

Hucklow Primary School

Hucklow Road, Sheffield, South Yorkshire, S5 6TB

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Children get off to a good start to their school life in the early years classes, especially in the Nursery class where the new accommodation, resources and learning opportunities are outstanding.
- Pupils who start school with little or no English learn the language quickly and make rapid progress.
- Pupils make good progress in reading, writing and mathematics in all year groups. Any gaps in the attainment of different groups of pupils are closing.
- Pupils behave well around the school. They feel safe and are well cared for.
- Pupils have positive attitudes to learning. They work hard, enjoy learning and want to do well. Attendance is broadly average.
- A good range of clubs, special events and experiences add richness to pupils' learning.
- The quality of teaching is good and continues to improve. Teachers have high expectations of what pupils can achieve.
- The executive headteacher and other senior leaders make regular and effective checks on the quality of teaching. They have a clear idea of the school's strengths and areas for improvement.
- Leaders track the progress that pupils make, and arrange support for them when it is needed.
- The school works well with parents, and successfully encourages them to support their children's learning.
- Governors are well informed, and both support school leaders and challenge them to improve all areas of the school's performance effectively.

It is not yet an outstanding school because

- Despite some excellent practice in the school, the quality of teaching is not yet consistently outstanding.
- Sometimes the school's most-able pupils are not given work which is difficult enough for them.
- Although marking is detailed and tells pupils how to improve, teachers do not always check that pupils have responded to this advice.
- The early years provision, while good overall, is inconsistent in quality. In the Reception class, the indoor environment is not as attractive and well designed as the outdoor area. Sometimes teachers in Reception miss opportunities for children to learn by finding out for themselves.

Information about this inspection

- Inspectors observed learning in 22 lessons. Seven of these were observed jointly with school leaders.
- Meetings were held with governors, three groups of pupils, a representative from the local authority and with staff, including senior leaders and teachers in charge of subjects.
- Inspectors looked at work in pupils’ books and listened to pupils read. They spoke informally to pupils and observed them around the school and at lunchtime.
- Inspectors spoke to a small number of parents on both days of the inspection. There were not enough responses to Ofsted’s online questionnaire, Parent View, to produce any results, but inspectors looked at a recent survey of parents’ views carried out by the school. They also took account of 15 staff questionnaires.
- Inspectors looked at a range of documents including information about pupils’ achievement, records of their attendance and behaviour, documents relating to safeguarding and school plans for improvement.

Inspection team

Mike Phipps, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector
Pamela Hemphill	Additional Inspector

Full report

Information about this school

- Hucklow Primary School is much larger than the average-sized primary school.
- The proportion of pupils who are eligible for the pupil premium, at almost a half of all pupils, is much higher than average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs, at around one quarter of all pupils, is higher than average.
- The very large majority of pupils come from minority ethnic backgrounds. Around a half of pupils are of Pakistani heritage. A growing proportion, currently one in six of all pupils, is of Slovakian Roma heritage.
- Almost four out of five pupils speak English as an additional language. This is much higher than average.
- The proportion of pupils who join or leave the school at times other than those normally expected is much higher than average.
- A breakfast club, managed by the governing body, provides childcare for pupils at the start of the school day. It was included in this inspection.
- The school provides full-time early years provision for Reception-aged children on the main school site. Part-time early years provision for Nursery-aged children and for two-year-olds is located on a separate site around a quarter of a mile from the main school. The provision for two-year-olds was not included in this inspection.
- There have been a number of staff and leadership changes since the last inspection. The school has been led by the executive headteacher since September 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that more is outstanding by making sure that teachers:
 - check that all pupils take note of and respond to teachers' marking in all subjects
 - always plan activities at the right level of difficulty for their most-able pupils that will make them think hard for themselves
 - have more opportunities to learn from the outstanding practice of their colleagues.
- Develop a more consistent approach in the early years provision, so that children's progress is outstanding in both year groups, by making sure that:
 - the quality of teaching, and adults' conversations and questions to develop children's learning, are consistently outstanding in both the Reception Year and the Nursery Year
 - children in the Reception Year have more chances to learn by exploring and finding things out for themselves
 - the indoor learning environment, resources and activities for children in Reception are as equally attractive, well-designed and stimulating as those in the outdoor area.

Inspection judgements

The leadership and management are good

- The executive headteacher and the head of school lead with commitment and energy. Together with other leaders and governors, they have created a positive learning environment in which good teaching and good behaviour can flourish. Leaders at all levels work successfully to improve the quality of teaching and raise standards.
- School leaders have an accurate view of the school's strengths and areas for development. Plans for improvement concentrate on the right areas.
- Leaders make regular and effective checks on the quality of teaching. Teachers' targets are based on pupils' progress. Any underperformance in teaching is tackled robustly. Staff have good opportunities to improve their skills, and are unanimously supportive of school leaders. However, teachers do not have many opportunities to improve their own teaching by learning from the outstanding practice that already exists in the school.
- Leaders check on pupils' progress frequently and accurately. Meetings are held regularly in which teachers are held to account for pupils' progress. If pupils fall behind, help is quickly provided for them to catch up.
- Many middle leaders are new to their roles. They are enthusiastic and well informed, and are beginning to improve teaching and pupils' progress in their areas.
- Parents are very supportive of the school. Parents are encouraged to come into school to discuss any concerns with their child's teacher. Many parents praised the quality of communication between home and school. One parent, speaking for many, said of her daughter: 'She absolutely loves coming to school'.
- Leaders and governors make sure all safeguarding requirements are met. Policies and practices to keep pupils safe are very effective. The school has a very inclusive ethos and does not tolerate discrimination. Leaders make sure that pupils of all backgrounds and abilities have an equal chance to succeed.
- Additional funds from the pupil premium are spent on teaching assistants to support disadvantaged pupils and on one-to-one teaching in English and mathematics. School leaders check on the achievement of these pupils to make sure their progress at least matches that of other pupils, and that any gaps in achievement are closing rapidly.
- The national primary sport funding is spent on a sports coach who provides high quality teaching every afternoon, and runs clubs at lunchtime and after school in football, cricket, gymnastics, dance and athletics. As a result, there is a higher take-up of sporting opportunities by pupils than previously.
- The school provides pupils with a well-planned and broad range of lessons, topics and subjects which have recently been reviewed in the light of the new national primary curriculum. The curriculum is enhanced well by a good range of clubs, activities, trips, residential visits, special events and visitors.
- Pupils are well prepared to live in modern Britain. They learn about the rule of law, for example, when the police visit the school to talk about their work. The school's core values, such as respect and teamwork, are referred to regularly in lessons and assemblies, so they are understood well by pupils. This helps to develop pupils' tolerance and understanding of others, and promotes their spiritual, moral, social and cultural development well.
- The local authority provides only a light level of support for the school, as it rightly judges that school leaders are well placed to improve the school further.
- **The governance of the school:**
 - Governors are experienced, knowledgeable and effective. They have a clear view of the school's strengths and areas for improvement. They are regular visitors to school, and many see the quality of teaching for themselves. They make sure that teachers' salary progression depends on pupils' progress, and they understand how any underperformance in teaching is tackled.
 - Governors know what data on pupils' performance tell them about how well the school is performing, and they regularly check data on pupils' progress. This means they can challenge school leaders effectively to improve the school when necessary.
 - Governors make sure that the school's finances are managed effectively, and they know how extra funds, for example those from the pupil premium, are spent, and the impact this has on the achievement of disadvantaged pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are friendly and confident. They say how much they enjoy being in school. They behave well around school between lessons and at break and lunchtimes. They treat visitors, staff and each other with respect.
- Pupils have very positive attitudes to learning. They enjoy taking part in lessons, and are keen to share ideas and answer questions. They work hard and want to succeed. They cooperate well in lessons, and think carefully how they could improve their work. Disruption caused by pupils' poor behaviour is very rare.
- Parents have no concerns about the behaviour of pupils.
- Pupils enjoy and take seriously responsibilities such as being members of the school council. They value the rewards they get for working hard and attending school regularly. They understand the school's system of sanctions for poor behaviour, but told inspectors that these are rarely needed.

Safety

- The school's work to keep pupils safe and secure is good. Pupils told inspectors they feel safe in school. The site is secure. There are good procedures to check visitors to the school, and all necessary checks are made before staff are appointed.
- Pupils know how to keep themselves safe. They know, for example, about 'stranger danger' and the potential risks they face when using the Internet.
- Pupils understand what bullying is, but say in this school it is not an issue. School records confirm this. All groups of pupils get on well together, and racism is almost unknown. One pupil explained these good relationships to inspectors: 'It's about teamwork. That's one of our core values'.
- Pupils are punctual to school, and their attendance is now broadly average.
- The school's breakfast club keeps pupils safe at the start of the school day. Pupils enjoy the activities on offer, and parents appreciate this facility.

The quality of teaching

is good

- Teaching over time is effective in making sure that pupils make good progress in reading, writing and mathematics.
- Teachers have high expectations of pupils' effort, presentation of work and behaviour. They foster good relationships with pupils. Teachers provide effective support quickly for those who are new to the school, including those who are new to learning English, so these pupils soon settle in and learn well.
- Classrooms are bright and colourful. They contain many excellent displays of pupils' work and reminders for pupils of how to produce high quality work.
- Lessons are well planned. Pupils are clear on what they are learning, and what successful finished work will look like. Teachers often encourage pupils to think about how to improve their work.
- Teachers give pupils many chances to develop their speaking and listening skills by, for example, discussing their learning with a partner. This is particularly helpful for pupils who are in the early stages of learning English.
- Teachers' marking is frequent and detailed. It contains helpful advice for pupils on how they can improve their work. Sometimes teachers do not check that all pupils have noted this advice, and responded to it.
- Teachers plan activities which are well matched to the different abilities of pupils in their classes. Pupils who find learning more difficult are given effective extra support from teaching assistants. The most-able pupils are moved on to more difficult work quickly. Occasionally, however, they do not receive suitably challenging tasks to make them think harder for themselves.
- Although some practice in the school is excellent, the quality of teaching is not consistently outstanding. Teachers whose practice is not yet outstanding have too few opportunities to learn from their most effective colleagues.

The achievement of pupils

is good

- Pupils make good progress across Key Stages 1 and 2 in reading, writing and mathematics. This is confirmed by school data, and inspectors' checks of work in pupils' books. Pupils' attainment, however, by the end of both Key Stages 1 and 2 is below average. This is largely because of the high number of pupils who join the school part way through the school year, often with low levels of English language. Despite making good progress, these pupils do not have time to catch up to nationally expected standards.
- School data about pupils' progress and attainment show that pupils who have been at the school for most of their primary education make rapid progress, often from low starting points. They achieve standards in reading, writing and mathematics by the end of Year 6 which are in line with national average levels.
- Pupils learn to read well. They are taught phonics (the sounds that letter make) effectively, and they use these skills well to work out unfamiliar words. Pupils are encouraged to read regularly. Pupils told inspectors they enjoy reading. They spoke enthusiastically about their favourite books and authors.
- Pupils' writing skills develop well. In 2014 the proportion of pupils making the progress expected of them in writing was above average. Teachers plan interesting writing tasks, and pupils have many chances to write at length in different subjects.
- Pupils make good progress in mathematics. Recent improvements to the way the subject is taught have strengthened pupils' basic mathematical skills. They are beginning to use and apply their knowledge well to solve mathematical problems.
- All groups of pupils, including those from different ethnic groups, those who speak English as an additional language and those who join the school part way through a school year make similar good progress in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs make the same good progress as their classmates. They are well supported in lessons by effective teaching assistants. If any pupils fall behind, effective help is quickly given to help them catch up.
- Disadvantaged pupils supported by the pupil premium make the same good progress as other pupils. In 2014 they were one term behind others in school in reading, and two terms behind in writing and mathematics. Almost a half of these pupils had special educational needs. Compared to other pupils nationally, they were three terms behind in reading, writing and mathematics. Inspection evidence shows these gaps are on course to close in 2015.
- The school's most-able pupils make the same good progress as other pupils, but a smaller number than average reaches the higher levels by the end of Key Stages 1 and 2. Sometimes they are not given work which is difficult enough to make them think hard for themselves.

The early years provision

is good

- Most children join the Nursery Year with skills and knowledge well below those typical for their age. The weakest area is communicating in English, because an increasing proportion of children do not speak English as their first language. These children who are new to speaking English are given strong support so that they quickly learn to do so. Disabled children and those who have special educational needs are well supported so they too make good progress from their individual starting points.
- Taking account of their individual starting points, all children make outstanding progress in the Nursery and make good progress overall by the end of the Reception Year. However, despite the good gains and rapidly closing gaps in their learning, around half of the children still start Year 1 with ground to make up, particularly in the development of their literacy skills. .
- The quality of children's learning is consistently at least good, and is often outstanding in the Nursery Year. Adults organise many activities for children to learn new skills. They talk to children and generally ask them questions as they play. Adults keep detailed records of children's knowledge and abilities, and their assessment of children's progress is frequent and accurate.
- The learning environment for Nursery-aged children in the new building is stimulating. Activities are planned extremely well to promote children's learning and support the development of language and literacy skills, especially for those children who are learning English as an additional language. It is very stimulating, as is the outdoor area for the Reception classes.
- The outdoor area for the Reception class is very stimulating and provides good opportunities for children's learning and play. Indoors, however, the quality of the accommodation is not as high. Children in the two Reception classes share a room and this means that sometimes the noise level is a little too high.
- Teachers in Reception provide many activities that capture children's imagination and move their learning on well. Occasionally, expectations of what children this age are able to achieve are too high, and sometimes, opportunities to prompt children's understanding with well-timed questions or for children to

learn and discover things for themselves are missed. When this does happen, some children's interest wanders and their learning slows as a result.

- Children are very well cared for. All welfare and safeguarding requirements are met. Children are kept safe, and are taught how to keep themselves safe. Relationships with adults are warm and very supportive. As a result, children's physical and emotional health, safety and well-being are well developed.
- The leadership and management of early years are strong. Relationships with parents are good across the early years provision. Leaders have a clear idea of the strengths and areas for improvement in this area, and have good plans to develop it further.

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	107080
Local authority	Sheffield
Inspection number	456101

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	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	564
Appropriate authority	The governing body
Chair	Richard Peterkin
Headteacher	Peter Hardwick (Executive Headteacher), Sarah Bywater (Head of School)
Date of previous school inspection	8 February 2012
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