

Prince Edward Primary School

Inspection report

Unique Reference Number	107090
Local authority	Sheffield
Inspection number	377532
Inspection dates	28–29 November 2011
Reporting inspector	Jane Hughes

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	328
Appropriate authority	The governing body
Chair	Richard Foster
Headteacher	Julie Storey
Date of previous school inspection	16 June 2009
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 14 lessons taught by nine teachers. Inspectors held meetings with representatives of the governing body and staff, and talked with pupils, parents and carers. They observed the school's work, and looked at a range of documentation including: the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 15 parents and carers, as well as those from pupils and staff.

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

- Whether a larger proportion of pupils now attains average standards for their age.
- Whether pupils are making rapid enough progress through the school.
- Whether a greater proportion of teaching, including in the Early Years Foundation Stage, is of consistently good quality.
- How well the school promotes the benefits of regular attendance so that rates have continued to improve.
- Whether leaders and staff evaluate, lead and sustain effectively improvements in the school's performance.

Information about the school

This school is larger than average size when compared to other primary schools. The proportion of pupils known to be eligible for free school meals is almost three times the national average. Most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is higher than average. The school has achieved Healthy Schools status.

Over the past three years, the school has continued to experience many staff changes. The senior leadership team, under the direction of the newly-appointed executive headteacher, was permanently appointed in September 2011. The senior deputy headteacher, deputy and assistant headteachers, along with the inclusion manager, provide continuity as they have been working in the school for the last two years, alongside a previous lead headteacher. The school entered into a Learning Partnership with another local school in September 2011. The executive headteacher leads both these schools.

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

Prince Edward is a satisfactory school. There are many good elements to its work. Foremost is its inclusive approach and close attention to the care, guidance and support of all pupils and their families. This ensures that pupils are happy, say that they feel safe and recognise potential hazards well. Safeguarding practices are also good. Other strengths include pupils' well developed knowledge of how to live healthily, along with the contribution they make to the school and the wider community. Behaviour is satisfactory overall, although pupils are considerate as they move around the building and playground. Parents and carers are full of praise for the school. They say that 'the school is getting better and better'.

From well below expected starting points, children get off to a good start in the Nursery and Reception classes. By the end of Reception, the proportion of children reaching a good level of development is average. This was not, however, the case for older pupils in the school who started in Year 1 with far lower level skills.

In Key Stages 1 and 2, pupils' attainment remains too low in English and mathematics. Although many pupils acquire basic literacy and numeracy skills, they lack confidence in applying them. Senior leaders have a key focus on raising attainment. Consequently, although satisfactory, pupils' progress is currently improving securely and rapidly. This is clearly evident in the school's own data. These show attainment improving strongly so that a greater proportion of pupils is on track to reach the expected levels for their age. As yet, more-able pupils are not always making enough progress. Pupils with special educational needs and/or disabilities are already making good progress. This is because of the careful and skilled support programmes delivered consistently by teachers and teaching assistants, led by the knowledgeable inclusion team. Attendance levels rose to average over the last academic year. However, the school has still to establish a sustained track record of improvement in this area, although its commitment to raising attendance is clear.

The quality of teaching is satisfactory overall. There is an increasing proportion of good teaching but there is still a lack of consistency and so the quality fluctuates from year to year. Work is not always sufficiently challenging and pupils are not told regularly enough how to improve. This is due to the many changes in staffing and also to variable expectations from adults.

Senior leaders regularly evaluate the school's performance. This provides a detailed and increasingly accurate picture of the school's strengths and weaknesses. Governance provides challenge to, and support for, the leadership. There have been important improvements in some areas of the school's work such as its leadership and management, provision in the Early Years Foundation Stage, and the quality of the care, guidance and support for pupils. Even so, pupils' low attainment has proved hard to shift, partly due to previously turbulent staffing and the lack of a permanent leadership team in recent years. The school is now in a far more stable position to move forward rapidly, under the guidance of a permanent and experienced leadership team and with benefits drawn from the learning partnership. Currently, the school demonstrates satisfactory capacity for sustained 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.

What does the school need to do to improve further?

- Raise attainment and accelerate the progress of pupils in English and mathematics by:
 - ensuring, through effective levels of challenge, that all groups of pupils, especially the more-able, reach the expected levels for their age in their work
 - providing more opportunities for pupils' extended writing in different subjects
 - encouraging pupils to decide for themselves how to record their work rather than using worksheets
 - sharing more information with parents and carers about how best to support their children's learning at home.
- Improve further the consistency and quality of teaching so that a greater proportion is good and better by:
 - raising expectations with regard to pupils' handwriting and the presentation of their work
 - ensuring consistency in teachers' marking so that pupils always receive clear guidance on the next steps in their learning and how to improve their work
 - ensuring that when homework is set it effectively consolidates and extends pupils' learning.
- Consolidate the rise in attendance by developing even more innovative strategies to encourage all pupils to attend school regularly.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily and say that they enjoy their learning. Their behaviour is satisfactory in lessons. Sometimes, they do not settle quickly enough to tasks or do not make the most of time during group activities. Pupils usually complete a reasonable volume of work in lessons. However, they do not show enough pride in

their work and are often careless in its presentation. This is exacerbated by pupils having too many worksheets to complete at the expense of devising their own recording methods. Pupils work enthusiastically with new technologies such as the school's laptops and netbooks. They produce information booklets on drugs' awareness as well as poems and playscripts. Pupils use the interactive whiteboards successfully to support their learning. Pupils' current work and data from the school's tracking show that attainment is improving faster and more securely than previously. Progress is satisfactory overall and is good for pupils with special educational needs and/or disabilities. Few more-able pupils reach the higher levels for their age in their work. This is particularly so in writing, where pupils have too few opportunities to write at length in different subjects.

Pupils are clearly proud of their school and say that 'we get a good education here'. They confirm that they feel safe and show a good level of knowledge about internet safety, stranger danger and road safety. They know what constitutes a nutritious meal and balanced diet. Pupils at the breakfast club chop up healthy fruits and make fruit cups to be sold in school and enjoyed by many pupils. There is a good uptake of after-school sports. Pupils apply for a range of responsibilities around school and enjoy enterprise activities. Attendance is average and most pupils arrive on time.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	4
Pupils' attainment ¹	3
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	
The extent to which pupils feel safe	2
Pupils' behaviour	3
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	3
Taking into account:	3
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Strong relationships and well organised learning environments help pupils to enjoy their learning. Teachers deploy teaching assistants effectively so that they provide increasingly skilful support. Teachers also ensure that they work regularly alongside pupils with special educational needs and/or disabilities in lessons and this helps them to make consistently good progress. Regular opportunities to use information and communication technology (ICT) in lessons add interest for pupils. Assessment systems are well established and enable staff to track pupils' progress with accuracy. Teachers mark pupils' work regularly but the quality of comment is inconsistent and does not always highlight how a pupil could improve a piece of work. Frequently, staff do not pay enough attention to the quality of pupils' handwriting or to the

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

presentation of their work. Too few teachers set regular homework tasks that extend learning which is a cause for concern for some parents and carers. Some families praise the school for the help it provides in updating their own learning skills. Others would welcome additional help on how to support their children's learning at home.

The developing curriculum engages pupils satisfactorily in their learning. Links between subjects are variable. For example, Year 6 pupils produced extended pieces of writing on the topic of toys. However, the school is still refining how well it uses assessment information to plan work that matches pupils' individual abilities more accurately and stretches the more-able pupils in particular.

All adults create a welcoming school environment. They make a significant contribution to raising pupils' self-esteem. Pupils say, 'Adults are always there to help and protect you'. Staff offer pupils and their families highly personalised support both in and out of school. The breakfast club is a great success, with parents, carers and siblings attending. The nurture room provides security for pupils who are vulnerable due to their circumstances and the chance to explore and learn in a calm and supportive environment. Effective mentoring ensures that these pupils are helped to overcome various barriers to learning. The school works diligently to promote pupils' regular attendance, although key improvements are relatively recent and, as such, not clearly sustained over the longer term. The school recognises that still more innovative practice will help to cement these improvements.

These are the grades for the quality of provision

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

How effective are leadership and management?

The executive headteacher is ambitious for the school. She spurs on the senior leadership team and provides strong professional development opportunities for staff, particularly through close contacts within the learning partnership. The pace of improvement is gathering momentum due to the keen determination of staff. Continuity within the senior leadership team means that much of the groundwork required is in place to accelerate further the already improving outcomes for pupils. Morale is high as staff feel valued. The way ahead is clear and staff see the evidence in academic outcomes that the school is improving. The headteacher and senior deputy headteacher provide strong role models for colleagues. They are leading the concerted effort to improve further the quality of teaching across the school.

The effective governing body brings a variety of expertise and local knowledge into school. It has a secure understanding of priorities and has provided good guidance during the turbulence of recent years. It is open to innovative practice. Administration is well organised and ensures that the school runs smoothly day to day. Lunchtime staff support sociable mealtimes and help pupils to make the most of innovations such as the playground Play Pod.

Staff work hard to engage parents and carers in pupils' learning and the school's work. Fathers and older brothers are encouraged to work with pupils in the 'secret garden'. Channels of communication between home and school are clear. Although families are often reluctant to record their views in paper surveys, they are happy to voice their opinions and like the school's use of text messaging, for example. Parents and carers would like more guidance on how to help their children to learn and progress more effectively.

The school adopts recommended good practice with regard to safeguarding. Staff take their duty of care seriously. Documentation is detailed and staff are familiar with policies and procedures. The school is pivotal in engaging outside agencies in order to draw upon external expertise to meet pupils' and families' individual needs.

The school promotes equality of opportunity and tackles discrimination well. Leaders monitor closely the outcomes of all groups of pupils so that, where gaps in achievement remain, these are narrowing at an increasingly rapid pace. Inclusive practices are at the heart of the school's work. Senior leaders promote community cohesion satisfactorily and understand the school's context. The school deploys its resources satisfactorily, achieves satisfactory outcomes for pupils and provides satisfactory value for money.

These are the grades for the 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	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

A careful induction programme ensures that children settle quickly into the nurturing environment of the Nursery and Reception classes. As a result, children make good progress. Children understand what constitutes acceptable behaviour and that there are consequences to their actions and choices. They are co-operative, take turns to use the equipment and develop strong skills of independence as, for example, in tidying away resources with the minimum of fuss.

Staff pay close attention to the learning, development and welfare requirements of the Early Years Foundation Stage in order to identify and meet children's individual needs. Staff make sure that parents and carers feel welcome. Children's 'learning journeys', which are the files that track their development, are detailed so that families and staff are clear about exactly what children know, understand and can

do. Teaching is effective. An imaginative curriculum provides opportunities for children to work independently or with support. Adults generally use questioning well to consolidate children's skills and to develop further learning. Occasionally, opportunities are missed to extend conversations while children are involved in other activities.

The leader is organised efficiently and highly-focused on improving further the impact of provision. She ensures effective communication and teamwork with regard to assessments, procedures and practice. Staff are caring and parents and carers appreciate this and say their children enjoy coming to school.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
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 in the Early Years Foundation Stage	2

Views of parents and carers

The few parents and carers who returned the questionnaire confirm that their children enjoy school. They typically comment, 'This is a very good school' and 'The school has brought my child on so well'. They unanimously agree with all elements of the survey, except that one or two feel the school could do more to help their children to adopt a healthy lifestyle. Inspectors looked at this aspect of the school's work. Their findings are reflected in the main body of the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Prince Edward 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 15 completed questionnaires by the end of the on-site inspection. In total, there are 328 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	9	60	6	40	0	0	0	0
The school keeps my child safe	9	60	6	40	0	0	0	0
The school informs me about my child's progress	5	33	10	67	0	0	0	0
My child is making enough progress at this school	8	53	7	47	0	0	0	0
The teaching is good at this school	6	40	9	60	0	0	0	0
The school helps me to support my child's learning	6	40	9	60	0	0	0	0
The school helps my child to have a healthy lifestyle	6	40	8	53	1	7	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)	8	53	6	40	0	0	0	0
The school meets my child's particular needs	5	33	10	67	0	0	0	0
The school deals effectively with unacceptable behaviour	5	33	10	67	0	0	0	0
The school takes account of my suggestions and concerns	4	27	11	73	0	0	0	0
The school is led and managed effectively	4	27	11	73	0	0	0	0
Overall, I am happy with my child's experience at this school	7	47	8	53	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	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 up 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.



30 November 2011

Dear Pupils

Inspection of Prince Edward Primary School, Sheffield, S12 2AA

Thank you for your warm welcome when my colleagues and I inspected your school. We enjoyed joining you in lessons and hearing your views. We were pleased when you told us how much you enjoy coming to school. I am writing to tell you what we found out.

Prince Edward is a satisfactory school. Children in Nursery and Reception make good progress. Those of you in Years 1 to 6 learn and progress satisfactorily. Pupils with special educational needs make good progress. All the adults keep you safe and take good care of you. You told us this and your parents and carers agree with you. You also told us how you feel that the school's leaders are doing a good job in making the school better. All the staff help you to make a positive contribution both in school and out in the wider world. You understand how to live healthily. You behave well around school, but not all of you pay enough attention in lessons.

Part of our job is to see what your school could do better. At the moment, although your progress is improving, you do not reach high enough standards in English and mathematics. Your lessons are satisfactory and quite often good, but there are still several things your teachers could do to improve them. Although your attendance is now average, it is still not high enough. We have asked your headteacher, staff and governors to do a number of things to improve these areas. You can all help by always taking care with your handwriting and listening carefully to your teachers in all of your lessons. Also, please try hard to come to school every day.

We send all of you our very best wishes.

Yours sincerely,

Jane Hughes
Lead inspector

