



Lound Infant School

Inspection Report

Unique Reference Number 107062
LEA Sheffield
Inspection number 277693
Inspection dates 5 July 2006 to 6 July 2006
Reporting inspector Ms Joan McKenna CfBT Lead Inspector

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

Type of school	Primary	School address	Sherburn Gate
School category	Community		Chapelton
Age range of pupils	5 to 7		Sheffield, South Yorkshire S35 2EU
Gender of pupils	Mixed	Telephone number	0114 2463412
Number on roll	178	Fax number	0114 2463412
Appropriate authority	The governing body	Chair of governors	Mr A Williams
Date of previous inspection	20 September 1999	Headteacher	Mrs Dawn Barteczko

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a smaller than average sized school. Pupils come from mixed backgrounds but the socio-economic characteristics of the community are broadly average. The proportions of pupils eligible for a free school meal and with learning difficulties and/or disabilities are below those usually found. The large majority of pupils are of White British heritage.

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 with many very positive features. Pupils enter with broadly average standards and leave with significantly above average standards in literacy and numeracy. In these subjects, the achievement of all pupils is good. Their progress is very closely checked to ensure that this is the case. Pupils are well taught and experience a good curriculum. Quality and standards in the Foundation Stage are good. The marking of pupils' work does not always give them enough detail about how they can be involved in assessing and improving their work. Extremely high quality care and support result in pupils' outstanding personal development. Pupils feel valued, safe and secure. They are happy, confident learners. The headteacher's leadership and management are excellent and are key to the success of the school. She has established a clear sense of purpose, focused on ensuring the best possible outcomes for pupils, and has promoted a very good team spirit within the whole school community. Accurate self-evaluation means that the school's strengths are well known, albeit with some aspects, such as pastoral areas, judged rather modestly. Aspects of the school's work requiring development are quickly identified and are either swiftly tackled or sensibly prioritised. Staff, governors and parents are involved in, and are very supportive of developments. The literacy and numeracy leaders play an important part in improving achievement in English and mathematics. However, other leaders are not as effective in improving their subject areas. The school provides good value for money and is improving quickly.

What the school should do to improve further

- Involve pupils in assessing their own learning, and ensure that the marking of their work gives them more information on how to improve it.
- Ensure that all leaders play a full part in improving pupils' achievement in their subjects.

Achievement and standards

Grade: 2

All pupils achieve well. Pupils' attainment on entry varies considerably and is affected by their pre-school experience. While it is lower than expected on some measures, overall it is broadly in line with expectations. Children make good progress in the Foundation Stage. They make steady and often good progress towards the goals set for them nationally. Most reach these goals in all areas of their learning by the time they enter Year 1. Standards at the end of Key Stage 1 in reading, writing and mathematics are significantly above the national average. This has been the pattern for several years, albeit with a dip in reading and mathematics in 2005, partly because that group contained a large number of younger pupils. However, in 2006, standards have risen. All groups of pupils achieve well in Years 1 and 2, and leave the school with good literacy and numeracy skills. There are high expectations of pupils and the challenging targets set for them are often met.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils enjoy school and say, 'it is a nice place to be.' Their behaviour and attitudes in lessons are excellent because learning is interesting. Pupils fully understand and accept school rules because they were involved in writing them. They are polite, friendly and engage easily in conversation with visitors. They increase their understanding of different cultures through art, religious education and other activities specifically designed to promote this. Pupils know how to live a healthy lifestyle with good access to fruit, water and regular physical exercise. They have a good understanding of safety issues. The school council makes a difference, for example, introducing a 'buddy post' to help ensure all pupils are included in playtime activities. Through holding interviews for the jobs of library monitors, pupils start developing work-based skills at a young age. Raising money for a number of local and national causes makes pupils think of others as well as themselves. This good sense of community is enhanced by participating in activities such as the 'city in bloom'. Attendance is only satisfactory, mainly because some pupils have holidays during term time.

Quality of provision

Teaching and learning

Grade: 2

Pupils are well taught. Good systems to plan learning and to assess pupils' work promote good achievement. Teachers have a good knowledge of what pupils understand and of how to help them reach the next steps in their learning. In literacy and numeracy lessons, they use this information well to build on what pupils can already do and to set tasks that meet their needs well. Teachers' instructions and explanations are clear, which means that pupils know what to do and why. Questioning is often precise and well targeted, which develops pupils' understanding and helps them to make connections in their thinking. As a result, pupils are successful learners. They have positive attitudes, and appreciate teachers' supportive relationships with them. They are enthusiastic, confident and show a thirst for challenge, such as in a Year 2 class, where pupils showed delight in being asked 'hard questions' in mathematics. There is a high level of adult support in classrooms which is well used. Teachers assess pupils' work well and use the information to modify teaching and support. Useful targets are set for individuals and groups of pupils. However, when marking pupils' work, teachers do not clearly inform them about how to improve. Neither do they involve pupils enough in assessing their own learning.

Curriculum and other activities

Grade: 2

The curriculum, including that for pupils with learning difficulties and/or disabilities, is good. Literacy and numeracy skills are given good emphasis that help pupils achieve well. The use of information and communication technology (ICT) is well planned, and effectively supports learning in other subjects. Pupils' personal development and their social and emotional well-being are successfully promoted through a well thought out programme. The Foundation Stage curriculum ensures that the youngest children get off to a good start in school. There are relatively few extra-curricular activities, but the school makes every effort to enrich pupils' learning and to make it enjoyable and relevant. Visitors and visits play an important part in extending pupils' view of the wider community. Themed weeks, such as a recent Arts Week and Cultural Diversity Week, enrich the curriculum and give pupils opportunities to develop their imagination and creativity. This is why pupils say, 'We do good things in this school.'

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Child protection and health and safety procedures are securely in place. Staff know pupils exceptionally well and this enables them to meet individual needs very successfully. Relationships between pupils and adults are very strong, and pupils feel valued and safe. They know that there is always an adult to turn to for help of any kind. Outside agencies are used when appropriate to meet help pupils' needs. Pupils with learning difficulties and/or disabilities are very well supported. Arrangements to settle pupils into school, to help them to make the transition to new classes and to transfer to the junior school are very good. Rigorous checking of pupils' progress in English and mathematics, and subsequent effective action, ensure pupils' good achievements. Parents are very well informed about how their children are doing and how they can help them to improve.

Leadership and management

Grade: 2

Leadership and management are good overall but the headteacher's leadership and management are excellent. Since her appointment two years ago, she has established an extremely clear and shared sense of purpose for the whole school community. The very positive ethos promotes the highest possible expectations for pupils' personal and academic success. There is a sensible prioritising of developments. Effective management means that all staff are clear about what needs to be improved, how those improvements will be achieved and the order in which developments will be addressed. The very thorough checking of standards and performance results in strengths being celebrated, and weaknesses quickly identified and effectively tackled. The headteacher is well supported by the senior team that works as a cohesive unit. The literacy and numeracy leaders play a key part in improving those subjects. Other subject leaders are not yet similarly involved. Strong and successful efforts are made

to ensure that parents and governors, as well as staff, are supportive of and involved in developments, and all groups are delighted with the school and the direction in which it is moving. Governance is good. Governors are developing their monitoring role well, for example, through carefully considering data about pupils' performance. The school has improved well since the last inspection and is continuing to do so at a fast pace.

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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	2	NA
The effectiveness of the school's self-evaluation	1	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?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	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?	1	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	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	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	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 being so friendly and making us feel welcome when we visited your school recently. We very much enjoyed talking to you and watching you learn.

What we liked most about your school

- You like school and enjoy your lessons. Your parents like your school too.
- Your teachers and other adults care for you extremely well and make sure that you feel safe and happy.
- Your behaviour is excellent and you play very nicely with each other.
- Teachers know very well how to help you learn and you work hard for them.
- Interesting activities are arranged for you in school.
- Mrs Barteczko leads your school very well, and other staff and governors work hard to make it an even better place for you.

What we have asked the school to do now

- Make sure that, when teachers mark your work, they give you more tips about how to improve, how to involve you more in checking and how well you are learning.
- Make sure that all subjects are led as well as literacy and numeracy.

We hope that you continue to be happy at school and that you continue to work hard.