

St Giles CE VA Primary School

Sheepcote Road, Killamarsh, Sheffield, S21 1DU

Inspection dates 9–10 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Teaching requires improvement. While there is a proportion of good teaching, there is too much inconsistency.
- Pupils' progress and achievement across Key Stages 1 and 2 are not as strong as in the Early Years Foundation Stage.
- Pupils are not always given enough help to identify their own learning goals and judge for themselves the progress they make over time.
- The headteacher monitors the quality of teaching in lessons but this has not been sufficiently effective to ensure that teaching helps pupils make consistently good progress.
- The governing body's challenge to the headteacher about levels of achievement has not always been strong enough.
- Pupils' attainment in writing is improving as a result of action taken by the school, but remains weaker than attainment in reading.

The school has the following strengths

- Pupils achieve well in the Early Years Foundation Stage.
- Reading is a strong area of the school's work. Pupils read a wide range of books. Younger pupils use their knowledge of letters and their sounds to tackle unknown words.
- Teaching provides good opportunities for pupils to discuss their ideas with each other and develop their thinking.
- Teachers and other adults treat pupils fairly and with respect. Pupils like coming to school a lot and being part of a community.
- Pupils feel safe, behave well and are keen to do well in lessons. They have considerable confidence in the adults who look after them.
- The governing body supports the work of the school strongly and ensures that funding is managed well.

Information about this inspection

- Inspectors visited 19 lessons taught by nine of the school’s teachers.
- Meetings were held with parents and carers, staff as well as with members of the governing body, a representative of the local authority and pupils.
- Inspectors observed the school’s work and looked at development plans, records of pupils’ progress, arrangements for safeguarding and documentation on monitoring teachers’ performance.
- Inspectors took account of the 13 responses to the online questionnaire (Parent View).
- Inspectors also scrutinised nine questionnaires returned by staff.

Inspection team

Andrew Stafford, Lead inspector	Additional Inspector
David Westall	Additional Inspector
Susan Tabberer	Additional Inspector

Full report

Information about this school

- The school is average in size compared with other primary schools.
- Most pupils are from White British backgrounds and the vast majority speaks English as their first language.
- Only a very small proportion of the pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which sets the minimum expectations for attainment and progress.

What does the school need to do to improve further?

- Ensure teaching enables pupils to have a clear understanding about what they need to do to improve their own learning by:
 - providing better information about targets so that pupils across the school can set personal goals, especially in writing
 - giving pupils more opportunities to assess their own and each other's work and to gain a fuller understanding of the progress they are making over time.
- Improve the monitoring of pupils' achievement by ensuring that:
 - the monitoring of teaching by the headteacher through lesson observation and other activities is sufficiently rigorous to ensure that teaching consistently meets the needs of different groups of pupils and promotes good learning
 - the governing body checks that action being taken to improve teaching leads to pupils making consistently strong progress across all year groups.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because the good progress made in the Early Years Foundation Stage is not sustained in Key Stages 1 and 2. The school's tracking shows that most pupils in Year 6 who have just left the school made the expected progress in both English and mathematics. However, the records also indicate that there has been underachievement in English for girls in Year 4 and boys in Years 3 and 5. These pupils are now making up lost ground.
- Children typically start school with skills, knowledge and understanding that are broadly in line with expectations. The school's records show that the children who joined the school in 2011, and who are now in Year 1, made particularly strong progress across all areas of learning. The current Reception children have only been in the school for a short time. They choose activities for themselves and play together confidently, especially in the excellent outside area. They express themselves clearly, especially when they want to show adults examples of their learning.
- Attainment by the end of Year 2 shows a trend of improvement and is currently average. While attainment in writing and mathematics is stronger than in reading, pupils' reading skills are improving strongly. Pupils in Year 1, for example, made good progress in segmenting and blending skills as they learnt well how to sound out food-related words.
- Less-able readers who have just moved into Year 1 are able to use their knowledge of the sounds of letters to read simple words. Those who have just moved into Year 2 persevere well and are reading in line with expectations for this stage of their education. Disabled pupils and those who have special educational needs make good progress and read with determination and growing confidence.
- During the inspection, pupils in the current Year 5 made good progress in developing their understanding about patterns of multiplication. More-able pupils commented that recent lessons had helped them learn a lot. Disabled pupils and those who have special educational needs, and those pupils learning English as an additional language make progress similar to other pupils because of the additional support provided.
- Pupils provided with additional support through the pupil premium are given extra support to help with literacy and numeracy skills. The school's records show that this has led to improvement for pupils in both key stages, and progress has begun to accelerate in reading, writing and mathematics.

The quality of teaching

requires improvement

- Teaching over time has not been strong enough to promote good achievement. The school's records show that expectations in some lessons have not always been high enough and this has led to there being too few lessons where pupils make good progress.
- Across the school, activities take place in a positive learning environment and pupils are confident that their views and ideas will be valued. Strategies for setting clear expectations with regard to behaviour, in fostering good relations and tackling discrimination, are firmly established.
- Teaching demonstrates secure subject knowledge, including of how to develop pupils' literacy

and numeracy skills. Marking in the pupils' 'Big Write' books is often helpful and identifies how improvements can be made. Marking in mathematics is not as well developed.

- Pupils have some information which they can use to decide for themselves what they need to do to improve. However, this is not a consistent feature in all classes or lessons. Many pupils do not have a detailed enough understanding of how well they are doing over time and what they need to do to improve aspects of their work. Strategies for the pupils to develop these skills, for example, through regularly assessing each other's work or through looking at modelled writing, are underdeveloped.
- Teaching successfully uses a range of different approaches to engage the pupils in learning. The use of discussion across the school to help pupils to share ideas with each other and clarify thinking is a strength. Other examples observed during the inspection include the use of role play for children to explore characters in real-life situations and paired work in mathematics and when using computers.
- Although planning seen was typically targeted to meet the needs of pupils, there are occasions when learning slows, for example, when too long is spent completing tasks without sufficient regard for what learning is taking place.
- Support for disabled pupils and those who have special educational needs ensures that they are able to successfully learn alongside other pupils. For example, in a Year 3 lesson on addition, pupils used a number line confidently to help with calculation and additional help was provided quickly for any pupil that was stuck.

The behaviour and safety of pupils are good

- The pupils' positive attitudes to learning are seen in the way they listen carefully in class and work together in groups. They understand the systems for managing behaviour and respond positively to requests by teachers.
- Staff, parents and carers who expressed a view about behaviour indicated that this was a strength of the school. Similarly, pupils report that lessons are hardly ever disrupted by any poor behaviour. Pupils are sensible and well mannered.
- The positive values and beliefs in the school are very evident when the pupils arrive and congregate together. Parents and carers comment, for example, that they have found it a friendly and supportive school. Attendance is above the national average.
- The behaviour logs provided by the school indicate that there are a few incidents of unkind remarks but that these are uncommon. Pupils confirm that any bullying is rare and quickly dealt with by staff. Pupils are aware of different forms of bullying, including those through the use of mobile phones or the internet.
- The behaviour and safety of pupils are not outstanding because there are a few pupils who are not fully engaged in their learning.

The leadership and management requires improvement

- The headteacher and senior leaders have set targets for teachers that match but do not exceed those for expected levels of progress. As a result, teachers' expectations of pupil progress have

not been raised and this has led to progress that is not yet good.

- The headteacher has the support of staff to improve the quality of provision. There have been marked improvements in the Early Years Foundation Stage. Parents and carers indicate that they would recommend the school to others.
- Improvement plans are securely based on an analysis of strengths and weaknesses. Changes made to improve the quality of writing are leading to improvement. The monitoring of teachers' marking to ensure that pupils are consistently told what they need to do to improve their work has not proven to be fully effective, particularly in the use of pupil targets.
- The school's records of the monitoring of teaching show that strengths and weaknesses are assessed and shared with staff. This was confirmed during joint observations carried out during the inspection. This process is having a positive impact on the quality of teaching. However, shortcomings in the pace of learning, and planning for lessons that consistently engage all pupils in rapid learning have yet to be fully addressed. The support provided to improve teaching is securely based on an analysis of individual staff needs.
- The local authority has provided effective support to the headteacher in monitoring and evaluating the work of the school. The local authority has supported recent changes in school leadership and is challenging the school to raise pupils' achievement through improving the quality of teaching.
- The headteacher monitors the progress of different groups in the school, for example, through the use of data and by sampling pupils' work. These activities have been used to hold staff to account for the progress made by the pupils in different classes. Evaluation includes an analysis of the impact of the pupil premium funding. However, equality of opportunity for different pupils is not yet good because of the inconsistent provision across the school that leads to the variability in the amount of progress some pupils make.
- The curriculum has an appropriate focus on building key skills in literacy and numeracy. Since the previous report, there have been successful developments in numeracy that have helped pupils to use and apply their calculation skills in a range of contexts. The developments in literacy have improved pupils' abilities to use sounds that letters make to make better progress in reading. These improvements demonstrate the school's capacity to improve.
- Pupils' spirituality is promoted well in assembly through opportunities for prayer and reflection. The school promotes an appreciation of local culture and an understanding of others from different ethnic backgrounds and beliefs.
- Statutory requirements relating to safeguarding are met. The school provides the pupils with a good range of opportunities to learn how to stay safe.
- **The governance of the school:**
 - has a clear understanding of the school's strengths and weaknesses and what needs to be done to secure further improvement
 - has developed its role in providing challenge to the headteacher to improve pupils' achievement, including governors' understanding of achievement and progress data
 - has not been sufficiently rigorous in ensuring that improvements in teaching have accelerated pupils' learning in all year groups.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112925
Local authority	Derbyshire
Inspection number	405439

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	David Weston
Headteacher	Glyn Julian
Date of previous school inspection	17 May 2011
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