

Lound Junior School

Inspection report

Unique Reference Number	107053
Local Authority	Sheffield
Inspection number	287696
Inspection dates	2–3 July 2007
Reporting inspector	Terry McDermott

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	241
Appropriate authority	The governing body
Chair	Ms Jane Tune
Headteacher	Ms D Halliday-Bell
Date of previous school inspection	3 March 2003
School address	Lound Side Chapelton Sheffield South Yorkshire S35 2UT
Telephone number	0114 2848273
Fax number	0114 28487147

Age group	7–11
Inspection dates	2–3 July 2007
Inspection number	287696

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size two form entry school serves the district of Chapeltown, an area of some social advantage to the north of Sheffield. There are significantly more boys than girls on roll. The proportion of pupils eligible for free school meals is well below average, as is the proportion of pupils from a minority ethnic background. The proportion of pupils with learning difficulties and/or disabilities is average, as is the proportion with statements of special educational need. The school holds the Investors in People and Activemark awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with several good features. The very large majority of parents believe it is a very caring and friendly school where each pupil is valued and made to feel special, and inspectors agree.

Pupils' personal development and well-being are good because the school is successful in its aim of building a community where all have equal rights. Good care, guidance, and support develop pupils' confidence and self-esteem well, and raise their often low expectations of themselves. This contributes very effectively to their good personal development, and leads to well behaved learners who feel valued and want to do well. Pupils enjoy coming to a school which focuses clearly on their spiritual, moral, social and cultural development. As a result of this good provision, behaviour is good and attendance is excellent. This is a fully inclusive school where pupils feel safe and happy. Everyone benefits from the good relationships which follow.

Achievement is satisfactory. Pupils enter the school with broadly average levels of attainment in reading, writing and mathematics. As a result of satisfactory teaching and learning, they leave four years later with average scores gained in the national tests. This represents satisfactory progress over time. The amount of good teaching is increasing, but teaching is still not strong enough to drive standards up. The best lessons are lively and exciting, with tasks well matched to the needs of individual pupils, and here progress is good. Probing questions require pupils to think for themselves, and consequently understanding follows. On too many occasions, however, teachers talk for too long, and do not encourage pupils to engage actively in their own learning. Tasks set are sometimes too narrow and do not precisely meet the needs of all abilities; this slows the pace of learning for many pupils.

The curriculum is good. It offers a good range of activities in and out of lessons, which pupils enjoy. Their personal skills are actively promoted, and they gain a good understanding of healthy lifestyles and staying safe. The school makes good use of visits and visitors to the school to bring learning to life. Pupils with learning difficulties and/or disabilities are well provided for and so they achieve as well as their classmates.

Under the determined leadership of the headteacher, staff are successful in creating a friendly environment which pupils like. Despite significant staffing issues, the school has succeeded in raising standards since the last inspection, and in developing an excellent system for checking on the progress pupils are making. However, because of staffing changes, improving the quality of teaching and learning has proved more difficult to resolve. The headteacher readily accepts that the pace of change now needs to accelerate. She has already begun to implement strategies to make that change, for instance by monitoring learning much more closely, although the full impact has yet to be demonstrated in higher standards. Despite this, because the school has made significant improvements in English and mathematics standards since the last inspection, and has clearly improved the provision for pupils with learning difficulties and/or disabilities, inspectors judge that it has good capacity to improve further. The school gives satisfactory value for money.

What the school should do to improve further

- prove achievement and raise standards in English, mathematics and science.
- sure that work set in lessons matches the needs of individual pupils more closely.

- ve pupils greater opportunities to become more active learners in lessons.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

On entry to the school pupils have standards which are about what would be expected nationally for pupils of that age. Very strong and clear evidence, from the headteacher of that infant school, from the local authority and from the school's own robust and reliable assessment system, indicate that this has been the case for the last two years in succession. By the end of Year 6, for each of the last four years, standards in English, mathematics and science have remained very close to the national average. This indicates that pupils make satisfactory progress.

The school does not meet its targets, because they are unrealistically challenging, having been based on past unreliable assessment information. From Year 3 to the end of Year 6, all groups of pupils make satisfactory progress, including those with learning difficulties and/or disabilities.

Personal development and well-being

Grade: 2

Pupils like to come to school; this is summed up by the comment: 'This is a very friendly school that has a happy atmosphere.' They say they feel safe at school and they have a good understanding of how to stay healthy, by eating sensibly and staying fit.

Pupils' spiritual, moral, social and cultural development is good. They recognise and celebrate generously the achievement of others. They are keen to take on extra responsibility, for example by becoming members of the school council, acting as peer mentors for new pupils, or by acting as talking partners; this raises their self-esteem and confidence. Pupils raise money for charities by organizing bun and cake stalls, or by arranging traditional games. They take their roles very seriously.

Pupils are friendly, polite, well mannered and confident when talking with each other and adults, particularly outside the classroom. Some older pupils, however, are still reluctant to offer their opinions in class, and are not confident when working independently or taking personal responsibility for their own learning. Though many are developing well some of the attributes they will need after Year 6, their basic skills are not yet at a high enough standard to contribute sufficiently well to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

Lesson objectives are clear, shared with pupils, and mostly reviewed at the end of lessons. Relationships between adults and pupils are good, and this helps pupils to learn. Assessment procedures are excellent with teachers accurately tracking pupils' performance in reading, writing and mathematics. However, not all teachers make the best use of this data to speed up pupils' progress. In the best lessons, for example, teachers use this information to identify different outcomes for pupils of different abilities. They use a good range of questions which

make pupils think for themselves. This ensures that pupils make good progress. In some lessons, however, work is often not set at different levels, and this results in a lack of suitable challenge for all pupils. Learning slows as a result and progress is limited. Teaching assistants provide good support for pupils with learning difficulties and/or disabilities, ensuring that they are able to make satisfactory progress.

Curriculum and other activities

Grade: 2

Within the curriculum different subjects are beginning to be combined to improve pupils' understanding. This gives them opportunities to apply skills learned in one subject to another. This is leading to increased progress in Years 3 to 5, but has yet to show its full benefits to learning in Year 6.

Pupils benefit from a comprehensive programme of personal, social and health education, which encourages healthy lifestyles and personal safety. This is supported by good links with the local community, exemplified by regular visits from the community policeman, the school nurse and the local vicar. One third of the pupils take up musical tuition in a range of instruments, and all pupils develop and explore different skills in design technology and art, successfully encouraging appreciation and respect for other cultures. A good variety of educational and residential visits, where, for example, pupils can act the role of a Victorian pupil or take part in outdoor adventure challenges, enriches pupils' experiences. Volunteers successfully support a good range of after-school clubs, and play leaders work hard to provide activities that interest pupils, such as disco dancing at lunchtime.

Care, guidance and support

Grade: 2

Good safeguarding and child protection procedures are securely rooted in the school's day-to-day running. Recent flooding of the school's surrounding area highlighted the effectiveness of the school's new critical incident policy and ensured the safety of all pupils and staff. Parents and pupils appreciate the quality of care provided for each individual, typified by the comment: 'Teachers are always approachable if there is a problem.'

Strong links between the school and its feeder infant school ensure an effective induction to junior school life. Good links are in place with external agencies to support pupils who have learning difficulties and/or disabilities. Systems for transition to the next stage of education are equally well arranged, especially for vulnerable pupils who need extra help when making the move.

The school's excellent system for measuring the pupils' progress is thorough, accurate and increasingly effectively used to plan lessons that meet the needs of all pupils. It underpins the school's process for setting targets which enables pupils to set their own short-term goals. However, the system is not yet used consistently by all teachers.

Leadership and management

Grade: 3

The headteacher knows her school well. She has used time wisely to ensure that effective systems to support learning are fully embedded. This is particularly true, for example, of the

school's excellent and well understood assessment system for measuring and tracking the progress pupils make. A small but effective leadership group ensures that the school runs smoothly on a day-to-day basis. Governance is satisfactory. The governing body's active members each give generous support, encouragement, and growing challenge to different areas of the school. Because the school has successfully tackled most of the major issues identified at the last inspection, its capacity to make further improvement is good. Most parents strongly support the work the school is undertaking with their children, exemplified through the comment: 'What a fantastic school for any child to learn in. we are very lucky.'

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

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
--	-----------------------

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?	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	3

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	1
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	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
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?	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for your friendly welcome when my colleague and I visited your school recently. We really enjoyed talking to you and hearing what you thought about your school. Many of you told us that you thought the school was a very safe and caring place to be, and you liked being there. This is clearly the case because you attend school so well, and your behaviour is good.

We think that Lound is a satisfactory school with some good features, which I have listed here.

- It looks after you well, and helps you to become good citizens.
- The headteacher and her team pay very close attention to your care and well-being, and this helps you to feel safe and secure.
- There is a good curriculum which provides you with the opportunity to do lots of interesting things, and helps you to enjoy school and understand the world better.
- The school's method for checking on what you know and can do is very effective and easy to understand, and involves you in setting your own targets.

However, we also feel the school could do more to help you reach higher standards, and we have asked the school to do three things to help you improve your progress.

- Raise standards in English, mathematics and science.
- Break down the work set in lessons into tasks which challenge you all, and which meet your individual needs more closely.
- Encourage you to think for yourselves, and let you work more independently, instead of telling how to do things.

Each one of you will also have to play your part in this. You must keep coming to school as often as you already do, and you will have to do as much work in all lessons, as you presently do in some. We have every confidence that you can do it, because we saw examples of you working this way during our visit.

Thank you once again for your welcome, and the very best of luck for the future.