

Eckington Junior School

Inspection report

Unique Reference Number	112542
Local Authority	Derbyshire
Inspection number	378508
Inspection dates	3–4 October 2011
Reporting inspector	Geof Timms

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	163
Appropriate authority	The governing body
Chair	Joy Vickers
Headteacher	John Stringer
Date of previous school inspection	22 June 2009
School address	School Street Eckington Sheffield S21 4FL
Telephone number	01246 432549
Fax number	01246 432549
Email address	Headteacher@eckington-jun.derbyshire.sch.uk

Age group	7-11
Inspection date(s)	3–4 October 2011
Inspection number	378508

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.

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 information 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'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011



Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 14 lessons taught by seven teachers. Meetings were held with pupils, staff, parents, carers and members of the governing body. Inspectors observed the school's work, and looked at a wide range of planning documents, policies, minutes of meetings and assessment information, together with arrangements for safeguarding. In addition, 116 parent and carer questionnaires were analysed, together with those submitted by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors looked at what the school is doing to improve progress and raise standards in mathematics.
- They checked on whether teachers' planning and the delivery of lessons provide sufficient challenge for the most able pupils.
- They looked at how well teachers and leaders use their assessment of pupils' progress to plan, set targets and track progress.
- Inspectors investigated the effectiveness of the leadership in raising standards.

Information about the school

This is a smaller than average sized junior school. The proportion of pupils known to be eligible for free school meals is below average. The majority of the pupils are of White British heritage, and the proportion from other minority ethnic communities is well below average. Very few speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school has a British Standard Quality Mark, an Anti-Bullying Award, International School Award and Healthy School status.

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

The outstanding leadership of the headteacher has helped this school make excellent progress over recent years. In a skilled and very effective way he has created a devolved leadership structure that is highly successful in promoting a rapidly improving quality of teaching and learning. In this he has been supported with the outstanding leadership skills of the deputy headteacher. This in turn is reflected in rising standards. This work shows clearly that, although there are many outstanding features, the consistency of high standards is yet to be fully realised and so the school has a good, rather than outstanding, capacity to improve further in the future. The stated intention to make it the 'Best school in the world' is a vision that is shared by all staff, pupils and many parents and carers. As one pupil wrote, 'I love my school. The headteacher is brilliant and the staff are really kind.'

Standards in reading, writing and mathematics are rising. Inconsistencies in the past have been ironed out and progress is now good throughout the school. There are no significant differences in the progress made by different groups of pupils. The school has worked hard to improve the learning of the most able and lessons often contain challenging tasks and good extension and enrichment activities. In addition, the provision for pupils with special educational needs and/or learning difficulties is excellent, resulting in their good progress and full inclusion in school activities. The school has worked hard recently to raise standards in mathematics and this has been successful as is shown by the high proportion of pupils who attain the higher levels at the end of Year 6. Skills in using information and communication technology are also good although resources mean access to computers is rather limited.

The learning and progress made by pupils is helped by their outstanding behaviour. The relationships between the adults and pupils in the school are a major factor in its success and reflect the example set by the headteacher. Pupils' attitudes are excellent and the outstanding spiritual, moral, social and cultural development, evident throughout the school's work, is especially highlighted in the excellent assemblies and by the work undertaken to learn about other cultures. Parents and carers agree that the school provides outstanding understanding of how to lead healthy lives. Attendance is in line with the national average but more could be done to encourage regular attendance by some families. Even so the work with pupils who face challenging circumstances, and many of their families, shows that the school's care, guidance and support is outstanding.

The good progress evident is due to good teaching and learning. Teachers plan 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

deliver consistently interesting and effective lessons that keep pupils motivated and involved, often actively so. The school has worked hard to improve the use of assessment to track pupils' progress and also to provide all pupils with sufficiently challenging work. Any underachievement is quickly identified and tackled and this is helping the improved progress now seen. The curriculum is good and has correctly been based very much on improving pupils' basic skills. However, the school is aware that there is now a need to provide more opportunities for pupils to use their good basic skills in different subjects. The school has a very good sized and well-sited field which has untapped potential as a learning resource.

The outstanding, charismatic leadership shown by the headteacher has a positive impact on leadership at all levels. He is very ably supported by the deputy headteacher and other staff. In addition, the governing body have continued their excellent work in holding the school to account that helped it improve so rapidly in the past. Parents and carers are fully and successfully engaged in all aspects of the school's work. As one wrote, 'Brilliant school, children come first every time!'

What does the school need to do to improve further?

- Provide more opportunities for pupils to use their basic skills by:
 - making more creative links between subjects
 - extending and improving the resources for information and communication technology
 - developing the use of the outdoors as a learning resource.
- Make further efforts to improve regular attendance for some pupils.

Outcomes for individuals and groups of pupils

2

The outcomes observed in lessons and in pupils' work closely match that of the available data. Standards are rising year on year due to the rapid improvements in provision. Pupils have above average mathematical knowledge and skills and the most able pupils are making good progress in developing and extending their skills through more and more problem-solving activities. For example, in one outstanding lesson Year 5 pupils were exploring the properties of how to make cubes. Their learning was enhanced through a range of practical activities matched to their prior attainment. Reading and writing skills are also well developed. The days given over to dressing up and writing stories at some length are very popular and result in some high quality creative writing. Teachers are firm about the need for good presentation and basic writing skills, and this is evident in the neat and well-presented work in books. The vast majority of the pupils make good progress from their broadly average attainment on entry to reach above average standards by the time they leave Year 6.

Pupils make a good contribution to the school and local community. They love taking responsibility through a range of helpful jobs and they raise significant amounts of

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

money for charity. They know how to keep themselves safe in different situations and they are being well-prepared for the next stage in their education. However, it is the outstanding behaviour and attitudes towards school, and how much they enjoy being there that really stands out and has such a positive impact on their learning.

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	1
The extent to which pupils adopt healthy lifestyles	1
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	1

How effective is the provision?

The quality of teaching and learning is good and improving. A small proportion of the lessons observed were outstanding and none were less than good. A major change since the last inspection has been the way teachers and teaching assistants assess pupils' progress. This enables them to see how successful their teaching has been and to plan work that is well based on the pupils' prior attainment and so is sufficiently challenging so it moves their learning on. Relationships between adults and pupils are a major factor in the successful learning as pupils are encouraged to take a full and active part in lessons. Teaching assistants offer effective support to pupils in lessons and in small groups. In the best lessons the pace is rapid and pupils are fully involved in their learning, knowing exactly what they need to do to succeed. Occasionally the pace is too quick and not enough time is given to fully consolidate their learning.

The curriculum is good and, of necessity, has been very much focused on teaching the basic skills to give pupils a good grounding and to bring their skills up to an appropriate level. The school is aware that now this has been achieved the next step is to provide more opportunities for pupils to use their skills across different subjects

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

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

and for different purposes. In addition, the excellent field and other outdoor areas are not planned for and used in the teaching and learning as much as they could be. The pupils do not have sufficient opportunities to use computers and other technology in their day-to-day lessons. The excellent relationships with other schools, parents and carers ensure that transition from infant schools is smooth and successful. There are very well-established and effective structures in place to ensure pupils welfare. The school has a strong caring ethos. There is early identification of any underachievement or other welfare issues and the school is very sensitive to parents' and carers' concerns.

Pupils say they are treated as individuals and supported well to make the best of their time in the school. They have a high level of confidence in the adults in school. Excellent relationships with families and a range of agencies help individual pupils. All aspects of care, guidance and support are very well established. Because of this pupils feel safe and secure and are given a high level of confidence and self-esteem.

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	1

How effective are leadership and management?

The leadership and management are where the current major strengths of the school are evident. The headteacher together with the deputy headteacher and senior management team and the governing body have moved the school on from the past when provision and outcomes were much weaker. The teamwork evident throughout the staff is a major strength and all members of the school community have a shared vision and aim. The ambition to do the best for the pupils at the school is firmly embedded in all aspects of its work. Because of this the school has made rapid improvement and the provision and outcomes are now better than expected. The senior leaders make excellent use of the much improved data to check on the quality of provision and pupils' progress on a regular basis. The Chair of the Governing Body has had a major influence on this improvement and her very knowledgeable use of data and regular involvement in school life ensures the governing body has a clear and detailed understanding of the school's strengths and weaknesses. The engagement with the parents and carers is very strong and they are very supportive of the school's work. The school also responds to their comments and suggestions, as happened recently when parents and carers wanted information about methods in mathematics so they could help with homework. The school's safeguarding is good because of the rigorous training of all staff on an annual basis. The work to promote community cohesion is good as the school has an effective policy and good links with

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

a school in China as well as a contrasting locality in this country. This very caring school ensures all pupils have equal opportunities to access all activities and is on the way to helping all attain the levels they are fully capable of achieving.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
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

Views of parents and carers

The number of questionnaires completed was above the proportion typically returned. The vast majority of parents and carers are very positive about the school and 100 per cent say the school is well led and managed, and helps their children learn to lead healthy lives. The inspection evidence supports these views. A very small minority of parents and carers are unsure about how well the school supports their children's needs or how well it helps their children make progress. The inspection findings show that all pupils are currently making good progress and all pupils' progress is well tracked. When needed, very good interventions are put in place for those finding learning more difficult as well as for those who find learning easier and benefit from more challenging work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Eckington Junior 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 116 completed questionnaires by the end of the on-site inspection. In total, there are 163 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	81	70	33	28	1	1	0	0
The school keeps my child safe	92	79	23	20	0	0	0	0
The school informs me about my child's progress	70	60	41	35	3	3	0	0
My child is making enough progress at this school	67	58	42	36	3	3	0	0
The teaching is good at this school	82	71	32	28	1	1	0	0
The school helps me to support my child's learning	71	61	42	36	2	2	0	0
The school helps my child to have a healthy lifestyle	72	62	44	38	0	0	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)	75	65	39	34	0	0	0	0
The school meets my child's particular needs	68	59	43	37	3	3	0	0
The school deals effectively with unacceptable behaviour	68	59	43	37	2	2	1	1
The school takes account of my suggestions and concerns	63	54	51	44	0	0	0	0
The school is led and managed effectively	91	78	25	22	0	0	0	0
Overall, I am happy with my child's experience at this school	83	72	31	27	2	2	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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see 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.

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"> ■ 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.



5 October 2011

Dear Pupils

Inspection of Eckington Junior School, Sheffield, S21 4FL

I am writing to thank you for the way you welcomed the inspectors to your school recently. We really enjoyed our visit and talking with many of you about your school. We especially appreciated seeing the assemblies and recognising what interesting things a lot of you do outside as well as inside school.

Eckington is a good and rapidly improving school. One of the main reasons for the school's success in helping you learn new things and make such good progress is your inspirational headteacher, as well as the other staff and the excellent governing body. They plan interesting and challenging activities for you to do and this is helping you learn. You help the teachers a great deal by being so well behaved in and out of lessons and by having such positive attitudes towards learning. Keep it up.

We have asked the school to give you more opportunities to use your learning in different subjects. We also think you need more times when you can use new technology when you are learning. We could see how good the exciting radio play some of you made was, for example. We have also asked the school to look at the outdoor areas, especially your field, to see how they can be better used to support your learning. You can also help your learning by going to school on a regular basis.

One of you wrote, 'I love my school. The headteacher is brilliant and the staff are really kind. We have the Best School in the world!' This is clearly how you all feel and I hope you keep thinking that. Enjoy your time at Eckington and keep working hard!

Yours sincerely

Geof Timms
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. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234, or email enquiries@ofsted.gov.uk.**