

Mundella Primary School

Inspection report

Unique Reference Number	107006
Local Authority	Sheffield
Inspection number	287676
Inspection dates	27–28 June 2007
Reporting inspector	Jim Griffin

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

Type of school	Primary
School category	Community
Age range of pupils	5–11
Gender of pupils	Mixed
Number on roll	
School	284
Appropriate authority	The local authority
Headteacher	Ms Helen Bush
Date of previous school inspection	25 June 2001
School address	Mundella Place Sheffield South Yorkshire S8 8SJ
Telephone number	0114 2551348
Fax number	0114 2551348

Age group	5–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a somewhat larger than average primary school with mixed-age classes in most year groups. Only a few pupils are entitled to free school meals. Nearly all pupils are of White British heritage and speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is around half the national average, and the proportion of those with a statement of special educational need 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: 2

This is a good school where pupils achieve well, both academically and in developing their personal qualities. The quality of teaching and learning is good, as is the curriculum and the care and support for pupils. The school's leadership has some significant strengths, but managers do not currently collect and use data extensively enough as part of the self-evaluation process. Parents are overwhelmingly positive about what the school provides and achieves.

The school's pastoral care for pupils is a real strength. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils who join the school at various times during the year settle well, as they are made welcome by staff and pupils. Pupils feel safe and very well cared for. Academic guidance for pupils, through marking and target setting, is not yet a consistent feature across the school. All key aspects of pupils' personal development, including their spiritual, moral, social and cultural development, are good. Pupils clearly enjoy school and have good attitudes to all it offers, including their work in lessons. This is reflected in consistently good attendance. Behaviour is good inside and outside of lessons and pupils show good levels of respect, tolerance and where needed support for each other. They enjoy taking on responsibilities. They understand, for example, about the importance of healthy eating and exercise and understand how to stay safe. The school is good at providing pupils with insights on a wide range of cultures and societies around the world.

Pupils' academic achievement is good. This is because both teaching and pupils' attitudes to learning are good. Standards are broadly typical of those found nationally on entry to the Reception class. The quality of provision in the Foundation Stage is good, enabling pupils to make a good start in their development and learning. Pupils make good progress overall between Years 1 and 6, despite some variation in the quality of teaching and learning in Key Stage 2. They reach standards that are above average by the end of Years 2 and 6. The curriculum is good, giving pupils a rich experience right across its full range. There is effective enrichment through a range of visits, visitors, community events and a good range of out-of-school clubs.

Leadership, management and governance are all good. This is the key improvement since the previous inspection. The headteacher has established a clear sense of direction, while effectively encouraging and challenging everybody to become part of a shared enterprise. She is ably supported by senior staff. The monitoring of key areas that impact on pupils' progress is open and regular. Governors support the school well, making an important contribution to the thinking around premises refurbishment and staffing matters. Improvement since the previous inspection has been good and the school has a good capacity to improve further.

What the school should do to improve further

- Improve the collection and use of data on learning and pupils' progress so that the school becomes sharper at evaluating its work.
- Improve the quality of teaching and learning so that it is more consistent across Key Stage 2.
- Improve pupils' understanding of what they have to do to improve their work.

Achievement and standards

Grade: 2

Achievement is good. All groups of pupils make good progress, including those with learning difficulties and/or disabilities. Children join the Reception class, from a variety of pre-school settings, with knowledge and skills that are broadly similar to those found nationally, although early language skills are weaker than other areas. They get off to a good start. By the end of the Foundation Stage standards are usually somewhat above national expectations in all areas of learning apart from in communication, language and literacy where standards are typical of those found nationally. Pupils continue to make good progress in Key Stage 1, to reach overall standards that are significantly above the national average by the end of Year 2.

Across Key Stage 2, while pupils achieve well overall, their progress is not as uniformly good as in earlier years. This is largely because the quality of teaching and learning is less consistent in this key stage. Nevertheless, standards are usually significantly above average by the end of Year 6. Pupils achieve particularly well in reading. The school has rightly identified writing and mathematics as the areas where some further improvement in progress can be made. The school usually meets its appropriately challenging targets in English but does not always do so in mathematics.

Personal development and well-being

Grade: 2

Pupils are proud of their school. Older pupils cite 'very helpful and understanding teachers', friendships with peers and sporting achievements as the major reasons for this sense of pride. Pupils' personal development is good. They quickly grow in confidence. Pupils are polite and courteous and work well in pairs and small groups. They confirm that incidents related to bullying or racism are rare and are dealt with quickly and effectively. They behave well in lessons and around the school. The recent initiative on 'Building Learning Power' has had a positive impact on pupils' attitudes to learning. Parents greatly value the school's work in creating 'well rounded young people'. The school has a Healthy Schools award. The associated preparatory work has developed pupils' knowledge of the importance of regular exercise and a healthy diet. Pupils take on roles and responsibilities in the school such as being school councillors and playground friends. Given their good social development and good academic standards, pupils are well prepared for the next stage in their learning and later lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils have good attitudes to work and generally take pride in finished products. They participate enthusiastically in lessons, ask and answer questions, and are able to recall previous learning and link it to new learning. Discussions with partners help them clarify their thinking, making them more confident about sharing their ideas. In most classes, there is enough challenge for the more able and work is well matched to different ability levels. Teaching assistants work skilfully alongside teachers and make a valuable contribution to pupils' progress. The strength of teaching in the Foundation Stage is in the high level of adult support and interactions which encourage personal development and speaking and listening. Nevertheless, work scrutiny and observations show there is variation

in the progress pupils make through Key Stage 2, where sometimes there is a lack of pace and challenge. Marking does not always give pupils enough advice on what they need to do to improve their work.

Curriculum and other activities

Grade: 2

The curriculum is good and is adapted to motivate pupils, for example by providing regular cross-curricular themed weeks. The school provides a rich range of extra-curricular activities including science, art and a range of sports clubs. Pupils speak of these with enthusiasm, and trophies won in competitions with other schools are proudly displayed. Pupils in Key Stage 2 are able to learn a modern foreign language and musical instruments. These experiences enrich the curriculum and enliven pupils' learning. Adaptations of the curriculum for pupils with learning difficulties and/or disabilities ensure good inclusion and good progress. Provision in the Foundation Stage is a strength of the school and helps children get off to a flying start. As a result, children are excited by their learning and make good progress. Good use is made of the small outside area to extend learning. The school has plans to improve this important provision.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The very positive relationships between adults and pupils contribute to the happy and secure atmosphere that prevails. The school works effectively to ensure that pupils work and play in safe surroundings. Good levels of care are evident in the well established practices to ensure pupils' health and safety. Safeguarding procedures are particularly robust. Pupils feel happy in school and know that staff will listen to them and help them sort out any problems that may arise. Parents are confident that their children are safe and well cared for. The work of the learning mentor is especially valuable in making sure that vulnerable pupils take a full part in school life. There are good links with external agencies to support these pupils. Pupils with learning difficulties and/or disabilities make good progress because they are well supported, both in class and in small groups. Effective induction and transition arrangements help children settle quickly into Nursery, and to feel well prepared for their eventual move to secondary school. The support for pupils' academic progress, while satisfactory overall, lacks consistency in the quality of marking and target setting for pupils.

Leadership and management

Grade: 2

The quality of leadership and management has improved significantly since the previous inspection. This is reflected in the impressive response to the issues raised at that time. The curriculum is much improved and the accommodation has been effectively refurbished. Improvement priorities, related to writing and mathematics, are clear to all. Teamwork and staff morale are strong features. Performance management is used well to provide more focus to the work of staff and increase their involvement. There is strong emphasis on staff development and this is reflected in greater leadership capacity and contribution based on clear delegation.

The school has a secure overview of its main strengths and weaknesses and the quality of self-evaluation is satisfactory overall. However, the monitoring and evaluation of provision

does not currently include enough focus on pupils' performance and the information gained from the extensive programme of lesson observations. The governing body has become more strategic in its contribution; it has made a particularly important contribution to the accommodation changes and to discussions on staff restructuring. Governors have a good grasp of the school's strengths but still have some work to do to contribute effectively to discussions on pupils' progress.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	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	3
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?	2
The standards ¹ reached by learners	2
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

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	2
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.

Annex A

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	3
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

Inspection of Mundella Primary School, Sheffield S8 8SJ.

I am writing on behalf of my colleagues and myself, following our visit to your school. Thank you for welcoming us to your school and for being so friendly and helpful. We were pleased to find out that you like your school. We enjoyed our visit and want to share with you what we found. We found that your school is a good one, where you learn well not only in subjects but in the way your personal qualities develop.

What we liked most about your school.

- The school cares well for you, based on treating you all as individuals.
- You are happy and feel safe at school.
- You behave well both in lessons and outside, and your attendance is good.
- Those in charge of the school are good at their jobs.
- Your parents are pleased you come to this school.

What we have asked your school to do now.

- Become better at collecting and using information on your learning and progress.
- Make good teaching and learning the common feature of lessons in all Key Stage 2 classes.
- Give you a better understanding of how you can improve your work.