Lead inspector

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