

Shooter's Grove Primary School

Inspection report

Unique Reference Number	107092
Local Authority	Sheffield
Inspection number	336807
Inspection dates	19–20 October 2010
Reporting inspector	Christine Millett

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	318
Appropriate authority	The governing body
Chair	Mrs C Eaton
Headteacher	Mr Christopher Munt
Date of previous school inspection	19 March 2007
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 15 lessons or parts of lessons taught by 12 different teachers, spent time in the Early Years Foundation Stage and looked at pupils' work. Discussions took place with members of the governing body, staff, groups of pupils and parents and carers. Inspectors looked at documents, including policies relating to safeguarding, the school development plan and self-evaluation records, minutes of meetings of the governing body and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 64 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- Whether the above average levels of attainment and good progress seen at the end of Key Stage 2 are being maintained.
- How community cohesion has broadened pupils' understanding of the world in which they live.
- The impact of changes to the governing body upon the leadership and management of the school.

Information about the school

Shooter's Grove is a larger-than-average-size primary school. Almost all pupils are of White British heritage. Very few are from other minority ethnic groups. The proportion of pupils with special educational needs and/or disabilities is currently below average. The percentage of pupils known to be eligible for free school meals is also below average. The school has received several awards including Investors in People and Healthy School status.

A Children's Centre is based on the school site, but it does not provide childcare. It is not managed by the school's governing body and did not form part of this inspection.

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

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Shooter's Grove is a good school with many strengths. The school provides a safe and welcoming environment where pupils feel valued. They are proud of their school and keen to talk to visitors about their work. They are confident that adults can help them to overcome any problems. Staff are mindful of pupils' safety and good safeguarding arrangements are in place. Pupils say they enjoy coming to school, a sentiment that is echoed by parents and carers. However, attendance is average and this is impacting upon the achievement of the few who do not attend as regularly as they could. Of the parents and carers who responded to the questionnaire, the overwhelming majority were supportive of the school and value the quality of care it provides. A wide range of partnership activities make a strong contribution to pupils' good achievement and well-being. Pupils' experiences of different cultures and beliefs are well developed through the curriculum, charity work and links with a school in America. Knowledge of life in other parts of the United Kingdom is promoted well.

Many children start school with skills and knowledge well below those expected. They get off to a good start in the Nursery class and do well during their time in the Early Years Foundation Stage. Progress from Year 1 to Year 6 continues to be good. In recent years, there has been an upward trend in attainment at the end of Key Stage 2. The school's tracking system shows that this improvement has been maintained. There has been a noticeable increase in the number of pupils reaching the higher levels in English. Teaching is good overall, although occasionally expectations are not high enough, with the result that learning slows. Pupils with special educational needs and/or disabilities are well supported and, as a result, make similar progress to their peers. Assessment is regular and frequent analysis of outcomes takes place. Work is marked regularly and, overall, provides guidance on how pupils can improve.

The headteacher is supported well by senior leaders and staff. The governing body, some of whose members are new to their roles, is equally committed and oversees safeguarding procedures well, although reviewing of practices and procedures is not yet sufficiently robust. However, all share a clear vision for future improvement, recognising what the school does well. Good use is made of accurate self-evaluation to highlight areas for improvement. The impact of this is clearly evident, indicating a good capacity for sustained improvement.

What does the school need to do to improve further?

- Improve the attendance of the small minority who do not come to school as often as they should, by:

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- working more closely with parents and carers to emphasise the importance of their children attending school regularly
 - developing first day calling for all absent pupils
 - celebrating good attendance
 - using the support services more rigorously to work with families.
- Improve the effectiveness of leadership and management, by:
- ensuring that the governing body gathers first-hand information about the effectiveness of the school's work so that it can better hold leaders to account.

Outcomes for individuals and groups of pupils**2**

Pupils develop good attitudes towards learning as they move through the school. They enjoy learning and collaborate well when given opportunities to work in groups or in pairs. Pupils were keen to engage the inspectors in conversation and expressed their views clearly and openly.

The quality of learning observed in lessons during the inspection was good overall. Work seen in pupils' books confirmed the school's own analysis of pupils making good progress from the Early Years Foundation Stage to the end of Key Stage 2. Recent data analysis shows that most pupils across the school are on track to meet challenging targets and a few are exceeding them. The progress of all pupils is monitored carefully to ensure they achieve well. Many children start school with skills and knowledge that are below national expectations, particularly in communication, language and literacy. Most enter Year 1 in line with national expectations. Attainment at the end of Year 6 is above average. Standards at the end of Year 6 in 2010 showed further improvement in English. Pupils in the current Year 5 and 6 are making good progress and are on course to reach or exceed their targets.

Relationships throughout the school are good, creating a harmonious learning environment. A very small minority of pupils expressed concerns about behaviour in school, but no instances of inappropriate behaviour were seen during the inspection. Pupils were well-mannered and friendly. Pupils of all ages have a clear understanding of the importance of healthy eating and regular exercise. They respond well to the responsibilities they are given and make positive contributions to the school and local communities. This is seen, for example, in the enthusiasm with which older pupils spoke of their roles as play leaders. Younger pupils thoroughly benefitted from this involvement in their playtimes. Pupils gain a good grasp of basic skills, including information and communication technology (ICT). The school also provides additional experiences of the world of work. Pupils' spiritual, moral, social and cultural development is good. Pupils have a marked sense of right and wrong and enjoy the different cultural experiences the school provides. The school's values encourage pupils to think beyond themselves and to have a keen interest in ethical issues as was seen in their involvement in the 'Seeds for Africa' project.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers engage pupils' interest in learning through their good use of interactive whiteboards and other visual aids. Behaviour in lessons is good. Very occasionally, when the pace of the lesson drops, the concentration of a few pupils lapses. The majority of lessons seen were well taught. None was inadequate. The school is working effectively to further improve this picture. Overall, teachers have high expectations, good subject knowledge and show a good awareness of the needs of pupils of different ability. Most pupils are aware of their targets and what they need to do to improve their work. Other adults in the classroom give valuable support to teachers and pupils alike.

The curriculum places appropriate emphasis on promoting basic skills, especially literacy, as well as making links in learning across subjects during themed weeks. These provide imaginative opportunities for learning which are popular with pupils. The curriculum also provides an extremely broad range of enrichment experiences through visits, visitors and extra-curricular activities. French is taught in Key Stage 2.

Shooter's Grove is a caring school. Pupils feel well supported by the school and know to whom they can turn if they have a problem. They feel safe and know that their concerns are taken seriously. The individual needs of pupils with special educational needs and/or disabilities are well met through close liaison between teachers, support staff and outside agencies.

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These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Members of the leadership team are united in their determination to bring about improvement. Good systems for analysing and recording pupils' attainment are in place and provide a sharp focus on the achievements of different groups of pupils. The governing body understands the challenges facing the school and works hard to support the school. Although many of the governors are relatively new to their roles they are committed to developing their roles in order to improve the school further.

The school development plan focuses on the most important areas for improvement and is clear about how targets are to be achieved. There are effective links with a range of external agencies, including the local secondary school, that support the progress and well-being of the pupils. The school demonstrates a deep commitment to equal opportunities for all. This is seen in its harmonious and inclusive atmosphere. The rigorous monitoring of pupils ensures that any unevenness in academic performance or personal development is addressed quickly. The school enjoys a positive relationship with parents and carers who are kept informed through a wide variety of means. Provision for community cohesion is good. The school ensures that pupils understand their local community and the cultural diversity of the United Kingdom. An understanding of life beyond the United Kingdom is developing through activities, such as the exchange of letters with a school in America. Safeguarding procedures, policies and practice are securely in place. The school deploys its resources well and gives good value for money.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision in Early Years Foundation Stage is good. Children thrive in a stimulating and enjoyable environment. They settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults support children to be independent, make choices in the activities they will take part in and develop social skills that ensure good behaviour.

Children start the Nursery class with knowledge and skills that are below age-related expectations. Some children are admitted with low skills in language and communication. Good teaching and a well organised curriculum ensure good progress and by the end of Reception class most children have reached national expectations.

Thorough and accurate assessment ensures that the progress and development of individual children are carefully tracked. Carefully targeted support is then given to help them make good progress. Achievements are recorded and shared with parents and carers. The attractive environment and wide range of engaging activities enable children to have fun while they learn. Good teaching ensures that children develop their basic skills well. In the Nursery learning flows between indoors and outdoors as children move between their chosen activities. Due to the location of the outdoor area, this is not possible for those in Reception. However, outdoor provision is extremely well managed and staff ensure all children have supervised access. High quality support promotes children's welfare well and they feel safe and secure. For example, they demonstrate good development in their social skills during snack time, in addition to working amicably together and taking on responsibilities.

Good leadership is focused strongly on continuous improvement. Good links are developed with parents and carers and the Early Years Foundation Stage is fully incorporated into the school life, which ensures a smooth transition from Reception into Year 1.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Only a small number of parents and carers responded to the questionnaire. Some did not respond to all the questions as their child had been in school only a short time and they felt unable to comment. However, of those who did respond all agreed that their children enjoyed school, were kept safe and were very happy overall. They were also unanimous in their belief that teaching was good and their child was being well-prepared for the future. An overwhelming majority believed that the school kept parents and carers well informed about progress being made. A very small minority had concerns about the way in which unacceptable behaviour was dealt with. Inspectors found behaviour to be good and that staff are happy to meet with parents and carers to discuss such matters. A very small number raised individual concerns and these were followed up by the inspectors. The inspection found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Shooter's Grove Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 64 completed questionnaires by the end of the on-site inspection. In total, there are 318 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	61	25	39	0	0	0	0
The school keeps my child safe	34	53	30	47	0	0	0	0
My school informs me about my child's progress	23	36	38	59	2	3	0	0
My child is making enough progress at this school	27	42	34	53	1	2	0	0
The teaching is good at this school	31	48	30	47	0	0	0	0
The school helps me to support my child's learning	20	31	42	66	2	3	0	0
The school helps my child to have a healthy lifestyle	25	39	34	53	3	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	28	44	35	55	0	0	0	0
The school meets my child's particular needs	24	38	37	58	1	2	0	0
The school deals effectively with unacceptable behaviour	12	19	35	55	10	16	2	3
The school takes account of my suggestions and concerns	17	27	37	58	4	6	0	0
The school is led and managed effectively	19	30	36	56	3	5	0	0
Overall, I am happy with my child's experience at this school	29	45	35	55	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



21 October 2010

Dear Pupils

Inspection of Shooter's Grove Primary School, Sheffield, S6 5HN

Thank you for all your help when we visited your school. You were very polite and helped us to understand how you feel about your school. You told us that you go to a good school and we agree. We also found:

- you get off to a good start in the Nursery class and make good progress during your time in the school
- you are working hard and standards at the end of Year 6 are above average
- you enjoy coming to school, are keen to learn though attendance is average
- your behaviour is good both in the classroom and around school
- adults look after you well and make sure you are safe
- teaching is good and teachers try to make lessons interesting
- you show a good understanding of healthy lifestyles and know how to stay safe
- you take your responsibilities seriously and contribute well to the life of the school and the local community
- your school is helping you prepare well for the next stages in your education.

To make your school better we would like you to come to school as often as you can so that attendance improves. We would also like the governing body; these are people who help Mr Munt and other teachers to run the school, to find out more about what is happening in school so they can do even more to help.

We are sure that you will do everything you can to help make your school even better.

Very best wishes for the future,

Yours sincerely

Christine Millett

Lead inspector

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