



Hucklow Primary School

Inspection Report

Unique Reference Number 107080
LEA Sheffield
Inspection number 277698
Inspection dates 30 January 2006 to 31 January 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	Hucklow Road
School category	Community		Sheffield
Age range of pupils	5 to 11		South Yorkshire S5 6TB
Gender of pupils	Mixed	Telephone number	0114 242 6736
Number on roll	415	Fax number	0114 261 0154
Appropriate authority	The governing body	Chair of governors	Professor Cashdan
Date of previous inspection	19 June 2000	Headteacher	Mr R Simonds

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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This larger than average primary school serves a deprived community and almost half the pupils are entitled to free school meals, a much higher proportion than usually found. Around three quarters of pupils are from minority ethnic groups and almost two thirds speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average, although the proportion with a statement of special need is below average. Around a quarter of pupils join the school at other than the usual times.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Hucklow Primary School is satisfactory overall. It has some good features, including the high quality care and support provided which meet pupils' personal needs successfully and result in them feeling safe and secure. A good range of clubs and trips enrich the curriculum and pupils enjoy school. The quality of teaching and learning is satisfactory overall. Although there are examples of good teaching, it is not consistently so. Pupils join the school with skills well below those expected for their age. They make satisfactory progress overall in the Foundation Stage, although there is not enough emphasis given to developing pupils' communication skills. All groups of pupils make satisfactory progress throughout the school, although standards are still below average by the time they leave in Year 6. The monitoring and evaluation of performance result in the headteacher and staff having a good overall knowledge of the main strengths within the school and of areas requiring development. Although there are some strengths within the leadership and management, they are satisfactory overall because they are not ensuring enough consistency of practice to promote good achievement. This is recognised. Inspectors agree with the school's view of its effectiveness and of improvement since the last inspection as being satisfactory. The school provides satisfactory value for money. There is the capacity for further improvement. The school is actively tackling areas of weakness and there is a commitment to continue to improve.

What the school should do to improve further

- Improve provision in the Foundation Stage, especially for pupils' communication and language skills.
- Improve pupils' standards and achievement by making better use of the outcomes of the monitoring and evaluation of teaching and learning to ensure a consistency of practice throughout the school.
- Ensure that assessment information and the tracking of pupils' progress is rigorously analysed and used to help improve achievement.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. Pupils enter the school with standards that are well below expectations for their age. Their progress in the Foundation Stage is satisfactory. The lack of explicit emphasis on developing their communication and language skills means that progress in these aspects is not as strong as it should be. By the time pupils enter Year 1, not all of them have met the goals set nationally for children of their age.

Pupils make satisfactory progress during Key Stage 1, although it is uneven across classes. Nevertheless, standards remain below average by the end of Year 2. Pupils achieve satisfactorily in Key Stage 2, although test results in English, mathematics and science continue to be below average by the end of Year 6. Targets set are challenging;

last year some, but not all, were met. The achievement of all groups of pupils, including those with learning difficulties and/or disabilities and those who speak English as an additional language is similar. Occasionally, in some lessons the higher attaining pupils do not make the progress they are capable of as the work they are given is not always challenging enough.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good and they clearly enjoy their education at this school. There is a positive, welcoming ethos. Pupils from all backgrounds feel highly valued, helped by the celebrating of their different faiths and cultures. Relationships are good, although younger pupils, especially those in Reception, often tend to work on their own, playing or talking with others mainly when specifically encouraged to do so. Behaviour is good overall, and the number of fixed term exclusions has reduced over the past year. Pupils say that 'the headteacher is strict but fair'. While pupils' attitudes to work are good most of the time, occasionally they are less positive when teachers do not expect them to work or think hard. Attendance is a little below the national average, but it has improved significantly over recent years. Pupils' spiritual, moral, social and cultural development is good. There is regular involvement of the local and wider community to enrich pupils' experiences. Pupils contribute well to their own school community. Members of the school council take their responsibilities seriously, for example, and other pupils are prefects. Pupils understand how to keep healthy; older pupils run the tuck shop which sells fruit. Pupils feel safe, secure and happy in school.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Although some teaching is good, it is not consistent. A variety of strategies to develop pupils' speaking and listening skills have been introduced; for example, by encouraging discussion through pupils sharing thoughts with a partner. These sometimes work well, as in an outstanding science lesson in Year 4 when pupils were kept on their toes by having to quickly tell each other three reasons why skeletons are important. However, these strategies are not used often enough. There is also variability in the quality of questioning. Some questions are insightful and encourage pupils to explain their thinking, but this is not always the case. Opportunities to promote extended talk and the use of creative vocabulary are sometimes missed, such as when Reception pupils, crawling through a dark tunnel, were asked questions that required only one word answers. Some support staff contribute well to pupils' learning, helping groups throughout the whole lesson, but others are not always actively enough involved to be fully effective. Marking is variable; some helps pupils see very clearly what to do to improve their work but some is cursory, offering little guidance.

Curriculum and other activities

Grade: 3

The school judges the curriculum to be good, but it is satisfactory mainly because of weaknesses in the Foundation Stage. Despite cramped classrooms, the Foundation Stage curriculum covers all areas of learning and provides practical activities. However, insufficient attention is given to the development of language, especially speaking and listening, and to ensuring children work together. Elsewhere in the school the curriculum is suitably broad and places some additional emphasis on speaking and listening. However, links between subjects to make learning interesting and to promote the use of basic skills, especially for higher attaining pupils, is piecemeal. For example, having 'visited' and questioned Florence Nightingale, pupils in Year 2 wrote at length about their experiences. In contrast much of the history in Year 3 consists of completing worksheets. Good emphasis is given to fostering pupils' personal development and to promoting health and safety through the curriculum. There are plenty of clubs for pupils to join, especially in sport, and a good range of trips and visitors to school adds to pupils' experiences.

Care, guidance and support

Grade: 2

The quality of care, support and guidance for pupils is good. The needs of pupils with learning difficulties and/or disabilities and those who speak English as an additional language are identified early and catered for effectively. Home visits for all new pupils contribute well to this process. Teachers and specialist support staff provide good emotional and pastoral guidance to pupils. The school works closely with a wide range of external agencies to meet the variety of personal and learning needs that pupils have. Good child protection procedures are in place and are well understood and used by staff. There are appropriate health and safety arrangements. Parents are kept well informed about their child's progress. The new system of target setting and the information and guidance it provides is popular with parents and pupils, but the quality of targets is variable. There are sound systems for tracking pupils' progress, but the information they provide is not yet analysed or used enough to improve achievement.

Leadership and management

Grade: 3

Leadership and management are satisfactory. There are some good features in the leadership in the way it draws upon outside expertise to improve practice in a range of areas, including developing the management skills of middle leaders. Subject leaders monitor regularly how well their subject is taught, using a good range of strategies, adding to the knowledge gained by the monitoring of senior managers. This results in a good overall understanding of the main areas for the school's development and action is being taken to tackle these, such as improving the Foundation Stage. However, the outcomes from monitoring are not followed up sufficiently to ensure consistency of teaching amongst staff. This is resulting in pupils' achievement being satisfactory

rather than good. There has been sound improvement since the last inspection and there is the capacity for further improvement. Parents are supportive of the school. The chair and vice chair of governors are knowledgeable about the school and effective in their role, although other governors are not as involved. There is a shared commitment amongst all concerned to improve the school, and action to bring this about is beginning to have a positive impact.

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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?	3	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	3	NA
The effectiveness of the school's self-evaluation	3	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?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	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	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	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	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?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	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	3	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 being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn very much.

What we liked most about your school

- Your teachers and other adults care for you well and make sure that you feel safe and happy.
- Staff value you all equally and celebrate your different faiths and cultures.
- You are nice to each other and you behave well.
- You enjoy your work and try hard to do what your teachers ask. This helps you learn.
- The school arranges interesting activities and trips for you to enjoy.
- You help to make the school better for everyone, for example, through the school council and selling fruit in the tuck shop.

What we have asked the school to do now

- Make things even better for the youngest children and give you more opportunities to talk with each other and share your ideas.
- Make sure that all aspects of the school are as good as the best.
- Check how well you are doing carefully and find even more ways to help you improve your work.

You can help your teachers by continuing to work hard and making sure you come to school regularly.

We hope that you continue to be happy at school.