

# Hunter's Bar Infant School

## Inspection report

---

<b>Unique Reference Number</b>	106995
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356069
<b>Inspection dates</b>	10–11 March 2011
<b>Reporting inspector</b>	David Matthews

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

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Carla Thornley
<b>Headteacher</b>	Ms Michelle Hayes
<b>Date of previous school inspection</b>	12 May 2008
<b>School address</b>	Sharrow Vale Road Sheffield South Yorkshire S11 8ZG
<b>Telephone number</b>	0114 2660541
<b>Fax number</b>	0114 2660541
<b>Email address</b>	enquiries@huntersbar-inf.sheffield.sch.uk

---

<b>Age group</b>	4–7
<b>Inspection dates</b>	10–11 March 2011
<b>Inspection number</b>	356069

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 13 lessons, observed 10 teachers and held meetings with members of the governing body, staff and pupils. They spoke to parents and carers in and around the school. They observed the school's work, and looked at documents relating to safeguarding, the school's tracking of pupils' progress, and the monitoring of teaching and learning. Questionnaires received from 95 parents and carers were analysed.

- The extent to which there are patterns and trends in the performance of groups of pupils, specifically boys, girls, pupils with special educational needs and/or disabilities, pupils of Pakistani heritage and pupils who speak English as an additional language. Also, the extent to which the curriculum meets the needs and interests of the same groups.
- The extent to which the apparent good provision for pupils with special educational needs and/or disabilities, and possibly the more-able pupils, is reflected in the provision for other groups.

## Information about the school

This is a larger than average sized infant school. A lower than average proportion of pupils is known to be eligible for free school meals. The proportion of pupils from minority-ethnic groups is over twice the national average. Pupils of Pakistani heritage make up the largest of these groups. The proportion of pupils speaking English as an additional language is almost double the national average. An above average proportion of pupils have special educational needs and/or disabilities, which is a significant increase since the last inspection. Many pupils travel to the school from distant parts of Sheffield. The school's most recent awards include Eco Schools award, Investors in Pupils, Healthy School status and School Sports Partnership gold award. The After School Club at the school is subject to separate inspection arrangements.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Hunter's Bar Infant School provides a satisfactory education for its pupils. Some groups of pupils make good progress. However, other groups make satisfactory rather than good progress, and progress is satisfactory overall. The school's leaders, and the governing body, understand that this is the case, and have introduced suitable strategies to speed the broadly satisfactory progress of boys, of pupils who are learning English as an additional language, and the pupils of Pakistani heritage. Some initiatives have yet to impact measurably on the progress of these groups. Teaching is satisfactory overall, and sometimes good. However, despite the school's initiatives, there are inconsistencies, particularly in the extent to which teaching addresses the learning needs and interests of pupils making satisfactory rather than good progress. There are satisfactory arrangements for monitoring lessons, although observations do not systematically or rigorously focus on the progress of the groups of pupils not making good progress.

The school takes good care of its pupils, with effective steps in place to safeguard them. The good provision for pupils with special educational needs and/or disabilities results in their good progress. The school uses its productive partnerships with others to enhance its good support of pupils' well-being. There are positive links with most groups of parents and carers, some of whom express particular appreciation of the nurture of their children in the Early Years Foundation Stage. A few parents and carers felt the school does not take account of their suggestions and concerns. The governing body is particularly effective in supporting and challenging the school in equal measure. Pupils are friendly, say they feel safe and mostly behave well. They have a good understanding of what contributes to good health and they make a good contribution to school life, willingly taking on responsibilities. The school effectively supports their spiritual, moral, social and cultural development.

The school's self-evaluation is satisfactory. Its judgements on different aspects of its provision and their impact are accurate in most respects. The school has made satisfactory improvements since the last inspection regarding pupils' writing, increased challenge for the more-able pupils and improved outdoor provision for children in the Early Years Foundation Stage. A more accurate match of tasks to what individuals and groups of pupils need to learn next has not yet been consistently achieved. These elements, and the school's clear awareness of what it needs to do to improve, combined with a determination to take the school forward, give it a satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 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

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

- Improve the learning of individuals and groups of pupils not making good progress over time by:
  - ensuring that teachers plan lessons to meet their needs accurately, and that they carefully monitor pupils' progress during each lesson
  - making sure that, in each lesson, pupils clearly understand what they are expected to learn
  - deploying all adults so that they have the maximum impact on learning in all lessons
  - embedding learning routines, such as taking turns in speaking, and ensuring a brisk pace in all lessons.
- Focus the monitoring of teaching and learning more systematically on the individuals and groups of pupils not making good progress over time by:
  - ensuring that lesson plans specify how teaching, and tasks set for pupils, will accurately meet their needs and interests
  - specifically evaluating their learning during lesson observations
  - holding teachers rigorously to account for pupils' progress.

## Outcomes for individuals and groups of pupils

<b>3</b>
----------

In lessons, pupils generally show that they want to learn. They become willing participants in their own learning when teachers pose well-considered questions and move lessons along briskly. When adults make timely interventions and promote discussion about learning, pupils focus keenly on their tasks, behave well, enjoy their learning and make good progress. Pupils cooperated well with one another when purposefully discussing the Great Fire of London because the teacher had established explicit expectations of behaviour and a clear focus on learning. Where lessons lack pace and challenge, pupils become inattentive or passive learners. Pupils tend to lack application when teaching does not cater well enough for their differing interests and needs.

When they join the Reception Year, most children's skills are broadly in line with those typical for their age, though below expectations in aspects of language, notably writing. From these starting points, pupils achieve satisfactorily, reaching broadly average standards in reading, writing and mathematics by the time they leave the school at the end of Year 2. The proportion of pupils reaching the higher level in all three subjects in 2010 was higher than that nationally. Girls and the more-able pupils generally make good progress. Most pupils with special educational needs and/or disabilities also make good progress because effective intervention programmes are carefully tailored to their individual needs. Most other pupils make satisfactory progress.

Pupils report that they feel safe at school and parents and carers agreed in their questionnaire responses. Pupils generally behave well and are friendly towards one another and to visitors. In the best lessons behaviour is good. Where it falls short of good, that is directly related to the quality of teaching. A small number of pupils said they feel behaviour is not good. Pupils show good levels of understanding of healthy lifestyles and

**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

are involved in health-related initiatives including growing fruit and vegetables. Pupils make a strong contribution to the school and wider community, willingly taking on a broad range of responsibilities including being 'playground friends' and 'rubbish busters'. Attendance is average. Pupils make satisfactory progress in developing the skills needed for their future economic well-being, with strengths in the development of good social skills. Spiritual, moral, social and cultural development is good. Pupils respect the range of cultural diversity in the school and get on noticeably well with those from a range of backgrounds.

*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?**

Adults form positive relationships with pupils. Teaching is most effective when interesting resources are used to engage pupils and promote good learning, where pace is brisk, and where teachers plan carefully to meet pupils' individual learning needs. This is particularly effective in small group work for pupils with special educational needs and/or disabilities. In these activities and in some lessons, supporting adults are deployed effectively to ensure good learning. In other lessons adults spend a disproportionate amount of time prompting behaviour rather than enhancing learning. In some lessons, teaching does not move at a brisk enough pace to sustain concentration and good progress. In others, learning routines are not embedded, so that pupils are not sure whether behaviour such as 'calling out' is acceptable. In the least effective lessons, teachers do not plan to meet

**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

the differing needs of individuals accurately enough or monitor their progress closely enough during lessons. Teachers sometimes give pupils a clear understanding of what they are expected to learn in each lesson, though this is inconsistent through the school.

The curriculum is broad and balanced and meets requirements. There is a wide range of enrichment activities including popular clubs, and good use of the kitchen. The school has increased the opportunities for pupils to choose what they would like included in the curriculum, resulting in themes such as 'dinosaurs' and 'skateboarding'. It is responsive to local circumstances, for example, organising a lunch-time cricket club for pupils who, amongst others, attend the mosque after school. The curriculum makes a strong contribution to pupils' personal development, including their understanding of healthy lifestyles. The school is currently reviewing the extent to which pupils develop skills in different subjects and plans to focus on skills in English and mathematics, which are currently satisfactory and lead to satisfactory progress overall in these subjects.

Making good use of external agencies, the school provides strong pastoral support for its pupils, and for families where needed. It encourages attendance satisfactorily, while respecting the religious observances of the diverse groups it serves. Well-established induction arrangements, appreciated by parents and carers, ensure a smooth start for children entering Reception, while class 'welcome books' make a positive contribution to pupils starting school at other times.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Through its tracking, the school is aware of which groups make satisfactory progress and has introduced strategies to accelerate learning. Recent increases in the support for pupils learning English as an additional language, however, have yet to be reflected in their overall progress. Good use has been made of outside agencies to improve the quality of teaching. Although leaders make satisfactory use of lesson observations, they do not always focus rigorously on ensuring that lesson plans specify how teaching, and the tasks set, will accurately meet pupils' needs and interests. Observations do not systematically evaluate the learning of identified groups during lessons. The school has not been afraid to tackle past weaknesses in teaching. However, while there are satisfactory arrangements to hold teachers to account for pupils' progress, there is a lack of focus on the specific groups that the school has identified as not making accelerated progress.

The school keenly evaluates the participation of different groups in school life and has increased its efforts to engage boys more fully. There is suitable information about the progress of precise groups of pupils and evaluation of their performance across subjects.

**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

Satisfactory arrangements have been put in place to accelerate the learning of groups for whom it is satisfactory. The school has taken a set of actions to promote community cohesion based on its understanding of its religious, ethnic and socio-economic context. Many positive initiatives in the locality and beyond have taken place as a result, although the school's evaluation of their impact lacks detail. The school operates as a cohesive community.

Rigorous health and safety checks by the site manager and senior leaders support the school's diligent approach to safeguarding and to pupils', parents' and carers' views that the school keeps pupils safe. Pupils are taught how to stay safe and about the risks in local traffic. The school is receptive and responsive to any parent's or carer's concern. The governing body has a very clear understanding of safeguarding matters, which are regularly discussed. It is very active and has a strong awareness of other issues within the school, and was central to recent changes and improvements, including the restructuring of the leadership team. Governors are demanding in their questioning, but equally, they are supportive. The school effectively fosters positive links with most parents and carers, and the inspection found sound links for them to raise concerns and make suggestions.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children enjoy their learning because adults provide a warm environment where they feel safe and valued. They learn to lead healthy lifestyles and explain that they eat fruit at snack times because, 'bananas are good for you'. They get on well with one another, sharing toys and tasks. Strong teaching by the Early Years Foundation Stage leader incorporates well-focused adult support for boys and for children learning English as an additional language. In such instances, learning is good. Elsewhere, teaching is sometimes satisfactory, and additional adults are sometimes deployed to prompt behaviour rather



**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

than accelerating otherwise satisfactory learning. There is an appropriate balance of opportunities for children to choose what they will do and activities led by adults. At times, however, the activities that adults lead do not take sufficient account of the different needs of individuals and groups, particularly when children are required to sit and listen for too long. This restricts progress to satisfactory.

Improvements to the outside space since the last inspection mean that children can easily access an imaginative range of outdoor activities. These facilities include numerous writing opportunities to encourage the more reluctant boys to write. Arrangements to ensure that boys make the most of these chances, however, are not yet robust. Children behave well and in ways that are safe for themselves and each other. They show understanding of others, particularly of those with special educational needs and/or disabilities. There are good links with parents and a determination to ensure that the most effective features of teaching are securely reflected throughout the Early Years Foundation Stage.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

About 35% of parents and carers completed questionnaires regarding their views of the school. Overwhelmingly, they expressed happiness with their children's experience at Hunter's Bar. There was no pattern in the small number of less positive responses, all of which were scrutinised carefully, and formed part of the inspection evidence. A few parents and carers disagreed that the school deals effectively with unacceptable behaviour. Looking carefully at the school's arrangements for dealing with incidents of inappropriate behaviour, inspectors found that there are sound systems for dealing with such incidents. A typical positive comment was, 'Hunter's Bar Infant is a very happy and welcoming environment. Our child only started Reception in September, and we are very impressed by how quickly he has settled in.'

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Hunter's Bar Infant 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 268 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	71	75	23	24	0	0	0	0
The school keeps my child safe	76	80	18	19	0	0	0	0
My school informs me about my child's progress	40	42	50	53	3	3	0	0
My child is making enough progress at this school	42	44	41	43	8	8	0	0
The teaching is good at this school	45	47	47	49	1	1	0	0
The school helps me to support my child's learning	46	48	44	46	4	4	0	0
The school helps my child to have a healthy lifestyle	39	41	50	53	6	6	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)	45	47	36	38	4	4	0	0
The school meets my child's particular needs	41	43	46	48	5	5	1	1
The school deals effectively with unacceptable behaviour	41	43	43	45	4	4	3	3
The school takes account of my suggestions and concerns	42	44	44	46	3	3	1	1
The school is led and managed effectively	51	54	37	39	3	3	0	0
Overall, I am happy with my child's experience at this school	64	67	31	33	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and 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 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 March 2011

Dear Pupils

**Inspection of Hunter's Bar Infant School, Sheffield, S11 8ZG**

Thank you for being so friendly and helpful to the inspectors when we visited your school. We found that Hunter's Bar is a satisfactory school where your headteacher and the other staff take good care of you. Most of you make satisfactory progress and some of you make good progress. Most of you behave well. You told us that you feel safe at school and that you know what to do to keep yourselves healthy. You help as much as you can to make the school a happy place for everyone. Your governors do a good job and they are keen to make Hunter's Bar Infant School as good as possible. Inspectors believe that the things we have asked the school to do will help you all to make the best possible progress. They are:

- make sure teachers plan learning that is just right for each one of you and carefully check your learning in each lesson
- make sure you understand what you are going to learn in each lesson
- make sure all grown-ups help you as much as possible with your work in all lessons and not just remind you about how to behave well
- make sure you all understand about when to listen to the teacher and when to talk
- make all lessons move quickly so they are lively and interesting
- make sure that teachers talk about and explain the progress of each one of you when they meet the headteacher.

You can help by trying as hard as usual and by continuing to behave well.

The inspectors wish you well.

Yours sincerely

David Matthews

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**