

Loxley Primary School

Rodney Hill, Loxley, Sheffield, South Yorkshire, S6 6SG

Inspection dates 7–8 January 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher's excellent drive and ambition for the pupils is shared fully by the highly committed leadership team and very effective governing body. Staff instil a passion for learning and pride in achievement in their pupils. As a result, the school has maintained the high quality of all aspects of its work since the previous inspection.
- Pupils of all abilities make excellent progress in reading, writing, mathematics and many other subjects throughout school. Standards are well above average when they leave in Year 6.
- Children make an excellent start to their education in the early years. They are very well prepared for their future learning in Year 1 and reach above average standards.
- Disabled pupils and those who have special educational needs make excellent progress from their individual starting points. They work with confidence and independence.
- The quality of teaching is outstanding. Teachers and teaching assistants have an excellent understanding of pupils' learning needs. They make outstanding use of marking and feedback to help pupils improve their own work.
- Pupils' behaviour is exemplary and they feel very safe. Attendance is above average and pupils are punctual and eager to learn.
- The rich curriculum promotes pupils' spiritual, moral, social and cultural development extremely well. An excellent range of sporting and creative activities develop pupils' physical and emotional well-being and additional funding for sport is used very well. The school is further extending all-year-round opportunities for outdoor learning and adventure.
- Senior staff take lead roles in the development of many educational initiatives through their partnerships with other schools. They are seeking ways to further extend the sharing of best practice.

Information about this inspection

- The inspectors observed lessons throughout the school and conducted several shorter observations of teaching and learning. They included observations carried out jointly with the headteacher. Inspectors also looked at a wide range of pupils' work and listened to them read.
- Discussions were held with groups of pupils, the Vice-Chair of the Governing Body and other members of the governing body, a representative of the local authority and members of staff, including senior leaders and other leaders with particular responsibilities.
- The inspectors took account of 81 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to parents during the inspection. The responses from staff to the inspection questionnaires were also considered.
- The inspectors observed the school's work and looked at a range of documents, including: information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Keith Bardon

Additional Inspector

Full report

Information about this school

- The school is smaller than an average-sized primary school.
- The proportion of disabled pupils and those with special educational needs is below average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is below the national average. (The pupil premium is additional government funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The majority of pupils are White British. The proportion of pupils from minority ethnic groups is below the national average and few pupils speak English as an additional language.
- Children in the early years are taught full time in the Reception class.
- The school has a breakfast club run by the governing body and an after-school club which is run by a private company.
- There is a nursery on the school site. This is independently run and subject to a separate inspection.
- The school works in partnership with a number of schools locally and nationally to develop educational provision particularly through the Yorkshire Triangle Network. The headteacher also provides support to new headteachers.
- The school meets the government's floor standards, which are the minimum expectation for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The headteacher was appointed to the school in 2012 after the previous inspection.

What does the school need to do to improve further?

- Build on the very good use of funding for sport and physical education to extend opportunities for outdoor learning and adventure in all seasons.
- Increase the school's participation in sharing its best practice with other education providers.

Inspection judgements

The leadership and management are outstanding

- The headteacher's excellent vision and sustained direction for school improvement is shared by staff, the governing body, parents and pupils. There is an imaginative and continuous pursuit of high standards in every aspect of the school's work that has been sustained since the previous inspection. There is an outstanding environment for learning which promotes the pursuit of excellence in pupils' academic and personal achievement.
- The senior leaders are excellent role models to other staff and are very skilled in improving the quality of teaching and setting targets for others to aspire to. They ensure that expectations are consistently high and that any variations in teaching or achievement are speedily addressed.
- Subject leaders are very effective in their roles and contribute significantly to school improvement. Pupils' achievement is accurately assessed in all subjects and well-researched actions for development are established. As a consequence, the high standards in reading, writing and mathematics are reflected in many other subjects such as computing, history, music, science and physical education.
- The school's use of rigorous procedures to check on and measure pupils' achievement in all areas of learning is excellent. Staff's knowledge of the different stages of pupils' progress in all aspects of their learning is excellent. The school makes very good use of thorough analysis of these data to set the direction for school improvement and sustain the high standards.
- Pupils make outstanding progress in a range of subjects because teaching is well informed through continuous high quality training delivered both through the school and partnership with other schools and the local authority. The headteacher and his staff provide leadership and support to other schools in many aspects of education. They are further developing ways to share best practice, especially in the effective use of new assessment procedures in different subjects.
- Staff are held fully accountable for the progress their children make and are subject to fulfilling stringent criteria linked to pupils' achievement to reach the next salary level.
- The local authority provides appropriate support to this outstanding school through regular visits and data reviews provided by an independent consultant. The local authority provides a good range of training opportunities to staff and the governing body.
- The school tackles any issues of discrimination well. It promotes equality of opportunity very successfully and this contributes very effectively to the well-being of children and their families.
- Statutory safeguarding requirements are met. They are supported by high quality record-keeping and training.
- The additional funding for disadvantaged pupils is used extremely well and has a very positive impact on minimising any gap between the standards they reach and those of other pupils. Pupils' individual learning needs are clearly identified and they are given support in class, including one-to-one training if needed, linked to their work in the classroom. Expenditure is very precisely measured and analysed by leaders and the governing body to increase its effectiveness.
- The curriculum is rich and exciting. Pupils have many opportunities to develop musical, artistic and sporting skills. The school makes very good use of primary school sport funding. This successfully contributes to extensive involvement in competitive sports and team games and the development of teachers' skills in physical education. The school is exploring ways to make the on-site woodland area and playing fields more accessible through all seasons.
- The school promotes pupils' spiritual, moral, social and cultural development extremely well. The highly positive and supportive ethos helps all pupils to grow in confidence and self-assurance. British values are promoted well, including an emerging understanding of democracy through roles on the school council, the many enterprise activities pupils undertake and individual responsibilities. For example, pupils have to submit a detailed application, are trained for roles such as lunchtime office monitors, sports and friendship leaders, which prepares them well for their future lives. There is an excellent programme of residential and other visits to develop pupils' social and personal skills.
- **The governance of the school:**
 - The governing body is led and managed extremely well. Governors are kept fully informed through detailed reports from the headteacher linked to the school improvement plan and their own frequent and systematic checks on the school's work. They regularly receive up-to-date and precise information on children's achievement and the quality of teaching. They make very good use of this information to hold leaders to account.
 - Governors are well informed about the quality of teaching in order to support decisions as to whether teachers should be rewarded with salary increases and to review targets for the headteacher. The

school's policies are updated regularly and the governing body ensures that statutory requirements are met. The governing body manages finances very well by ensuring the close scrutiny of all aspects of budget-planning and the use of specific funds, such as pupil premium and sport funding.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are very polite and considerate towards each other and they respond extremely well to the care that all adults show them. They listen attentively and are proud of their own and each other's achievements.
- Pupils' conduct is exemplary. They settle very quickly to work in their lessons and move smartly around school. They are extremely attentive in assemblies and participate with enthusiasm.
- Pupils have extremely positive attitudes to learning. They move quickly and efficiently to their tasks and work extremely well with others. They work very hard and often produce an exceptional quantity of well-presented work. When they assess and mark their own work, they do so with care and integrity. They take their many roles, such as sports leaders and school councillors, seriously and provide constructive support to each other.
- The school makes excellent use of outdoor activities at breaks and lunchtimes to develop many aspects of pupils' social and personal skills, such as cooperation, leadership and sportsmanship.
- Pupils behave responsibly towards others. They are very sure that everyone is friendly and happy to be together. Excellent relationships are well established. Parents and staff confirm the pupils' views.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils say they feel very safe and their parents agree.
- Pupils understand risks and dangers in their everyday life. They are particularly well informed about different types of bullying, including racist, homophobic and cyber-bullying, through specific projects and awards, and through personal, social and health education programmes. Pupils rightly feel that there are very few incidents, but know what they would do should they occur. Above all, pupils are very tolerant of others' views and beliefs.
- The school keeps very detailed records of the rare incidents of poor behaviour and responds to them in a robust and well-considered manner. There have been no exclusions since the previous inspection.
- Pupils are extremely well prepared for keeping themselves safe in later life. Programmes of personal, social and health education, including work with health and emergency services, ensure that pupils have a strong understanding of the dangers of drugs and alcohol, for example. Residential and other visits help pupils to assess risks and enjoy challenging activities safely and healthily. Pupils are encouraged to walk or cycle to school and are taught to do so safely.
- Attendance is above national averages and rising. Pupils are punctual. As a consequence, they are well-prepared for work in their future lives. The school has rigorous procedures to monitor and improve attendance.

The quality of teaching is outstanding

- Teachers have very high expectations for all groups of pupils. As a result, pupils are extremely ambitious and aim high. This is evident in the pride they take in presenting all their work well and being extremely productive.
- There is a calm and academic atmosphere for pupils to learn in. They, and their parents, know that they come to school to learn and are ready and able to do so. This is helped by the excellent friendly and positive relationships the headteacher and his staff firmly establish.
- The use of marking and feedback is excellent. It is used well to guide pupils to improve their own work consistently and deepen their understanding. Work is marked regularly and guidance for pupils is precise and informative. Pupils are very clear about what they are aiming to achieve, as they have clear and accessible targets. They are fully involved in decision-making about the level of work they are trying to reach and the stages they need to complete them.
- The teaching of reading is outstanding. Pupils' comprehension skills, including their ability to make deductions and draw inferences, are developed well through regular, challenging and well-planned

activities. High quality literature is central to many of the topics and themes that pupils study, such as Greek tales of King Midas, the diaries of Samuel Pepys and the work of Charles Dickens. Rigorous teaching of letters and sounds (phonics) from the early years and excellent opportunities to read regularly to adults, including the use of the library, underpin pupils' success.

- Teachers and teaching assistants ask very carefully considered questions to help pupils to secure new knowledge and develop their thinking skills. They rarely accept superficial or simplistic answers, and ask supplementary questions to address any misunderstandings.
- The learning needs of disabled pupils and those who have special educational needs are understood extremely well and all staff who work with them are fully informed. Highly effective teaching of reading and writing skills ensures that these pupils learn well in all subjects. Small-group work on specific literacy or numeracy skills is linked to pupils' other studies, when appropriate, to embed new learning.
- The most-able pupils are taught very well and make excellent progress. Pupils learn to develop and utilise a high level of independent learning skills, such as perseverance and self-criticism. Teachers build rapidly and systematically on pupils' literacy and numeracy skills to support these pupils' high achievement in many subjects.
- The teaching of mathematics is excellent. Pupils' mental and calculation skills are systematically and thoroughly taught at an excellent pace. Pupils regularly apply their skills in real-life problem-solving situations and make very good use of homework to embed them. Rigorous marking contributes to their success.
- Writing skills are well taught overall. The school identified relative weaknesses in pupils' grammar and spelling skills which limited outcomes for tests in these subjects over the last two years. Even so, they apply their skills well in interesting themes and topics, such as diaries, biographies and persuasive reports.

The achievement of pupils

is outstanding

- All groups of pupils make excellent progress through school. They build rapidly and consistently on their earlier learning in all subjects from the early years to when they leave in Year 6. Pupils of all abilities have very positive and effective skills for improving their own learning, which contributes to their success.
- The results of National Curriculum tests for Year 2 and Year 6 are well above average in reading, writing, and mathematics and have been maintained overall since the previous inspection. The evidence from inspection of pupils' current work reflects high levels of achievement throughout school.
- The few disadvantaged pupils also make outstanding progress overall and achieve at least as well as their peers. In 2014, the proportion of disadvantaged pupils in Year 6 was too small to be statistically significant and to enable comparison with non-disadvantaged pupils in the school and nationally. This was also the case in the two previous years. Throughout the school there is no significant gap between the achievement of disadvantaged pupils and that of other pupils. This is evident in the school's own progress data and the evidence of inspection.
- The most-able pupils make excellent progress and an above average proportion of pupils reaches standards normally expected of those four years older, particularly in writing and mathematics. The pupils frequently show high levels of maturity, enthusiasm and the ability to take the initiative. For example, they raise thought-provoking questions and undertake detailed research in subjects such as religious education and geography. In mathematics, for example, they make excellent use of high-level calculation skills to solve challenging word problems involving fractions, decimals and percentages.
- Disabled pupils and those who have special educational needs make outstanding progress from their individual starting points. Their individual needs are checked on very accurately and precisely. Comprehensive and precisely targeted teaching ensures that these pupils make excellent academic and personal progress.
- Pupils' achievement in reading is excellent. Pupils of all abilities read aloud with confidence, expression and fluency. They make a very strong start in learning phonics from the early years and this is reflected in above average results overall in checks at Year 1 and Year 2. By Year 6 pupils have an excellent knowledge of the style of different authors and the way that authors use language to develop plot and characters. They use their reading skills in a wide range of subjects. For example, they make very pertinent and informed comments on *Oliver* by Charles Dickens in their history studies. Above all, they show immense pleasure in a wide range of reading opportunities.
- Pupils' achievement in mathematics is outstanding. Pupils make consistent and rapid progress in learning and recalling mental and written calculations. They frequently apply these skills in problem-solving situations in a number of subjects. They have an extremely good understanding of shape and measure and use precise and accurate mathematical vocabulary to explain their reasoning.

- Writing skills are excellent. Pupils make rapid progress in writing fluently with neat cursive handwriting. They are extremely productive and spelling, punctuation and grammar are of a higher standard than usually expected for their age and ability. They write imaginatively and appropriately for different audiences on a wide range of subjects, from detailed diaries on the fire of London in Year 2 to detailed reflections on 'Jesus as the light of the world' in religious education in Year 6.

The early years provision

is outstanding

- Excellent leadership and management of the early years provision have ensured that children have continued to achieve extremely well since the previous inspection. The quality of teaching is outstanding. The teacher and teaching assistants are well trained and thoroughly understand the needs of young children. They have the highest expectations for them and are especially skilled in asking children questions about their learning and this helps them to develop their speaking skills very well.
- Relationships are excellent. Children come from a wide range of prior early years experiences before they start school. The staff establish excellent relationships with parents from the start through rigorous induction procedures. These procedures enable the staff to build an excellent initial knowledge of children's individual starting points and move quickly to eliminate any gaps in their learning.
- Children's starting points are generally typical for their age. Children of all abilities make outstanding progress in all areas of learning, particularly in communication skills including reading and writing, which are sometimes lower on entry than other aspects. As a result, they are very well prepared for their next stage of learning and standards are above average when they enter Year 1.
- Disadvantaged children achieve very well, making particularly good gains in their early language and communication skills. They are confident in talking to adults and other children. They feel safe and secure.
- The most-able children make outstanding progress because they make rapid gains in key skills such as phonics (letters and the sounds they make), comprehension and addition and subtraction. They engage in exciting problem-solving activities such as ordering numbered cones outside to 20 and beyond and conducting their own calculations.
- Writing skills are particularly well developed. Children of all abilities quickly learn good posture and to form letters and words accurately. They have excellent opportunities to apply their skills in many role-play and problem-solving activities.
- Children of all abilities work and play very well together and concentrate in all their activities. Their behaviour and safety is outstanding. They feel extremely safe and are well cared for. Their spiritual, moral, social and cultural development is promoted well and they are curious about the world around them. They tidy up with care and enthusiasm and organise their work well. Teaching assistants and other adults are deployed well to have a maximum impact on children's achievement across all areas of learning.

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	107049
Local authority	Sheffield
Inspection number	453222

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	209
Appropriate authority	The governing body
Chair	Sue Fairest
Headteacher	James Connolly
Date of previous school inspection	10 February 2010
Telephone number	0114 2344510
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