

Clifford CofE Infant School

Inspection report

Unique Reference Number	107150
Local authority	Sheffield
Inspection number	377542
Inspection dates	27–28 June 2012
Lead inspector	Kathryn Gethin HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–7
Gender of pupils	Mixed
Number of pupils on the school roll	90
Appropriate authority	The governing body
Chair	Nicole Brown
Headteacher	Sue Preston
Date of previous school inspection	14 September 2006
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Introduction

Inspection team

Kathryn Gethin

Her Majesty's Inspector

This inspection was carried out with two days' notice. The inspector observed ten lessons or parts of lessons taught by four teachers. Meetings were held with the Chair of the Governing Body, senior leaders and pupils. The inspector listened to pupils read and scrutinised examples of pupils' written work, as well as a range of school documentation including safeguarding, tracking and assessment data, minutes of governing body meetings and the school improvement plan. The inspector looked at the 48 questionnaires received from parents and carers as well as those from staff and pupils.

Information about the school

Clifford C of E Infant School is a single-form entry infant school. Almost all pupils are of White British heritage. The proportion of pupils known to be eligible for free school meals is lower than average. The proportion of disabled pupils and those with special educational needs is below average. The proportion of pupils supported by school action plus or with a statement of special educational needs is above the national average. The school has achieved Healthy School status and provides an out-of-school club. Since the last inspection, with the exception of the headteacher, the teaching staff has completely changed.

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	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	1
Leadership and management	2

Key Findings

- This is a good school. It has a number of significant strengths. It is not outstanding because there are some inconsistencies in the quality of teaching and higher ability pupils should make more progress. There is a strong ethos of enjoying learning and supporting one another as a school community.
- Children enter the Reception year with skill levels broadly in line with those expected for their age group. They make good progress through the school and, by the time they leave at the end of Year 2, they attain standards above national expectations. However, not enough pupils are reaching the higher levels in mathematics because the work presented to them is not always at the correct level.
- Teaching is good and some is outstanding. Most lessons engage pupils in lively and stimulating activities. Teaching assistants are used very effectively to support learning. Where teaching is not as strong, there is insufficient challenge for higher ability pupils and a minority of pupils find it a particular challenge to work independently. This limits their progress in some lessons.
- Behaviour is outstanding. Pupils have very positive attitudes to learning and respond well to praise. Pupils have a very good understanding of how to keep themselves safe and say that all staff take their concerns seriously.
- The headteacher provides clear direction and leads teaching well, through a regular programme of monitoring and support. Leaders, including the governing body, keep a close eye on the school's performance.

What does the school need to do to improve further?

- Accelerate progress in mathematics so that it is equal to that in reading and writing by:
 - ensuring that the best practice in teaching mathematics is applied consistently throughout the school
 - providing more opportunities for pupils to apply their mathematical skills to practical situations
 - ensuring teaching meets pupils' individual learning needs and teaches pupils in the way they learn best.

Main Report

Achievement of pupils

Children enter the Early Years Foundation Stage with skills that are broadly typical for their age. They make good progress in the superb language-rich, vibrant environment, and recent assessments show that they move into Year 1 securely within expected levels. Carefully chosen activities fire their enthusiasm for learning. For example, a small group of boys work exceptionally well as a team as they make links to current work and recreate their own 'Wall of China'.

Pupils' current work, teacher assessments from 2012 and the school's own data show that attainment at the end of Year 2 is above the national average for reading, writing and mathematics. The school's focus on reading has been a notable success, with attainment being at its second highest in the subject for the last five years with a proportion of pupils attaining the higher levels. However, attainment in mathematics has continued to fall over a three year period and not enough pupils achieve the higher levels. This is because the best practice seen in teaching is not applied consistently throughout the school.

Boys and girls show a keen interest in books and are enthusiastic readers. More-able pupils read fluently, demonstrate good intonation and enjoy describing the content of the book. Younger, less confident readers are able to use their knowledge of phonic (the sounds that letters make) skills to read unfamiliar words, with many children making a good attempt at more tricky words. Very effective use is made of individual and guided reading in school. A focus on comprehension skills in the form of a quiz has increased pupils' learning as they independently select cards to test their own knowledge. The recent addition of a book club has further enhanced the opportunities for pupils to read in a calm, relaxed environment.

Almost all parents and carers who responded to the questionnaire are pleased with the progress their children make in school. They comment on the enthusiasm shown by staff to make lessons 'fun'. Pupils have very positive relationships with staff and engage well in their learning. For example, in a Year 2 lesson pupils worked with sustained concentration and independence to construct three-dimensional models, describing each one with accuracy. Similarly in Reception, children talk with confidence about their storyboard as they explain in great detail what happens to the

superhero. Disabled pupils and those with special educational needs make good progress and are well supported in lessons.

Quality of teaching

Pupils achieve well over time because teaching is good with some outstanding practice. The very large majority of parents and carers who responded to the questionnaire agreed that their children are taught well.

In the Early Years Foundation Stage staff have an excellent understanding of the needs of children of this age. The wealth of stimulating indoor activities is matched by the exciting and varied outdoor environment. Children are inspired to learn as they develop their knowledge, skills and understanding across all the areas of learning. They initiate activities as they invite others into the Indian restaurant, offer the menu, and take the food order. Children also work independently as they create Rangoli patterns with sand and use their sense of taste, smell and touch to make their own decisions as to their preference of Indian foods as they try a variety of dishes.

Most lessons are lively and engaging. The better lessons engage pupils' interests and allow sufficient time for them to apply their knowledge in practical situations. Pupils are given opportunities to work with their classmates to explore ideas and find solutions. Teachers are skilled in developing pupils' thinking through effective questioning and assess progress throughout the lesson. In a very effective Year 2 English lesson, for example, pupils introduced mathematics into the lesson as they measured their height before using the information to describe themselves. This idea was ably supported by teaching assistants who work alongside teaching staff seamlessly. The teaching of disabled pupils and those with special educational needs is good. As a result, these pupils make good progress as they move through school. Where teaching is less strong, work is not pitched at the correct level, not enough time is available for pupils to apply their practical skills and assessment information is not used consistently to identify any gaps in learning. As a consequence, the pace of learning slows.

There are carefully planned learning opportunities. These include a residential for Year 2 pupils and visitors to the school enhance the strong emphasis on singing, drumming and drama. History also features strongly in the curriculum. When recent renovations uncovered a hidden well in the Reception classroom it was made into a feature providing an interesting focus for discussion.

Behaviour and safety of pupils

Behaviour is outstanding and pupils say they feel very safe in school. This view is shared by all parents and carers who responded to the Ofsted questionnaire. Pupils are very aware of dangers associated with roads and the reasons why some computer sites need parental permission to access them. They feel safe within school as the gates have 'special locks' and they understand why they are not allowed to go on the decking when it is wet, as it is slippery. Risk assessments are in place and the site manager ensures any identified hazards are immediately dealt with. Attendance

is consistently above the national average and punctuality is very good. An unexpected fire evacuation at the end of the day was managed very effectively.

Pupils are very proud of their school and outstanding behaviour was observed both in classrooms and around the school. There are no recorded incidents of bullying or exclusions. Pupils have a thorough understanding of the rules and say that teachers 'always help them' if they have a problem. Staff act as good role models and are respectful to pupils. Pupils enjoy attending school and show a positive attitude to learning. This is because of the ethos of the school, typically described by parents and carers as 'a lovely, friendly, community- spirited school'.

Pupils know when to listen to each other and wait patiently for their turn when answering questions. They are kind and thoughtful to each other and take pleasure in celebrating the work of others in the 'best work' assemblies. They enjoy taking on responsibilities such as becoming a member of the school council and are unanimous in their view that everyone in school has at least one friend. All parents and carers who responded to the questionnaire said that they would recommend the school to others.

Leadership and management

The success of the school is underpinned by good and determined leadership. All leaders have a clear vision, high aspirations and a commitment to further improvement. The support and recommendations from the School Improvement Partner have been instrumental in driving the school forward. An experienced and committed governing body fulfils all statutory requirements and is fully supportive of the school. Members of the governing body acknowledge that there has been a significant change in their approach as they now provide both support and challenge to the school.

The management of teachers' performance has been increasingly rigorous and successful. This has led to good professional development and improved the quality of teaching, particularly in promoting pupils' reading skills. Pupils' progress is accurately tracked and data used well to inform planning. A new system for recording data has further improved the school's ability to identify the rate of progress made by individual pupils and specific groups.

The curriculum is imaginative and takes into account pupils' interests. It promotes the pupils' spiritual, moral, social and cultural development successfully. The curriculum is further enriched by an emphasis on drama, music, art and literature, with the summer show being one of the highlights of the year. Pupils have greatly enjoyed learning about different communities from around the world. A range of extra-curricular activities such as French, sports, computer club, drama and choir are popular with pupils. Technology is widely promoted and integral to lessons.

The school promotes equality of opportunity well and all pupils are exceptionally well cared for and supported. The school works very well with parents and carers, who value the 'helping your child at home' pack and recognise how it supports children's learning. Fun, play afternoons run by parents and carers ease the transition into school for new starters. Safeguarding is a high priority for the school and procedures

are good. Appropriate systems are in place and there is a rolling programme of training. The school's record over the last five years shows that the capacity to improve is good.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards	the national minimum expectation of attainment and progression measures
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



29 June 2012

Dear Pupils

Inspection of Clifford CofE Infant School, Sheffield, S11 8YU

Thank you for being so friendly and welcoming to me when I visited your school recently. I really enjoyed talking to you in lessons, in the playground and when I listened to some of you read. I would also like to thank your parents and carers for returning our questionnaire. It was a delight to watch your 'Bollywood' dance routine and see how well you used the computer to design 3D models. I hope you were successful in building them. I also enjoyed watching your short films which you had great fun making. There are clearly some budding actors out there!

These are some of the best things we found out about your school.

- Clifford C of E Infant School is a good school.
- You make good progress, and standards in reading, writing and mathematics are above average.
- You said that you enjoy school, are happy there and feel safe.
- Your behaviour is excellent and you are kind to each other.
- The curriculum provides interesting activities.
- The headteacher, staff and governors lead the school well and are determined to make it even better.

Your teachers work hard to make the school as good as it can be. To help them I have asked them to look at how they can make sure more of your lessons are like the best ones that I saw when you were very involved in your learning. You can help by continuing to work hard.

Thank you once again.

Yours sincerely

Kathryn Gethin
Her Majesty's Inspector

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