



Hunter's Bar Junior School

Inspection Report

Unique Reference Number 106994
LEA Sheffield
Inspection number 277677
Inspection dates 4 July 2006 to 5 July 2006
Reporting inspector Mrs Dee Brigstock CfBT Lead Inspector

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

Type of school	Primary	School address	Sharrow Vale Road
School category	Community		Sheffield
Age range of pupils	7 to 11		South Yorkshire S11 8ZG
Gender of pupils	Mixed	Telephone number	0114 2660547
Number on roll	369	Fax number	0114 2660547
Appropriate authority	The governing body	Chair of governors	Mr M Rescorle
Date of previous inspection	4 July 2006	Headteacher	Mrs Hallsworth

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large junior school situated in a broadly average socio-economic area of the city. Most pupils are of White British heritage but just over a third represent different ethnic groups from a very wide range of cultures. These include an above average proportion of pupils at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities is below average but rising; the largest groups have specific or moderate learning problems, or emotional and behavioural difficulties. When most pupils start school their skills and knowledge are above average. Few pupils either leave or transfer into the school between Years 3 and 6.

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Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This good school gives good value for money because pupils, including those at an early stage of learning English and those with learning difficulties and/or disabilities achieve well. Pupils enjoy school and their personal development, well being, care and support are good. As a result, most pupils are well on their way to becoming mature, responsible young people. Good leadership from the headteacher has resulted in a restructured management team, which is poised to improve the school further.

Standards in English are above average and in mathematics and science they are well above average because teachers' expectations of what pupils can achieve are high. Consequently, most pupils make good progress throughout the school. Some pupils' learning in Year 5 has been disrupted through having had more temporary teachers than usual. Their progress, behaviour and feelings about the school suffered as a result. This situation is now resolved. Challenging targets for these pupils have been set and strategies are in place to enable them to make up any lost ground. However, a minority of parents feel ill-informed about the situation, despite governors' best efforts to respond to their disquiet.

Teachers' relationships with pupils are good. They plan lessons that capture pupils' interest, and motivate good learning. Where the school's good marking policy is used well, pupils cooperate in setting their own targets and teachers write explicit comments on how pupils can improve further. Some marking, although diligent, does not inform pupils of their future targets so well. The curriculum is good. Coordinators make good links between different subjects and English so that pupils make meaningful connections in their learning. The school's evaluation of its performance is wholly accurate and clearly demonstrates its capacity to improve.

What the school should do to improve further

- Ensure all teachers use the marking policy consistently.
- Develop clearly understood lines of communication between all members of the school community.

Achievement and standards

Grade: 2

Well above average standards have been maintained in English, mathematics and science since the last inspection. In 2005 a group of lower achieving pupils did not do as well as they could in English, but the school's tracking system identified this and the intervention programmes that were put in place were successful this year, further raising standards in writing. From an above average attainment on entry, pupils, including those with learning difficulties and/or disabilities, and those at an early stage of learning English, make good progress. The school knows that some pupils' progress has been disrupted this year due to unavoidable changes in staffing but, using the detailed assessment system, has set challenging targets for these pupils to

achieve in Year 6, where they will benefit from teaching by talented, permanent staff. Pupils also achieve well in other areas of the curriculum, for example in the arts, because staff expertise is used well to catch their interest and motivate a love of learning.

Personal development and well-being

Grade: 2

Pupils enjoy school as shown by their above average attendance. They like lessons, get on well with teachers and generally feel happy and safe in the playground. One pupil commented, 'I wish I could stay here forever'. Pupils' spiritual, moral, social and cultural development is good. It is enhanced, for example, by creative work in drama and writing. Pupils' responses are thoughtful when dealing with others and their respect for cultural and faith differences in school is strong. Although at times, behaviour is exemplary, pupils agree that it could be better in some lessons, where learning can be disrupted by a minority. Pupils say that a week long focus on the causes and effects of bullying was effective in making them more aware of the issues and in improving behaviour. The school council actively promotes a healthy diet and most pupils are keen to take part in the many sports activities on offer in order to keep fit. Pupils prepare for their future well-being effectively by acquiring above average standards and essential life skills. They enjoy good links with the local and wider community, fundraising, organising clubs and working in teams to present their work to the school.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning are good. Teachers' planning is clear and concise and the best lessons are pacy and involve pupils well in their learning. 'Now who has been keeping a low profile?' enquired a teacher during a question and answer session. Most pupils listen respectfully to others' contributions and support each other in their learning. Older pupils agree that they 'get a lot out of one day of teaching'. Teachers and teaching assistants effectively raise pupils' self-esteem and confidence. This is particularly noticeable for pupils at an early stage of acquiring English and those with learning difficulties and/or disabilities. Permanent staff have a real feel for pupils' needs and manage occasional challenging behaviour from a minority of pupils well. Less experienced staff and temporary teachers are provided with information on important school policies. However, on occasion they do not reach the school's high expectations of standards and behaviour from the outset. This has limited progress for some. The use of computer technology as a teaching and learning tool to support learning is good where interactive whiteboards are installed, and the school has correctly focused on extending this good practice.

Assessment methods are detailed, allowing leaders and teachers to track the progress of pupils closely. As a result, any difficulties pupils are having are highlighted and the school intervenes quickly and effectively to address them.

Curriculum and other activities

Grade: 2

The curriculum is rich and varied and is becoming more creative and imaginative. Specialist staff visit the school to teach music and the school also provides specialist teaching in Physical Education and a modern foreign language. The school is rightly proud of its achievement in receiving the Gold Artsmark Award for the second time. This is reflected through the quality and variety of well presented art work. The focus on numeracy and literacy has contributed significantly in maintaining high standards with good monitoring of pupils' work and progress. This ensures that the planned work is matched to the needs of individuals.

The curriculum is enriched by an extensive range of extra-curricular activities and school clubs which pupils value. In addition, local and residential visits provide an additional dimension to class work and good opportunities for first-hand learning, although the visits are not evenly balanced between year groups. The good personal, social and health programme helps pupils develop self-awareness, an understanding of lifestyle choices and their implications. The school provides well for pupils with learning difficulties and/or disabilities and those learning English, providing individual work programmes that are regularly reviewed and adjusted to meet their individual needs.

Care, guidance and support

Grade: 2

Pupils' pastoral care and support is good and for this the school has won the confidence of parents. All child protection procedures, essential safety procedures and risk assessments are undertaken effectively. The most vulnerable pupils benefit from being given opportunities to reflect on and discuss their particular difficulties with staff, enabling them to cope more easily in lessons. Their individual programmes of work provide clear guidance for their progress. Recently introduced systems to guide pupils more closely in assessing their own work have got off to a promising start but the quality and effectiveness of this is inconsistent across the school. Nevertheless, pupils are becoming more adept at identifying their successes and what they need to do next to improve further. Procedures for introducing pupils into school are very good and Year 6 pupils pronounced their preparation for their next school to be 'excellent', saying that their teachers, 'really knew what they were talking about'.

Leadership and management

Grade: 2

The school is well led and managed. Since her appointment, the headteacher has instigated new systems of leadership, resulting in staff having more ownership of

curriculum development. A particularly good example is their joint work in curriculum teams where teachers plan and evaluate new learning links between different subjects, for example between information and communication technology (ICT), history and drama. This has the potential, not only to maintain high standards in English, mathematics and science, but to raise achievement still further in the arts and in pupils' learning about the wider world. A new leadership team is being constructed and the school's plans for its role clearly focus on raising standards further and increasing staff skills. Monitoring of teaching and learning is thorough and the outcomes are fed directly into managing the performance of staff, leading to improved progress for most pupils. Staff changes in school have slowed progress for some pupils in Year 5. The leadership, including governors, has dealt with this issue well and has attempted to discuss parental concerns in several ways. For example, they have been on the premises before and after-school and held an evening meeting. Despite this, a minority of parents are dissatisfied with the school's actions on this issue. However, the overwhelming majority of parents who answered the questionnaire were very satisfied with the school's provision and commended it highly, praising in particular its multi-faith nature. It has a deservedly good reputation in the local community.

The school's evaluation of itself is wholly accurate and shows, through maintaining high standards with an increasingly diverse population, that it has good capacity for further improvement.

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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	1	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	2	NA
The adequacy and suitability of staff to ensure that learners are protected	No	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

First of all, thank you for being helpful to us during our visit. We enjoyed talking with you and seeing you learn. We think your school is good and these are the things we liked the most.

- You listen to each other and to your teachers well during lessons.
- You are doing well in English, mathematics and science. Well done!
- Your art work and learning in music is impressive.
- Most of you are very sensible and mature for your age.
- The range of clubs you have is really good.
- We believe that your headteacher is doing a very good job and that she and your governors know how to make your school even better.

To improve even more, we have asked your school to:

- make sure that you always know how to get that little bit better in your work.
- find more ways of letting your parents know what is going on, but please remember to give them the newsletters!