

# Marlcliffe Community Primary School

Marlcliffe Road, Sheffield, South Yorkshire, S6 4AJ

**Inspection dates** 22–23 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The headteacher and senior leaders provide good direction for the school and are driving improvements at a fast pace.
- The governors and school leaders know the school's strengths and effectively tackle weaknesses in the quality of teaching and pupils' achievement. The school has improved considerably since the time of the last inspection and leaders are determined this improvement should continue.
- Pupils' positive attitudes in lessons contribute to their good learning and this prepares them well for the next stage of their education.
- Pupils take pride in their work. Their handwriting is legible and they present their work attractively.
- Pupils behave well in lessons and around school, and they are respectful and polite.
- Pupils feel safe and well cared for by staff.
- The school provides the pupils from Reception to Year 6 with a rich, nurturing school environment in which to develop as British citizens.
- Provision in the early years is good, with children making good progress in all areas.
- In Key Stages 1 and 2, teaching is good and sometimes outstanding, so that pupils in both key stages make good progress. Pupils in Key Stage 2 have some catching up to do with their learning, but they are now making rapid progress.
- Pupils' attainment at the end of Year 2 is above average. Currently in Year 6, pupils are working at an above average higher level in reading and mathematics.
- Disadvantaged pupils are now making much better progress than they have made prior to this year.
- Teaching and learning is usually well-planned to meet the needs of all pupils.

### It is not yet an outstanding school because

- While improving at a much faster rate than previously, progress over time is slower in Key Stage 2 than in Key Stage 1.
- Attainment in writing is still not as high as it should be for pupils in Key Stage 2.
- Children in the early years do not always have opportunities to learn and develop their skills in all areas of learning outside.

## Information about this inspection

- Inspectors observed 19 lessons. Several lessons were joint observations with senior staff.
- Inspectors listened to pupils read.
- Discussions were held with senior staff, middle leaders, pupils, parents, governors and a local authority representative.
- Inspectors observed the school's work and looked at pupils' books with senior staff.
- Inspectors scrutinised pupil progress data, safeguarding information and other documentation.
- Inspectors took into account 71 responses to the online questionnaire (Parent View) as well as responses from 48 school staff questionnaires.

## Inspection team

Henry Moreton, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Jennifer Firth	Additional Inspector

## Full report

### Information about this school

- The school is much larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils known to be eligible for free school meals or children who are looked after by the local authority) is lower than the national average.
- The proportion of disabled pupils and those who have special educational needs is average.
- The majority of pupils are of White British heritage.
- The proportion of pupils who speak English as an additional language is below the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides a daily breakfast- and after-school club for the pupils.
- Children in the Reception classes attend full time.
- The school receives support from the headteacher of Oughtibridge Primary School, a National Leader of Education.

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

- Accelerate pupils' progress in Key Stage 2 by:
  - ensuring that pupils of all abilities are appropriately challenged with their writing
  - ensuring that opportunities are taken to develop pupils' writing in all subjects.
- Improve the organisation and management of activities in the early years, so that children are given better opportunities to learn and develop their skills in all areas of learning in the outside area.

## Inspection judgements

### The leadership and management are good

- Leaders are accurate in their assessments of the quality of teaching and the school's performance.
- Leaders strive for better outcomes and now address underperformance quickly.
- Staff feel well supported to improve outcomes for pupils. As one responded to the staff questionnaire, 'This is by far the best school I have worked in.' Morale is high.
- As a result of leaders' strong emphasis on improving the quality of teaching, achievement is improving at a fast pace and the levels of attainment reached at the end of Key Stage 1 are being replicated at the end of Key Stage 2. The outcome is that a large proportion of pupils are now achieving expectations, with a growing proportion achieving above expectations.
- Pupils' good behaviour reflects the model the leadership and staff set.
- Teachers are accountable for pupil progress and resources are put in place to ensure that support is targeted appropriately. Along with the school's excellent care and guidance for all pupils, this promotes equal opportunities and good relations and ensures that any discrimination is dealt with.
- Disadvantaged pupils are now making the same or better progress across the school than other pupils in the same year group, because the support provided for them through the pupil premium is targeted well. Leaders have ensured that previous underperformance by this group has been addressed.
- Since the last inspection, subject leaders and other middle managers make a much greater contribution to school improvement. They now check on the performance of pupils in a systematic way and challenge areas of relative weakness. The quality of this work is improving as a result of the clear direction and mentoring provided by senior leaders. It reflects the strong team-working that exists throughout the school.
- The school's curriculum is broad and balanced. Every opportunity is taken to extend pupils' enjoyment and understanding of the world around them. The school's residential visits for pupils in Years 4 and 6 enhance this, as does the extensive range of clubs at lunchtime for pupils of all ages. These include baking, construction and origami, as well as modern foreign languages.
- Music is a strength of provision with, for example, all Year 4 pupils learning to play the clarinet and singing in an active choir. In fact, all pupils enjoy singing. Year 4 also take swimming lessons until they reach an appropriate standard.
- The breakfast- and after-school clubs are well subscribed and the school ensures that all pupils who wish to do so are able to attend.
- The curriculum and the school environment are used well by staff to foster pupils' spiritual, moral, social and cultural development well. Everyone is welcomed to the school and opportunities are taken to develop British values through a range of class activities and assemblies, where issues such as democracy and the rule of law are tackled. Social and emotional education form part of the weekly provision and this encourages a culture in school where courtesy and respect for others flourish.
- The school building and grounds, now one hundred years old, are a challenge to maintain, but the site manager takes great pride in doing so. The extensive range of equipment and playground markings are enjoyed by pupils, while the 'Secret Garden' and the 'Friendship Bench' are much valued.
- The school has used the additional sports funding well to increase staff confidence in teaching physical education and to support pupils in greater involvement in physical education and sport outside school. The range of competitive sport is extensive, with school teams successfully participating at a high level. Sports played include basketball, handball and boccia.
- Arrangements for safeguarding meet statutory requirements and are effective. Partnerships with outside agencies ensure that vulnerable pupils are given appropriate support in order to enjoy school and achieve well.
- Training for staff is good with, for example, recent professional development in meeting the special educational needs of pupils with autistic spectrum disorder and play-leader training for support staff.
- The school's successful collaboration with a large number of local primary schools reflects leaders' drive to keep abreast of good and outstanding practice. This work is supported by the local authority which provides the school with good support and challenge. The school's moderation of its standards is robust as a result of these effective links.
- The school makes good use of the services of a National Leader of Education as well as engaging an external consultant to check on leaders' evaluations of the school's performance and progress. Similarly, senior staff support the work of other schools.
- Governance is effective in providing challenge and support for school leaders.

### ■ The governance of the school:

- Governors know the school well and they are expertly led. As one governor commented, 'We are no longer sleepwalking - as a result of the change in culture.'
- Governors are involved in all aspects of the school's work; they ensure that outcomes are evaluated and further action taken as necessary. They have a good knowledge of performance data and the quality of teaching.
- The governors set demanding targets for the headteacher and monitor both her progress and all teachers' progress towards meeting performance objectives which are linked to the school's development priorities.
- Governors ensure that teachers' pay is linked directly to their effectiveness and they tackle underperformance. As a result, the quality of teaching has improved since the previous inspection and continues to do so, especially in Key Stage 2.
- Governors invest in staff and as a result, staff absence is low and performance is improving.
- Finances are healthy as a result of good planning. The spending of extra funding and its impact, such as the surpluses from the breakfast- and after-school provision as well as the pupil premium, is managed carefully.

## The behaviour and safety of pupils are good

### Behaviour

- The behaviour of pupils is good. They have good attitudes to school life. Their behaviour in class is focused on their learning and around school they are courteous and calm.
- The school's values are displayed prominently and pupils know and use these well. Pupils and parents commented on how well-behaved pupils are.
- Pupils are well turned out in their uniforms and they are a credit to their parents.
- Teachers can focus on teaching since they know pupils can be trusted to be sensible.
- Pupils respect school rules and are taught well about choices and consequences.
- The small number of pupils who have specific behaviour needs receive personalised support which is effective.
- The school is a harmonious community. Older pupils like to be stair monitors and peer mediators, and inspectors saw many examples of peer marking in the books.
- Pupils enjoy their responsibilities as class and corridor monitors and the School Council has been instrumental in the improvements in the lunchtime arrangements.
- Attendance and punctuality are good and exclusions very rare.

### Safety

- The school's work to keep pupils safe and secure is good. Arrangements are managed well.
- All forms of bullying are rare. Pupils confidently reported knowing about different types of bullying and feeling very sure that it would be dealt with by the school staff.
- Staff and governors are trained in safeguarding as well as recruitment training.
- The pupils learn how to stay safe both in and out of school and e-safety training is addressed regularly in classes.
- The school's breakfast- and after-school club provides healthy food and a safe environment where pupils are happy to attend.

## The quality of teaching is good

- Teaching is good. In the past it was better in the early years and in Key Stage 1, but now it is more consistently good across the whole school. As a result, the good progress made by children in the early years and by pupils in Years 1 and 2 continues into Year 3 and other years. Pupils in Year 6 are now making fast progress.
- Teachers plan and teach lessons which build progressively on pupils' existing skills and because they do so in well-led teams there is a much stronger coherence to the curriculum.
- The teaching of reading is good. Teachers and teaching assistants work well together to provide pupils with activities that not only stimulate their interest in reading, but also develop their skills in a systematic

way. Pupils in the older classes enjoy the challenge of reading more complex stories.

- Many aspects of writing are taught well. Grammar, punctuation and spelling are all taught well now as a result of a more structured approach to its teaching. However, the most able pupils are not always given work in writing that challenges them enough and they do not develop their ideas in their written work as fully as they could do.
- The teaching of mathematics is good. As a result of improved leadership of the subject and staff training, teachers take a consistent approach to teaching calculation. Pupils' confidence is increasing. This is supported by a renewed focus in the quality of presentation in pupils' books.
- Throughout the school, pupils show an interest in learning and want to do their best. They listen attentively, are keen to answer questions and work sensibly, whether supervised or not.
- Work in pupils' books is marked with helpful feedback. In most cases pupils respond to the teachers' comments and this improves their learning.
- Pupils' books show that they care about their work and want to do their best. Work is mostly well-presented. Handwriting and spelling have improved as a result of the good training that staff have received.
- Phonics (the sounds that letters make) are taught well, with pupils in Year 1 acquiring and applying their knowledge to both reading and writing. Pupils read with expression and fluency, showing a good grasp of being able to sound out the words that were unknown to them. The school has a well-stocked library and it is used well.
- Teachers use questioning effectively, and through this help pupils understand what is being taught.
- The additional support provided for disabled pupils and those who have special educational needs is good, because pupils' individual progress is carefully monitored. This ensures that they keep up with their peers.
- Use of home learning is good, with pupils of all ages able to choose from a menu of interesting activities. Inspectors saw examples of some pupils embracing homework enthusiastically, making excellent use of the challenge this provides.

## The achievement of pupils is good

- Children's starting points in Reception are broadly typical for children of their age. In 2014, children left the early years with higher than the national results. The disadvantaged children achieved well in all areas.
- Overall, in Key Stage 1 pupils make good progress and attain above average standards by the end of Year 2. In Key Stage 2, year-on-year results show pupils make progress in line with the national average and they reach average standards. Pupils in Year 6 in 2014 and in the current Year 6 did not have the benefit of the good teaching in lower Key Stage 2. As a result of improvements in the quality of teaching, these pupils are now working at a level that is above average in reading and mathematics and average in writing.
- Year-on-year tracking shows that Key Stage 2 pupils are now achieving much better and making more consistent progress from when they began Year 3. This is a result of good management and improved teaching, some of which is now outstanding over time. In 2014, the Year 6 pupils achieved very well in reading. They achieved well in mathematics, but less well in writing.
- In the 2014 national tests, disadvantaged pupils were approximately 12 months behind other pupils nationally in reading, mathematics and writing. In relation to other pupils in the school, they were also approximately 12 months behind. Their progress was slower than others nationally. Currently the school's assessments show that the disadvantaged pupils in Year 6 have made good progress, some progressing more quickly than their peers. Interventions targeted at individuals have made a big difference to the learning of these pupils, so that the gap between them and the non-disadvantaged in their class has now reduced to approximately one term and is closing rapidly.
- The school has a larger proportion of most able pupils achieving the higher level than most schools nationally at Key Stage 1. In Key Stage 2, the progress made by the most able pupils in recent years has not been good enough. This has been addressed by school leaders and this group of pupils are making much better progress across this key stage. The school's current assessments indicate that these pupils are on course to reach the higher levels of which they are capable, although the school recognises that they need more challenge in writing.
- The disabled pupils and those who have special educational needs achieve better in Key Stage 1 than in Key Stage 2. In lessons, inspectors saw disabled pupils and those with special educational needs achieving well, with good support.

- Pupils said that teachers give them good support to make progress, show them how to improve and make their work better. All but a handful of parents consider their child makes good progress at the school.

### The early years provision

is good

- Children start in the early years with skills and knowledge that are typical for their age. They make good progress during their year in Reception classes. They are very well prepared for their entry into Year 1 and the change to their new class is seamless.
- Parents are encouraged to support learning through their child's learning journal. This establishes warm relationships with parents and gives good support to children's progress.
- The provision meets the children's needs well. The environment is light, colourful and well-organised. Children's physical, emotional, health, safety and well-being, including spiritual, moral, social and cultural development, are provided for well.
- Leadership of the early years is good. Information is used to target key areas in improving provision, and assessments are used effectively by adults to identify children's next steps in learning.
- Behaviour is good and children engage enthusiastically in the activities.
- The inside environment is effective in enabling staff to support children's learning. Some areas of learning in the outside environment are not given enough focus and so children do not make as much progress when engaged on activities outside.
- Teaching in the early years is good because children are supported well to gain the necessary skills and develop their abilities. Teaching supports children's development in reading, writing and mathematics effectively.
- The disadvantaged children, disabled children and those with special educational needs are supported well, so their development is accelerated and they catch up with others by the end of the Reception Year.

## 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>	107000
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	462200

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	518
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Don Whittle
<b>Headteacher</b>	Alison Mann
<b>Date of previous school inspection</b>	25 April 2013
<b>Telephone number</b>	0114 234 4329
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