



Carter Knowle Junior School

Inspection Report

Unique Reference Number 106988
LEA Sheffield
Inspection number 277676
Inspection dates 26 April 2006 to 27 April 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary	School address	Carter Knowle Road
School category	Community		Sheffield
Age range of pupils	7 to 11		South Yorkshire S7 2DY
Gender of pupils	Mixed	Telephone number	0114 2552347
Number on roll	220	Fax number	0114 235 2347
Appropriate authority	The governing body	Chair of governors	Mrs A Warner
Date of previous inspection	20 March 2000	Headteacher	Mr Alec Musgrave

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is situated in a residential area of Sheffield and is smaller than average. It has a rich ethnic mix of pupils with almost half of the pupils from 12 different ethnic groups, the largest being Pakistani. The proportion entitled to free school meals is below average and the number with learning difficulties and/or disabilities is in line with the national average. The school has the Investors in People Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school, which is giving good value for money. Most of the issues from the last inspection six years ago have been dealt with successfully. Inspection judgements fully agree with the school's self-evaluation. The headteacher has deservedly earned the respect of staff and parents and a strong team spirit is evident in school. Pupils' personal development and well-being are good. Pupils enjoy coming to school and parents appreciate the high level of care for all. The good curriculum and good quality of care, support and guidance demonstrate the school's strength in recognising the needs of its pupils.

Attainment on entry to Year 3 is above the level expected for most schools. Standards are generally above average with none significantly below average by the end of Year 6 in English, mathematics and science. Most pupils' achievement, including those who have English as an additional language is good when their prior attainment is taken into account. A lack of support for some lower attaining pupils in some classes means that their progress is satisfactory, rather than good.

The quality of teaching and learning is good. The assessment of pupils' attainment and progress is good in reading, writing and mathematics and satisfactory in science. Leadership and management are good. The subject leaders effectively monitor standards and the quality of teaching in lessons, helping to bring about improvement where necessary. Governance is satisfactory. The governing body has changed significantly in the last two years. New governors are deeply committed to the school but are not yet sufficiently involved in monitoring the school's performance. The school's capacity to further improve is good.

What the school should do to improve further

- Increase the level of support for lower attaining pupils to improve their rate of progress.
- Ensure that governors become more proactive in monitoring all aspects of the school.

Achievement and standards

Grade: 2

Standards in Year 6 are above average in English, mathematics and science. Detailed tracking clearly shows that most pupils achieve well because of the good quality of teaching and their good attitude towards learning. Standards in information and communication technology (ICT) have improved since the previous inspection and are in

line with those expected.

Pupils' performance in the 2005 national tests was generally above average in English,

mathematics and science. The very high standards in 2004 were not maintained as there were more pupils of lower attaining ability in the 2005 year group. Nevertheless, the school exceeded its targets in 2005. Almost all higher attaining pupils achieved their

potential in 2004 and 2005. The progress of pupils with learning difficulties and/or disabilities is good as they are well provided for in class and when withdrawn for individual support. Where there is additional support in lessons for lower attaining pupils,

they do well. In most classes, however, teachers do not have a teaching assistant and some lower attaining pupils do not always get the attention that they need.

The support for pupils learning to speak English is good and they make good progress.

More able pupils and those from minority ethnic families are sufficiently challenged and

make good progress.

Personal development and well-being

Grade: 2

Pupils enjoy coming to school and have good attitudes to learning. Pupils' enjoyment is obvious when, for example, they sing songs from Bugsy Malone. Attendance is above the national average. Pupils behave well and relationships are harmonious in lessons and around the school. Pupils' spiritual, moral, social and cultural development is good. In particular, pupils learn to respect and understand the feelings of others. They make worthwhile contributions to the school community, notably through a very effective and responsible school council. Pupils' projects range from making the mosaics that enhance the Tranquillity Park area of the playground to conducting an orderly protest at the school gates to stop people parking on the yellow lines outside school.

Pupils are well informed about how to stay safe and appreciate the importance of a healthy lifestyle. Pupils enjoy physical education lessons and many take part in extra-curricular sport. Pupils experience a variety of team building exercises, competitions and activities that, together with their secure skills in literacy, numeracy and ICT, provide a good preparation for the next stage of education and future employment.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. The key features of good teaching and learning are the appropriate level of work, which is provided for all pupils, the detailed

lesson planning and good relationships with pupils. All teachers make good use of computers but lack the latest whiteboard technology to add more interest to their lessons. In Year 6, pupils are organised into three groups by ability to revise for the forthcoming literacy and numeracy national tests and the quality of teaching is good for each of the groups, giving pupils confidence to face the tests. Teaching assistants support lower attaining pupils very effectively in class. There are very few however, and in some classes, lower attaining pupils in particular lack the support they need to understand what is expected of them. This adversely affects their rate of progress.

Teachers know how well pupils learn in English, mathematics and science; and the information is used well to inform their future lesson planning. Formal assessments keep a careful track of all pupils' progress and this information is used effectively to identify pupils with learning difficulties and/or disabilities and to ensure they have challenging targets.

Curriculum and other activities

Grade: 2

The curriculum is good, meeting pupils' needs well. The ICT curriculum has been improved and pupils now use computers in most subjects to support their learning. Effective links are made between the various subjects. Pupils write amusing poems about materials in science, for example. All pupils value the special enrichment weeks, which are often used to give pupils extra insight into the cultures of the various ethnic groups represented in school and the cultural diversity within society.

The school rightly works hard to enable pupils to do as well as possible in the national tests at the end of Year 6. Pupils speak appreciatively of the progress that they have made as a result of practice tests. However, this tends to restrict pupils' time on other aspects of the curriculum.

Teachers use assemblies and discussion lessons where pupils sit in a circle. This is used most effectively for developing aspects of pupils' personal and social education. For example, pupils discuss the idea of 'inside hurt' and 'outside hurt' and the likely results of global warming. The school provides a very good range of extra-curricular activities, including a new and exciting Animation Club.

Care, guidance and support

Grade: 2

The school provides a caring and supportive environment in which pupils feel safe and happy. The arrangements for child protection are clear and understood by all staff. There are good procedures for ensuring pupils' health and safety. Pupils know that there is always someone to help with any concerns and both they and their parents are confident that any reported incidents of bullying or racial harassment will be dealt with quickly and effectively.

Learning support assistants provide good support for pupils identified with learning difficulties and/or disabilities and lower attaining pupils. However, there are several lessons, notably in mathematics, where there is no additional support and, despite the

best efforts of the teacher and careful modification of the various activities, these pupils do not make as good progress as other pupils.

The school's arrangements for assessing pupils' progress are good and teachers now have useful information about how well pupils are doing and what they need to do to improve.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher and his staff have the overwhelming support of the parents, as shown in the very positive response in the returned questionnaires. The headteacher has a clear picture of the school's strengths and priorities for development. This is reflected in the accuracy of the school's own self-evaluation. He is supported exceptionally well by an experienced deputy and effective subject leaders. There are good systems in place to monitor and evaluate the quality of teaching and learning and to identify any weaknesses in pupils' performance in English, mathematics and science.

Governors carry out their role satisfactorily. For instance, they manage the deficit budget prudently to ensure the temporary drop in pupil numbers does not interfere with the school's single-age class structure and strong staffing position. It means, however, that until more pupils bring in more funding in two years time, the school has insufficient funds to provide the latest whiteboard technology in classrooms or any more teaching assistants. Governors have recently revised the committee structure to make it more effective and to ensure that their individual expertise is used to the best effect. Their role in helping to monitor and evaluate all aspects of the school's provision with a view to identifying strengths and areas for development is not sufficiently well developed at present. They rely too heavily on the headteacher and staff to provide information about the school's performance. The school's capacity to improve further is good.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We really enjoyed talking to everyone and looking at your work. The things that we particularly liked were:

- how much all of you really like your teachers and enjoy school
- how brilliantly you all behave in lessons and around school
- the enthusiasm of your teachers and teaching assistants: they work so hard to make your lessons interesting
- the good range of activities provided for you, including those after school like the Animation Club
- your headteacher is leading the school well with good support from his deputy and all staff. We particularly liked the strong team spirit amongst staff.

We are asking your headteacher, staff and governors to do the following things:

- make sure that more help is there for those of you who find learning difficult
- try and get as many governors as possible involved in checking how well things are going in school to see if they can spot anything which could improve standards further.

Thank you again for helping us with the inspection of your school. We hope that you will all keep trying hard to help your teachers to make it even better! Finally, good luck to Year 6 pupils in the national tests next month. We know how hard you have been preparing for them.