

# Inspection of a good school: Shooter's Grove Primary School

Wood Lane, Sheffield, South Yorkshire S6 5HN

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Inspection dates:

23 and 24 February 2022

## Outcome

Shooter's Grove Primary School continues to be a good school.

## What is it like to attend this school?

Pupils enjoy attending this friendly and inclusive school. They are encouraged to do well by caring staff. Leaders have ensured that there are consistently high expectations for all pupils. Those who need additional help benefit from a range of support. Pupils achieve well.

Most pupils behave well, both in lessons and during social times. They listen to their teachers and are keen to answer questions. There are strong relationships between staff and pupils. Pupils feel safe. They know how to report concerns and trust that adults will help them with any worries that they have. Pupils have confidence in their teachers to look after them well.

Pupils are able to take part in a range of activities to develop their talents and interests. Many take part in the Children's University scheme, which celebrates and rewards their participation in extra-curricular activities. The school is rightly proud of the sporting activities it offers. As restrictions due to the COVID-19 pandemic continue to ease, leaders and pupils look forward to other clubs, such as the samba club, being able to be provided once again.

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

In many subjects, leaders have identified the important knowledge that they want pupils to learn. This includes for children in early years. Teachers carefully consider the prior knowledge that pupils need so that they understand new concepts. In these subjects, pupils successfully make connections between topics and across different subjects. As a result, they have a deeper understanding of what they are learning. However, in a few subjects, curriculum planning is not as thorough in identifying the knowledge that leaders want pupils to remember. This occurs where schemes of work are being revised. As a result, on a few occasions, some teachers do not emphasise the important information that pupils need to remember.

Leaders have considered carefully how to help pupils learn important information. Assessment strategies such as quizzes and regular retrieval practice strengthen pupils' recall of earlier learning. As a result, pupils are able to quickly remember learning from previous topics.

Leaders quickly identify those pupils who need additional help. Leaders have developed strong links with wider specialist agencies. Working together, they ensure that pupils with special educational needs and/or disabilities (SEND) are well supported. Plans to support pupils with SEND are regularly reviewed. These plans contain the information and strategies that teaching staff need in order to help pupils with SEND to flourish. Teachers and teaching assistants work together to ensure that all pupils with SEND make strong progress.

Reading is a strength at this school. Pupils benefit from the whole-school focus on developing pupils' literacy and use of subject-specific vocabulary. This includes in early years, where staff have rich conversations with children as they observe the world around them. Pupils who need help with their reading are quickly identified. A range of interventions helps them to quickly catch up. Leaders have selected appropriately ambitious books for pupils to read. Some pupils were keen to tell the inspector about the number of books that they read at home.

Most pupils behave well. They are respectful towards adults and other pupils. This includes in early years, where children are taught to understand the school's rules and routines. Children take turns with toys and are kind to one another. Leaders have ensured that all pupils are taught the language of feelings. Older pupils can confidently express their emotions and consider what might be causing these. There is little bullying. Pupils know that there is always a trusted adult to whom they can speak. They are confident that staff will take action to help them. However, some older pupils choose not to report inappropriate comments they hear from other pupils, as they feel embarrassed.

Pupils have regular lessons in personal, social and health education (PSHE). They know what it means to be a good friend, and how to keep themselves safe and healthy. However, leaders have not clearly identified to teachers what important knowledge pupils need to learn and remember in each topic. As a result, pupils do not have a sufficiently strong knowledge of different faiths and of non-faith world views. This limits pupils' ability to understand those who may hold different opinions and views.

As restrictions due to COVID-19 ease, leaders have started to increase the number of extra-curricular activities available to pupils. They ask pupils what they would like to be involved in, and, where they can, make this available. In the recent past, this has included yoga, gardening and samba. Pupils enjoy the opportunities to take up leadership roles such as those of playground buddies and healthy mind champions.

Governors know the school well. They are keenly focused on ensuring that the needs of individual pupils are met. They challenge leaders appropriately and check that decisions made are in the best interests of pupils. Leaders consider the workload and well-being of all staff. Leaders value the support provided by the school improvement partner,

appointed by the local authority. They say that this has helped strengthen their vision for the curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders know the safeguarding risks that pupils face. They have ensured that staff know the signs that suggest a child might be at risk of harm. Staff receive regular safeguarding training and updates. They know how to report concerns. Pupils feel safe at school. They trust staff to look after them.

Leaders work closely with other partners, such as the local authority's children's services, to keep pupils safe. Safeguarding records are strong. Leaders and other staff ensure that children receiving help are well supported.

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

### **(Information for the school and appropriate authority)**

- In some subjects, such as PSHE, leaders have not clearly identified the precise knowledge that they want pupils to know and remember over time. As a result, teachers do not always plan sequences of lessons that enable pupils to make consistent progress through the curriculum. Leaders should ensure that planning for all subjects clearly identifies the important knowledge that pupils should learn.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in October 2010.

## **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 information from Ofsted Parent View 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

<b>Unique reference number</b>	107092
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	10199897
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	414
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Carole Eaton
<b>Headteacher</b>	Louise Chadwick
<b>Website</b>	<a href="http://www.shootersgrove.co.uk">www.shootersgrove.co.uk</a>
<b>Date of previous inspection</b>	30 June 2016, under section 8 of the Education Act 2005

## Information about this school

- The school operates a nursery on site, with places for up to 78 children. At the time of the inspection, 56 children were enrolled at the nursery.
- The school does not use any alternative education provision.

## Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in her evaluation.

- The inspector met with the headteacher, other senior leaders, the chair of the governing body and other governors. The inspector met with a representative from the local authority to discuss the support it is providing to leaders.
- The inspector carried out deep dives in these subjects: early reading, mathematics and science. For each deep dive, the inspector met with curriculum leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector also looked at curriculum plans and spoke to leaders about some other subjects, including geography and physical education.
- To evaluate the school's safeguarding culture, the inspector scrutinised records of the checks carried out on staff who work at the school. The inspector discussed safeguarding with the headteacher and several staff with a range of roles in the school.
- The inspector considered the 69 responses to Ofsted's Parent View survey for parents and carers, 34 responses to Ofsted's pupil questionnaire and 35 responses to Ofsted's staff questionnaire.

### **Inspection team**

Eleanor Belfield, lead inspector

Her Majesty's Inspector

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