



# Rainbow Forge Primary School

## Inspection Report

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**Unique Reference Number** 107005  
**Local Authority** Sheffield  
**Inspection number** 287675  
**Inspection dates** 28–29 November 2006  
**Reporting inspector** Bill Keast

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

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<b>Type of school</b>	Primary	<b>School address</b>	Beighton Road
<b>School category</b>	Community		Hackenthorpe, Sheffield
<b>Age range of pupils</b>	3–11		South Yorkshire S12 4LQ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 2487342
<b>Number on roll (school)</b>	315	<b>Fax number</b>	0114 2510841
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs M Stoneman
		<b>Headteacher</b>	Mr R Poole
<b>Date of previous school inspection</b>	2 July 2001		

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## **Introduction**

The inspection was carried out by three Additional Inspectors.

## **Description of the school**

This is a larger than average sized primary school on the outskirts of Sheffield, which draws its pupils from an area with social deprivation. An above average proportion of pupils have identified learning difficulties and/or disabilities and few pupils come from ethnic minority backgrounds. The school has gained the Investors in People standard.

## **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 providing good value for money.

The school is well led with a clear focus on raising pupils' attainment. Meeting the needs of every individual is paramount in its work. Together, these create the positive atmosphere within the school and guide all that the school does. Children join the Nursery with well below expected standards for their age. The good provision in the Foundation Stage ensures that, through regular assessment, work is well matched to their individual need and children are given exciting and challenging activities. As a result, although standards are still below average by the end of the key stage, children make good progress, particularly in developing their social skills. A typical parent comment is, 'Nursery staff have given my child a wonderful start to her school life.'

Good progress is maintained through the school, resulting from the good quality of teaching and the exceptional support and guidance that pupils and their parents receive. Pupils and their parents know the current standards of their work and pupils understand what they need to do next to improve. The school works well and effectively with external agencies and its parents in supporting pupils' learning and their well-being. At the end of Year 6, overall, standards are broadly average and have been rising year on year. Pupils' ability to express themselves well is a comparative weakness and some teachers are better than others at using every opportunity to develop this skill.

The school procedures for safeguarding its pupils meet current government requirements. The inclusion team works very effectively with pupils and parents to overcome barriers to learning. This results in a calm and purposeful atmosphere within which pupils can learn and develop. Rules and sanctions are clear and understood, and used consistently. Behaviour is good and pupils say they feel safe and free from bullying. Pupils like and respect their teachers. They enjoy coming to school and enjoy their lessons because, they say, teachers make learning fun. Nevertheless, some pupils do not attend as regularly as they should, despite the school's positive actions. The excellent range of opportunities and activities outside the curriculum plays a great part in widening pupils' experience and encouraging their personal development. Parents say the staff cannot do enough and their children have changed for the better. The school council is very effective in involving pupils in the development of their school and in contributing to the personal development of its members.

Regular monitoring by senior and middle leaders has ensured that the school has an accurate understanding of what it is doing well and where it might improve. Appropriate actions have been planned and taken to tackle these areas. These are having an effect, for example, standards are rising, but the anticipated outcomes are not always sufficiently clearly expressed to be helpful to the school and its governors in evaluating the impact of the actions. Improvement since the previous inspection has been good with all the identified issues being tackled. The school has a good capacity for further improvement.

## What the school should do to improve further

- Develop pupils' oral skills within all subjects.
- Clearly record the expected outcomes of planned action to help evaluation.

## Achievement and standards

### Grade: 2

Children join the Nursery with very low standards. While in the Foundation Stage they make good progress, particularly in developing the social skills needed to support their future learning. Standards at the end of Year 2 are below average and those at the end of Year 6 are broadly average. Standards at the end of both key stages are improving year on year. Test results rose significantly in 2006, as the school focus on raising standards through the close monitoring of progress and targeting support began to show its effect. The school exceeded its challenging targets in this year. Across the school, pupils make good progress from their earlier levels of attainment. Pupils with learning difficulties and/or disabilities make similarly good progress due to the quality of teaching and support they receive. There is no significant difference between the achievements of different groups of pupils.

## Personal development and well-being

### Grade: 2

Pupils' spiritual, moral, social and cultural development is good. Pupils say they particularly enjoy the themed days, which make an important contribution to their cultural development. They enthusiastically take a full part in the clubs and activities they are offered, developing healthy lifestyles through the many sporting activities available. Pupils' understanding of the anti-bullying procedures and the behaviour code is reflected in their good behaviour, care for one another and their feeling of security. Pupils work hard and concentrate well in lessons to learn and achieve. Attendance is below average. Innovative schemes to promote attendance have led to the good and rising attendance of many, but some pupils do not attend sufficiently regularly. Pupils' good progress in basic skills provides a firm foundation for their future learning. They take on greater responsibilities as they grow older; the youngest pupils contribute to the school community through tasks they undertake. Older pupils contribute through being merit captains or assisting in behaviour management. Pupils learn about the democratic process through the rigorous election processes for merit captains and school council membership.

## Quality of provision

### Teaching and learning

#### Grade: 2

The good quality of teaching is reflected in the consistency of planning, marking, high expectations of what pupils can achieve, good teacher knowledge, good relationships and good behaviour management. As a result, lessons proceed smoothly and without interruption. Pupils work hard on tasks that are at the right level to meet their learning needs. Lessons are brisk and enjoyable and pupils learn well. Helpful marking tells pupils both how well they are doing and what they need to do next. Teachers and pupils share a clear understanding of appropriate learning targets. These are prominently displayed and used effectively to motivate pupils. Some teachers are highly skilled in the use of questioning to challenge pupils and check their understanding. This approach is not consistently used to enable pupils to express themselves fully, explain and reflect on their learning. Teaching assistants work very well alongside teachers to support pupils and contribute significantly to their learning.

### Curriculum and other activities

#### Grade: 2

The curriculum meets all pupils' needs. It provides opportunities for the gifted and talented to shine and those with learning difficulties and/or disabilities to progress and develop. The extra-curricular and enrichment activities are outstanding with a particularly high take-up of activities by the pupils. The skills of staff and specialists are well used to support pupils' self-esteem, their behaviour and the development of skills. Developing pupils' understanding of healthy lifestyles, providing a firm foundation for their future learning and taking their part in society are particularly well supported. Music, art, craft and dance feature prominently in support of pupils' cultural development. Performing alongside Sooper Troopers, a group of adults with mental and physical disabilities, provides strong motivation and support for pupils' understanding of disability issues. The school environment is visually stimulating, reflecting pupils' work in a wide range of topics and providing motivation and support for their learning.

### Care, guidance and support

#### Grade: 1

Child protection arrangements and risk assessments are fully in place. Rules are simple and straightforward and understood by everyone. The social and emotional aspects of learning programme is building self-esteem and having a great impact on how pupils see themselves. The care team ensure a structured and consistent environment in which the pupils thrive and work together to achieve. The needs of the most vulnerable are very well met. The school has a deservedly high reputation for supporting pupils with complex needs through the work of the learning support team. Teaching assistants work tirelessly in supporting pupils in their learning and development. Academic

guidance is good. Beginning in the Foundation Stage, a rigorous system regularly records attainment and monitors progress. Parents are kept well informed and helped to support their children. Pupils know their targets that result from this monitoring and what they need to do to achieve them. This emphasis across all year groups is an important factor in the rising standards being achieved.

## **Leadership and management**

### **Grade: 2**

All staff and governors share in the drive to raise standards while maintaining a happy and healthy community. Regular planned discussion ensures all staff are kept well informed and involved in the development process. Care is taken to ensure that all staff understand new initiatives and practices as they are introduced. Subject leaders are fully involved in monitoring their subjects and leading colleagues in tackling any weaknesses this identifies. All staff work well together. Challenging academic targets are in place and a high quality of care is effectively promoted. School self-evaluation is accurate and effective action to tackle identified issues is taken. The school is working closely with the local authority in its drive to raise standards. Governors are very supportive of their school and keep themselves well informed about its strengths and weaknesses. They fulfil their legal requirements but are not sufficiently critical in their questioning of senior leaders or sufficiently involved in evaluating the impact of their planned actions. School development planning does not always identify clearly enough the anticipated outcomes of actions and this limits governors' ability to evaluate impact.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
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

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

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> 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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3
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**

Thank you for making us so welcome in your school and for helping us in the inspection. We enjoyed talking with you and seeing what happens in your school.

Your school is a good school and everyone works very hard to make sure that each one of you can benefit from what the school can offer. You get all the support and help you need. We agree with you that teaching is good. You clearly enjoy your lessons. You behave well, work hard and are very polite. The school looks after you very well. You know your learning targets and how to reach them and this is raising the standards of your work. You make good progress that starts, for most of you, from the time you enter the Nursery. Your teachers and other adults give you an excellent range of clubs and activities to enjoy and you show how you appreciate this by so many of you taking part with a great deal of enthusiasm. Through these activities and your lessons you are learning how to keep yourselves healthy and fit, how to get along with other people, to take a pride in yourselves and how best you can learn. Your school is giving you a good foundation for further learning and your future life.

Your teachers already have plans for what they need to do next to raise the standards of your work. To help all of you further we have asked that they take every opportunity to encourage you to talk about and to explain more fully your ideas and answers in all subjects. We have also asked your teachers to be clearer about what they expect from some of their changes so that they can more easily see if these have been achieved.

You are clearly fulfilling the first part of your school motto of 'learning together' and we hope you will continue to 'succeed forever'. Some of you need to attend school more regularly to get the full benefit of what your school provides.