

# St Giles CofE (Voluntary Aided) Primary School

Sheepcote Road, Killamarsh, Sheffield, S21 1DU

**Inspection dates** 8–9 July 2014

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

## Summary of key findings for parents and pupils

### This is a good school.

- The strong and effective leadership of the headteacher and deputy headteacher is driving school improvement very successfully.
- There is a clear understanding of what the school does well and what needs to improve further that is shared by the whole staff team.
- Governors have improved their effectiveness in holding the school to account for the quality of education provided.
- Pupils' behaviour is consistently good and they have positive attitudes to their work. They have a good understanding of how to keep themselves and others safe.
- Pupils of a range of abilities and from different backgrounds achieve well in reading writing and mathematics.
- Pupils really enjoy singing and do this to a high standard and with great confidence.
- Disabled pupils and those with special needs are well supported in their learning.
- Teaching and learning are good. School records and the work in pupils' books show that the rate of progress has improved across the school in the past year.
- Parents are pleased with the quality of care and education provided. They have confidence in the school leadership following many changes in the last few years.

### It is not yet an outstanding school because

- In some year groups boys do not achieve as well as the girls do.
- Pupils do not always develop the skills to write imaginatively, at length and in depth.
- The tasks pupils undertake are sometimes very similar for those of all abilities and occasionally do not challenge the more-able ones.

## Information about this inspection

- The inspectors observed teaching and learning in parts of 20 lessons and other activities. Several of these were joint observations with the headteacher or deputy headteacher.
- Meetings were held with the headteacher, the Early Years Foundation Stage leader, the special educational needs coordinator and the literacy and numeracy leaders. Discussions also took place with groups of pupils, governors and a representative of the local authority.
- Inspectors took account of the views of 25 parents to the online questionnaire (Parent View). They also considered the views of several parents at the start of both inspection days and reviewed the 11 responses to the staff questionnaire.
- The inspectors observed the work of the school and looked at a number of documents including information about pupils' progress and planning and monitoring information. They also listened to some pupils reading and thoroughly scrutinised a range of pupils' work. Inspectors also considered records relating to behaviour, attendance and safeguarding.

## Inspection team

Sue Hall, Lead inspector

Additional Inspector

Susan Wood

Additional Inspector

Malcolm Johnstone

Additional Inspector

## Full report

### Information about this school

- This is an average-sized primary school.
- Most pupils are of White British heritage and only a very small proportion speaks English as an additional language. Because of the small number of these pupils they are not referred to in the report in order to not identify individuals.
- Around 21% of pupils are eligible for the pupil premium, which is a little below the national average. This provides additional funding, in this school, for those who are known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs identified at school action is slightly above the national average. The proportion supported at school action plus or with a statement of special educational needs matches the national average.
- The school has been through a period of instability as the result of several changes of leadership in recent years. The current headteacher took up the post in January 2013 and the deputy headteacher in January 2014.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

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

- Raise achievement by:
  - checking that boys and girls achieve equally well in all areas of their learning
  - enabling pupils to develop the ability to write imaginatively and in greater depth and detail.
- Improve teaching and help pupils make even faster progress by checking that activities contain a good level of challenge for pupils of all abilities, and particularly the more able, to ensure they make the best possible progress

## Inspection judgements

### The achievement of pupils is good

- Children enter the Reception class with a range of skills that are generally typical for their age. Many are confident young learners but occasionally their speaking and listening skills are less developed than other areas.
- Children make a good start to their education in Reception and develop an interest in letters and the sounds they make (phonics) that enables them to do well in checks at the end of Year 1.
- Until recently the progress pupils made across the school was patchy. However, with many recent changes and improvements in teaching and learning pupils across the school now make good progress and those of all abilities including the boys and the more-able achieve well.
- At the end of Key Stage 1, overall standards both last year and in recent checks have been above the national average. These younger pupils have often done well in writing. However, overall in some year groups, boys have not always done as well as the girls.
- In recent years pupils in Key Stage 2 have not done as well as in Key Stage 1 and several did not make the progress expected of them. Standards in grammar, punctuation and spelling were particularly weak last year. Overall, boys did not do as well as the girls. The school recognised many of the issues and there have been many changes made in planning, teaching and learning.
- The end of Key Stage 2 tests in 2014 show a marked improvement across the board, with standards at much higher levels than last year. Significant improvement has been made in mathematics and in reading, and standards have been maintained in writing. Pupils did much better in grammar, punctuation and spelling tests than previously.
- In 2014 tests, a greater number of pupils not only made the progress expected of them but a higher proportion also made more progress from the start they had in Key Stage 1 than was expected especially in reading. Key to the considerable improvements has been that boys did better than previously. While they still did not do as well as the girls, the gap is narrowing. Some boys did particularly well in reaching high levels in writing and mathematics confirmed by the work in their books.
- Pupils read accurately and many younger ones say they like books. However, few older pupils indicate they enjoy reading. Pupils write with technical accuracy but the sample of recent work indicates some pupils do not regularly write imaginatively, at length and in depth.
- Most pupils say they like mathematics and observations show many solve problems quite confidently. Some pupils make outstanding progress, as seen when those in Year 1 solved problems using division. When using number lines they could explain very accurately how to divide and count in steps of two, five and ten.
- Disabled pupils and those with special educational needs make good overall progress. They are well supported by the special educational needs coordinator and other staff.
- Pupils entitled to the pupil premium also make good overall progress. For example, last year at the end of Year 6, they were more than two terms ahead of their classmates in mathematics and nearly two terms ahead in writing. Recent data indicate that this year they have outperformed their classmates in mathematics and reading. This is partly because some pupils are of high

ability and where any need additional support this is well targeted to their individual needs.

- Additional funding for primary school sport is making a positive impact. There has been an increase in the number of sports clubs and involvement in competitions with local schools.

### **The quality of teaching** is good

- Observations of teaching, assessments of pupils' progress and samples of work indicate that teaching and learning are typically good. This has improved since the last inspection and is a key reason for pupils making better progress recently.
- Children in the Early Years Foundation Stage enjoy activities because there are good links between subjects to give a purpose to their learning. For example, children discussed a series of pictures of bicycles and made sentences linked to the local interest in the Tour de France.
- Across the school, staff have good working relationships with pupils that builds their confidence and motivates them to try hard. For example, pupils in Year 5 had lots of encouragement to think about the order of activities from a walk around the Peak District the previous day. This helped them sequence their work and improve the quality of their writing.
- The school has good procedures to identify and support pupils who need extra help. This includes disabled pupils and those with special educational needs, and those who are entitled to pupil premium funding. This was seen, for example, when a group of pupils in Years 3 and 4 began to understand more about the perimeter of shapes. This was because the special educational needs coordinator explained things well and adapted the task to take account of how confident pupils were.
- The feedback to pupils on what they have done well and what could be improved is good. Verbal feedback is clear and supportive. In addition, the marking of work has considerably improved during the year. Pupils know the levels they are working at and their targets for improvement.
- The planning of lessons is thorough and usually provides 'open ended' tasks for pupils to complete at different levels. However the work in pupils books indicates that activities are sometimes the same or very similar for all abilities. Occasionally, this does not provide them with the most appropriate level of challenge, particularly for those who are the most able.
- The work of teaching assistants is generally good. They work effectively with groups of pupils and provide the right amount of support and guidance.
- Staff usually explain things well and use a good range of questions to check pupils' understanding and involve them in activities.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Observations and discussions indicate that pupils typically behave well in and around the school. Pupils are consistently polite to each other and the adults around them. Many indicate that they like coming to school, although a few say they do not like reading or writing very much.
- Pupils particularly enjoy singing together, as seen in very high quality practices where every

child was caught up in the magic of modern hymn singing. The huge smiles of pure enjoyment were matched by carefully synchronising their actions and creating a great wall of beautiful sound.

- Most pupils try hard with their work, which is often very neatly presented. Across the school, many pupils readily take part in discussions and share their ideas. Occasionally a few pupils, and particularly some boys, wait for others to contribute their ideas and offer little. This does not help them develop a wider vocabulary or boost their speaking or writing skills.
- Attendance has recently improved and is now a little above the national average. The school works closely with parents to minimise the taking of holidays in school time.
- The school's work to keep pupils safe and secure is good.
- Pupils know that bullying is a repeated and deliberate action. They can identify the different types of bullying that could occur, including the dangers of social media. They believe that little bullying occurs in school and are entirely confident that staff would deal with any incidents.
- All of the parents spoken to during the inspection are pleased with the quality of care and support provided for their children. They appreciate that the headteacher and other senior staff are readily available at the start and end of the school day, so that any concerns that arise may be shared and addressed speedily.

### **The leadership and management** are good

- The headteacher is providing a strong and effective steer to school improvement. He is ably supported by the recently appointed deputy headteacher who is playing a key role in improving teaching and learning.
- Subject leaders, including in English and mathematics, have a good grasp of their role and what information tells them about pupils' progress. The special educational needs coordinator and the Early Years Foundation Stage leader also work successfully to ensure provision is effective. There is a clear sense of the staff team working together with a shared aim to improve further.
- The school collects and uses a good range of information to check and track the progress made by individuals and groups and identify where anyone is in danger of under-performing. Good quality support is then provided including for those entitled to the pupil premium and for disabled pupils and those with special educational needs.
- The checks made by senior staff of the quality of teaching and learning are rigorous and robust. These checks include observations and regular sampling of pupils' work. The information is used well to identify shared or individual targets for improvement and linked well to further training and professional development opportunities. Staff performance is managed well and appropriately linked to pay awards.
- Links with parents are good. All of those spoken to are confident that their children are happy, well-known to the staff and well looked-after. While a very small number would like more information regarding the progress their children make, scrutiny of recent information shows that this is more extensive than often seen, is frequent and of good quality.
- The school provides a good range of activities to promote learning in all subjects. There are good links to local activities and events to bring learning to life. Provision for pupils' spiritual,

moral, social and cultural development is very well considered and illustrated in outstanding celebrations of their talents when singing together.

- Leaders ensure that additional funding, such as the primary school sports funding, is used appropriately, for example in building staff confidence in teaching gymnastics and dance. Staff are able to identify the impact of this funding in the increased attendance for sports clubs.
- The school ensures that funding to support those entitled to the pupil premium, together with disabled pupils and those who have special educational needs, is used effectively. The school has prioritised the deployment of key staff to ensure pupils are well supported.
- The local authority supports the school effectively. This has led to improved teaching and learning. The authority rightly recognises that the school has the capacity to improve further.
- Procedures to safeguard the pupils meet current requirements. The checks made are thorough and appropriate. Staff and pupils look after the school environment well so that it is a pleasant place to be.
- Staff make sure that pupils have equal access to activities, including providing additional support and access to educational visits where appropriate. The school is successful in fostering positive relationships and tackling discrimination.
- The actions of leaders and managers have secured improvement to key aspects of the school's work. However, there is not enough outstanding teaching to take pupils' good achievement to the next level.
- **The governance of the school:**
  - Governance is now good and governors are well informed of the quality of provision in the school. The recently elected Chair and Vice-Chair of the Governing Body have a strong grasp of what the data tell them about pupil performance in relation to the national picture. The development of a 'raising standards of achievement' committee has been particularly effective in ensuring governors are well informed of all aspects of school life. Governors are encouraged to visit the school for a specific purpose, including classroom observations with senior staff. The governing body have undertaken training in how to develop their effectiveness and they are now able to hold the school to account for the progress made.
  - Governors meet the requirements placed upon them to ensure that additional funding is spent appropriately. They support the headteacher in managing teachers' performance and pay-related issues. Governors are now rightly keen to ensure the school has a period of stability to consolidate the many recent improvements.

## 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

<b>Unique reference number</b>	112925
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	431698

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>	Voluntary Aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	291
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Don Jones
<b>Headteacher</b>	Matthew Loader
<b>Date of previous school inspection</b>	9 October 2012
<b>Telephone number</b>	0114 248 2825
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