



Charnock Hall Primary School

Inspection Report

Unique Reference Number 107097
Local Authority Sheffield
Inspection number 277704
Inspection dates 10–11 October 2006
Reporting inspector Peter Toft HMI

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

Type of school	Primary	School address	Carter Hall Road
School category	Community		Sheffield
Age range of pupils	5–11		South Yorkshire S12 3HS
Gender of pupils	Mixed	Telephone number	0114 2396083
Number on roll (school)	431	Fax number	0114 2644447
Appropriate authority	The governing body	Chair	Mrs C Matthews
		Headteacher	Mr Andrew Jones
Date of previous school inspection	15 June 2004		

Age group	Inspection dates	Inspection number
5–11	10–11 October 2006	277704

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

This large primary school occupies a large building which was formerly a hospital. Nearly all pupils are White British and a few are from a variety of ethnic backgrounds. All but one of the pupils speak English as the first language. Three fifths of the pupils live in the locality, which is a mix of private and council built homes and has average social and economic features. The number of pupils with learning difficulties and/or disabilities is below average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is now satisfactory and it has many good features. Its previous designation as having serious weaknesses no longer applies. Under the very effective lead provided by the headteacher, the staff have worked strenuously since the last inspection to bring about improvement. The school has the capacity to become even better. It now needs time for all of the new and improved practices in teaching, assessment and management, such as the teaching of investigative science, to become completely embedded in the work of all classes.

Standards are sound overall and rising. They are above average in English, average in science but below average in mathematics by the end of Year 6. Some of the work seen in lessons, for example, in art and in design and technology, was of a very good standard. For older pupils, the achievement of boys has begun to fall behind that of the girls. All pupils are very well cared for and guided throughout their time in the school and their personal development is good. They enjoy school, very much so in some classes, and they rightly feel safe and secure. Those with learning difficulties and/or disabilities are effectively taught and they achieve well but a few of the more able pupils are not sufficiently challenged by some of the work they are set. Children in the Foundation Stage make good progress because of the very good teaching they receive.

Teaching is well planned to deliver the school's interesting curriculum. In all but one of the lessons seen, teaching was at least satisfactory, often good and sometimes outstanding. Pupils generally achieve satisfactorily but they would improve more quickly if the quality of teaching seen in the best lessons were to become the norm. Marking is generally good and pupils know how well they are doing.

Managers and governors have a very clear idea of the school's performance and the quality of the school's self-evaluation is high. This has enabled managers at all levels to focus very accurately their work to improve the school. The school now gives good value for money.

What the school should do to improve further

- Raise standards in mathematics throughout Key Stages 1 and 2.
- Ensure that the good practice in teaching seen in many lessons is spread consistently throughout the school.
- Ensure that high-attaining pupils are adequately challenged in lessons.
- Fully implement the new marking policy throughout the school.
- Ensure that systems developed for the teaching of investigative science are fully embedded.

Achievement and standards

Grade: 3

Achievement is satisfactory overall. Pupils enter school with a range of ability from average to better and they initially make good progress so that by the end of the Reception year standards are above expectations. This is because the teaching the pupils receive in the Foundation Stage is very good. In the lessons observed in Key Stage 1 standards were average. The latest Year 2 assessment results show that most pupils are achieving in line with national expectations but too few are reaching the higher attainment levels. At Key Stage 2 standards in English, particularly in writing, based on external assessment, are above average and rising but concerns remain about pupils' progress and below average standards in mathematics, and about the achievement of boys. Standards attained in the subjects other than English, mathematics and science are broadly average, and in some of the work seen in the creative arts and technology they are high. The school has recently introduced secure systems to check on achievement and progress as pupils move through school. These procedures, coupled with the growing influence of good and excellent teaching, are raising standards. Predictions for Key Stage 2 results for 2007 and beyond point to higher levels of attainment, and the standards observed in lessons support this improving trend. Pupils with learning difficulties and/or disabilities are well taught and this helps them to make good progress.

Personal development and well-being

Grade: 2

Personal development and well-being are good overall. The school encourages pupils to do their best by setting challenging targets and by checking their progress. Pupils speak warmly about school, describing lessons as more enjoyable now than in recent years with varied activities on offer, including interesting day and residential visits. Behaviour is good where lessons are interesting. Poor behaviour occurs occasionally in lessons which are not challenging enough and where firm control is lacking. Pupils' spiritual, moral, social and cultural development is good and helps to prepare them for future roles in the wider community. Well taught lessons in personal, social and health education underpin these standards. Attendance is high. The school effectively promotes racial equality and inclusion.

There is a good sense of citizenship among the pupils. They mix well and respect the environment. Many opportunities exist for pupils to demonstrate responsibility, for example, through the influential school council, the job squad or the school magazine team. The playground buddies play a positive role in befriending pupils at playtimes and pupils feel safe at school, saying that bullying is rare but quickly dealt with. Good links with the wider community include visits to the church, connections with sports clubs, participation in city literacy festivals and impressive fundraising events for charities.

The school is working towards the Healthy Schools Award and has already justifiably received outside recognition for its work in promoting healthy lifestyles. The pupils are very confident in describing the importance of sensible diet and exercise.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are now good. In nearly two thirds of the lessons seen, teaching was good or outstanding. In the best lessons staff quickly capture pupils' interest, and engage them in challenging activities. They have high expectations for behaviour and set a brisk pace. Where teaching is satisfactory, it is because the pace is slower and there is insufficient challenge and engagement for some of the more able pupils. Many lessons provide opportunities for pupils to work collaboratively, either in pairs or in small groups, and pupils are clear about what is expected of them. Activities are closely matched to pupils' abilities, enabling all to complete them productively. The school's new assessment procedures are generally good. They enable staff to match work more accurately to the needs and abilities of their pupils through more focused planning and to set targets that match pupils' needs, particularly in literacy and numeracy. In some subjects however, this is less well established: for example, there are good systems in place for planning and carrying out investigations in science but these are not used consistently well in all year groups. The deployment of specialist staff in the creative arts leads to work of a high standard.

Curriculum and other activities

Grade: 2

The school's curriculum is good. It is generally well matched to the differing needs of pupils, and includes cross-curricular links where these are likely to stimulate pupils to learn more. Where support assistants are employed, they make a valuable contribution to the effective teaching of the curriculum.

The curriculum is enhanced by regular theme activities, including an arts week and an Egypt week. Musicians visit the school regularly and over 10% of the pupils are currently learning to play a musical instrument. Regular visitors to the school include poets and drama specialists, and pupils in Year 2 and Year 6 take part in extended residential visits. Pupils from all year groups make regular visits out-of-school, including to the local library and art gallery. Pupils of both key stages have access to a wide range of extra-curricular activities, which include dance, choir and football.

Care, guidance and support

Grade: 2

The school provides good quality care and guidance for its pupils. All relevant procedures for safeguarding pupils and ensuring their health and safety are in place and the school carries out regular updates. Their safety in lessons is well secured. The

school adopts good practice in dress for physical education, for example, by rightly insisting that earrings are not to be worn by pupils engaged in sporting activities. Pupils know who to go to in school if they have a problem or hurt themselves. They told us they feel safe in school and parents agree. Academic care and guidance has improved substantially and the school now has very effective procedures to tell pupils the next steps they need to take to improve their work. It also tracks how well pupils are doing year-by-year.

Pupils who need extra support are identified early. Relevant support is given and the school does this in partnership with parents. Teachers and support staff are well trained and sensitive to the needs of vulnerable pupils. Good procedures ensure a smooth transition for children from nursery to the school. They have been recently reviewed by the governing body. Older pupils are now well prepared to move to secondary school. Communication between the school, parents and outside agencies is effective.

Leadership and management

Grade: 2

Leadership and management are good. The headteacher has worked resolutely to improve the achievement of pupils whilst continuing to ensure their good personal development. This has strengthened the school's overall performance and local reputation. He is a very capable manager of improvement and has a clear and precise view of how the school should develop in the future. The causes of the serious weaknesses identified in the last inspection have been dealt with effectively. The school has a very good capacity to improve further.

The impact on the school of the governing body has improved considerably since the last inspection and it is now good. Governors have a strong and positive influence on the school's campaign to raise standards aided by a productive relationship with managers, staff and parents. They have a keen and objective insight into how well the school is doing.

Planning is meticulous and sharply focused on the right priorities. All staff engage productively in planning for improvement. They share a strong commitment to raise standards by improving teaching, assessment and learning. They have the confidence, high morale and access to training to achieve this. In its efforts to improve, the school has made effective use of the support provided by the local authority.

Good systems have been developed to measure performance, for example, in the progress made by pupils, the quality of teaching, and the effectiveness of management. The school's own evaluation of its performance is accurate, thorough, well grounded in evidence and in tune with the evaluations carried out by the local authority. This good self-evaluation provides a solid foundation on which to build current and future improvement.

Senior management is good; middle management is satisfactory and improving. Both are significantly better than at the time of the last inspection. Members of the senior leadership team play full and effective roles in the school's development and running.

Subject coordinators have a growing understanding of their roles and have the time and the support of the headteacher to carry them out effectively. Most classroom management is good, although a few pupils in some classes need their behaviour to be better controlled.

Administration is good and the school runs smoothly.

The very large building is well managed. Classrooms are well organised and pleasant places for learning, although parts of the inside and outside of the building are in poor decorative order. The school's modest level of resources is very efficiently deployed. Value for money is good.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

We visited your school a few days ago to see how well you are all working. Thank you to those who talked to us and told us about what you do and how you get on in school. I promised to let you know what the inspectors think about what we saw.

We think that your school has improved a lot in the last few years. It gives you a sound education and most of you do quite well. Most of you enjoy your time in school and think that the teaching is more interesting than it used to be. You were certainly given a lot of interesting things to do in the lessons and activities we saw.

You are very well cared for by the staff who try their very best to keep you safe and ensure that you behave well. Most of you do behave well and try hard, but in a couple of classes we saw a few pupils not behaving as well as they should have been. Most of you know how well you are doing in lessons and your work is marked well most of the time by your teachers.

Most of you do well in English but your teachers need to help you to get better at mathematics. You enjoy the interesting investigations you make in some science lessons and your teachers now need to make sure that this kind of work is done as well in all classes as it is in some of them. Some of the work you do in art, design and technology and music is really good and the teachers help you develop your skills and ideas very well.

Most of the lessons we saw were well taught. We think your teachers need to get together to work out how to make all of the lessons as good as the best we saw and how to ensure that the most clever pupils are given work which is advanced enough for them.

We think that your school is now satisfactory. We also think that it has many good points and that the headteacher intends to make these even better in the future. We hope that you will all help him and the staff to do this.