

Inspection of a good school: Royd Nursery and Infant School

Carr Road, Deepcar, Sheffield, South Yorkshire S36 2PR

Inspection dates:

7–8 January 2020

Outcome

Royd Nursery and Infant School continues to be a good school.

What is it like to attend this school?

This is an inclusive school which nurtures all its pupils. The school's motto, 'Learning, caring and sharing together', reflects this. Teachers have high expectations for what every pupil can achieve. Pupils respond to these expectations and work hard. They know only their best is good enough. Leaders are keen to make sure staff work in partnership with parents and carers. They want to be sure every pupil gets what they need to succeed, now and in the future.

Pupils are safe and happy in school. They get along well together and are well behaved. They are polite and friendly. They show respect for adults and each other. Bullying is very rare. Staff deal with any incidents quickly and effectively.

Pupils have a rich range of first-hand experiences. They speak with enthusiasm about how they learn from visits and visitors. They enjoy many outdoor learning opportunities. Teachers and teaching assistants encourage them to take responsibility for their own learning. Leaders involve pupils in choosing and shaping learning projects.

Pupils have lots of opportunities for physical activity in lessons, at breaktimes and in after-school clubs. They take part in competitive sports and pupils in Year 2 have swimming lessons.

What does the school do well and what does it need to do better?

The curriculum covers a wide range of subjects. Subject leaders have made sure that plans show how work is sequenced. It is clear how pupils will build on their learning in each subject, year on year. There are meaningful links between subjects. Pupils have lots of opportunities to write for different purposes across the curriculum. The quality of this work is high.

Pupils have lots of opportunities to revisit skills and knowledge in different ways. For example, each mathematics lesson begins with what the school calls, 'Number Ninjas'.

Pupils complete tasks on a range of different topics covered in previous terms. First-hand experiences are also helping pupils to learn and remember more. For example, Year 2 pupils were able to talk at length about Victorian life following last term's school room experience.

Leaders believe reading is the key to success for all pupils. Staff foster a love of reading and most pupils see reading as an enjoyable activity. The phonics programme is well sequenced and consistently taught. The books pupils use to practise their reading are well matched to their phonic knowledge. Teachers and teaching assistants encourage rereading to develop confidence, fluency and understanding. Most pupils quickly gain the skills they need to become fluent readers. Pupils who fall behind get support to catch up. However, this support has not been effective in helping some pupils to catch up quickly.

In mathematics, pupils can apply their knowledge and skills to solve problems. Hands-on activities are helping pupils to understand their learning. Recent work to help pupils to develop reasoning skills has been effective. Most pupils are able to use mathematical language with confidence.

Children settle quickly in the early years. They respond well to routines and expectations. They enjoy learning and playing together. Resources are well organised so children can select what they need. Staff join in with children as they play, to extend learning. Both the indoor and outdoor areas give children lots of opportunities to investigate and explore.

Most pupils want to come to school and want to learn. Lessons are not disrupted by poor behaviour. Most pupils have very positive attitudes to learning. They are not put off by challenging tasks. They know that it is okay to make mistakes. They are eager to make corrections and to improve their work.

The link with a school in a contrasting area has given pupils lots of opportunities to consider similarities and differences. Pupils enjoy learning about different cultures and religions. A lot of effective work with groups and individuals is improving pupils' mental well-being.

Provision for pupils with special educational needs and/or disabilities (SEND) is strong. Whenever possible, staff adapt resources to help these pupils to learn alongside their peers. The small number of pupils with complex needs who work in the Rainbow Room are exceptionally well supported.

Leaders have engaged effectively with staff to make sure that they have the training and the time they need to carry out their jobs well. Governors have the skills they need to provide leaders with an appropriate balance of challenge and support.

Safeguarding

The arrangements for safeguarding are effective.

All policies and procedures are fit for purpose. Staff are well trained. This means they know what to look out for. They are vigilant and report all concerns, no matter how small.

Leaders are quick to act to make sure vulnerable pupils and their families get the support they need. Parents say they know their children are safe and well cared for in school. Pupils say they feel safe. They enjoy the annual safety week. They learn how to stay safe at home, in school, online and when they are out and about.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Too many pupils do not gain phonics skills as quickly as they could. This means that too many pupils do not reach the required standard in phonics in Year 1. Leaders need to make sure that pupils who begin to fall behind get effective support to help them to catch up quickly. They need to make sure that a greater proportion of pupils reach the required standard in phonics in Year 1.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the second section 8 inspection since we judged Royd Nursery and Infant School to be good on 9 May 2011.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil

premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107057
Local authority	Sheffield
Inspection number	10121839
Type of school	Nursery and Infant
School category	Community
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	191
Appropriate authority	The governing body
Chair of governing body	Scott Mell
Headteacher	Louise Jones
Website	www.roydnurseryinfants.co.uk
Date of previous inspection	15 June 2016

Information about this school

- In September 2018, the school joined Deepcar St John’s School in a federation. The school continues to have a separate governing body. At the time of the federation, the headteacher of Royd Nursery and Infant School was made executive headteacher for this federation. The assistant headteacher was promoted to deputy headteacher at Royd.

Information about this inspection

- I met with the headteacher, deputy headteacher, assistant headteacher, the SEND coordinator and some subject leaders.
- I met with three members of the governing body.
- I met with a representative from the local authority.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.
- I analysed the school’s self-evaluation document and plans for improvement.
- I talked with pupils in lessons and at breaktimes. I also took account of the 12 responses to Ofsted’s online questionnaire.

- I talked to a number of parents at the start and end of the school day. I also took account of the 60 responses to Ofsted’s survey, Parent View.
- I took account of the 16 responses to Ofsted’s staff survey.
- The subjects considered as part of this inspection were reading, mathematics and PE. I carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils’ work. I also observed teachers listening to pupils read.

Inspection team

Chris Cook, lead inspector

Her Majesty’s Inspector

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