

Shooter's Grove Primary School

Inspection report

Unique Reference Number	107092
Local Authority	Sheffield
Inspection number	287711
Inspection dates	19–20 March 2007
Reporting inspector	Lesley Clark

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	3–11
Gender of pupils	Mixed
Number on roll	
School	405
Appropriate authority	The governing body
Chair	Mrs C Eaton
Headteacher	Mr Christopher Munt
Date of previous school inspection	8 October 2001
School address	Wood Lane Sheffield South Yorkshire S6 5HN
Telephone number	0114 2342268
Fax number	0114 2310343

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Shooter's Grove Primary school serves a largely residential housing area with pockets of social and economic disadvantage to the north west of Sheffield city centre. The proportion of pupils with learning difficulties and/or disabilities is above average and the proportion with statements of special educational need is much greater than usual. Attainment on entry to the Nursery is below that expected, especially in communication, language, literacy and social development. In common with other schools in the local area, the number of pupils is falling because of the declining birth rate.

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 are happy and keen to learn. Behaviour is outstanding because pupils know they matter and they want to give of their best. Parents think very highly of the school and are especially appreciative of the care and attention given to younger children. Provision in the Foundation Stage is good with some outstanding provision in the Reception classes in terms of stimulating teaching and an exceptional range of interesting outdoor activities. Over the past three years, standards at the end of Year 6 have improved considerably and are now above average in mathematics and broadly average in English and science. This is because of good leadership and management which accurately identified what needed improving and set about doing it systematically and efficiently. Governors are warmly supportive and knowledgeable. The school has extremely good relationships with parents which has had a marked positive impact on attendance and achievement. The school's view of itself is a little over-cautious in judging teaching and achievement but essentially provides a very clear overview of strengths and what needs to be done next. The school gives good value for money and has good capacity to improve further.

Pupils achieve well and from a below average starting point, the majority reach nationally expected standards by the end of Year 6. A large proportion exceeds them in mathematics and a smaller proportion in English. Pupils with learning difficulties and/or disabilities make good progress. Results have improved because of sharper assessment procedures that have enabled teachers to target pupils who need extra help and to challenge the more able. However, achievement dips in Year 1 because young pupils switch too suddenly to formal learning and teachers underestimate pupils' capabilities. The school has sensible strategies to raise standards in English that are proving effective. These do not, however, ensure that pupils have plenty of time to read, discuss and act out ideas and so develop a wide vocabulary to help them write well. As Year 6 pupils explained, 'Writing diaries and reports is easier but getting enough words and ideas for stories is hard.'

The good curriculum interests pupils and 'special weeks' each term enliven learning such as the recent one on books and authors. Pupils had great fun considering what made a bad writer, offering the following advice: 'You'll need some paper (any old scrap will do) and a pen that makes terrible blotches.'

The school gives good care, support and guidance to pupils, which helps them all to make good progress both personally and academically. Attendance has improved and is now above average, a reflection of pupils' enjoyment and commitment to learning.

Pupils have good awareness of healthy lifestyles and take part in a good range of sporting activities, including after school clubs. They are physically active and energetic in the playground and treat each other with respect and kindness. Monitors have privileges and responsibilities and the two-weekly rota based on good behaviour and general helpfulness ensures that most pupils get a turn. The school takes notice of pupils' views through questionnaires and interviews and pupils have some say in what goes on through the school council. However, the council has limited powers to carry through projects from start to finish and so tends to come up with suggestions rather than actions. Preparation for pupils' future economic well-being is satisfactory, for while they are literate and numerate, they have few opportunities to use their initiative or take responsibility for projects to help the school or the community.

Parents' views that 'this is a lovely school' and 'the management are moving the school forward in the right direction' are borne out by the results. The school is now going from strength to strength.

What the school should do to improve further

- Create more opportunities for reading, speaking and role-play to expand pupils' vocabulary and give them more ideas for writing.
- Develop strong links between Reception and Year 1 to raise teachers' expectations in Year 1 and improve infant pupils' opportunities to learn independently, practically and creatively.
- Provide further opportunities for pupils to use their initiative and organise projects to help the school and the community.

Achievement and standards

Grade: 2

Achievement is good; standards are broadly average. They are higher in mathematics and science than in English because pupils do not have a sufficiently wide vocabulary and so find writing difficult. National test results in 2005 and 2006 confirm above average standards in mathematics and average standards in English and science at the end of Year 6. It is a similar picture at the end of Year 2 where reading and writing standards are average and those in mathematics a little higher. From a below average starting point, children achieve well in the Foundation Stage, particularly in the Reception classes where teaching is outstanding. The trend in the school's results is upwards, with marked improvements over the last three years. The school sets realistic targets with a significant level of challenge which it meets.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Pupils are very enthusiastic about school and clearly enjoy their work. They are polite and helpful and play together exuberantly, relishing expending energy after listening attentively in lessons. A lot of pupils are involved in extra-curricular clubs and monitors take their duties seriously, proud of their red uniform that marks them out from others. Pupils feel safe in the school and are confident that if there is any bullying it is quickly sorted out. In class, pupils work well together, sharing ideas with partners or in a group. Although pupils' behaviour is exemplary and they have very good attitudes, they have too few opportunities to take a leading role in school based or community projects. Similarly the school council has little real responsibility beyond coming up with ideas and so opportunities for pupils to use their initiative constructively are rare.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good with examples of outstanding practice in Reception and in Years 2, 5 and 6. Teaching quality is more assured in mathematics than in English with a sharp focus on using mathematical language. Lively demonstrations, often involving pupils, thought-provoking questions and a strong emphasis on solving problems ensure effective learning because pupils apply what they learn. Teachers and teaching assistants cater well for

a very wide range of abilities and assessment is used well to identify those who need extra help. In most lessons, teachers miss opportunities to extend pupils' vocabulary and so when it comes to writing, pupils find it hard to express their ideas. Good teaching quality in the Foundation Stage means that children learn well from a wide range of exciting and enjoyable activities. Outstanding practice in Reception pushes children's learning on at a pace.

Curriculum and other activities

Grade: 2

The good curriculum provides a solid grounding in the skills of literacy and numeracy, successfully enriched by 'special weeks' each term such as 'healthy living'. The Foundation Stage curriculum is good with an outstanding outdoor curriculum for Reception children. The change from a creative and practical curriculum in the Foundation Stage to a formal curriculum in Year 1 is too abrupt and pupils' progress slows as a result. Provision for personal, social, and health education is good; that for citizenship is satisfactory. The school has a good range of extra-curricular clubs and a very wide range of educational visits and visitors to school which enliven pupils' learning.

Care, guidance and support

Grade: 2

The good provision for pupils' welfare means that they learn confidently because they feel protected. Child protection procedures are robust. The systems to support children with learning difficulties or who are gifted and talented are good and the school copes successfully with a wide range of learning needs, including disabilities. Good links with the neighbouring secondary school mean pupils have few worries about the next phase of their education. The systems to support academic progress are simple and effective and give a clear overview of progress. All classes have targets related to specific aspects of English and mathematics for different groups of pupils and so that they are aware of what they need to learn. In Year 6, pupils use individual targets very well to improve their work. Marking is satisfactory. The best gives both encouragement and points for development while some is rather cursory.

Leadership and management

Grade: 2

Good leadership, management and governance have ensured good improvement after a dip in the school's performance since the last inspection. Responsibilities are divided sensibly between the headteacher and senior leadership team. This enables changes, such as how pupils' progress is assessed, for example, to be carried out swiftly and effectively. A well thought out team approach underpinned by professional training, means that strategic and practical aspects of the school's work are shared. Consequently, new developments are applied consistently across the school. Forward planning accurately identifies priorities for development with literacy, including marking, the current main focus. A start has been made on easing transition between the Foundation Stage and Year 1 for small groups of pupils but not for the majority. Financial management is good and the governing body is fully aware of the financial implications of falling rolls and contributes well to decision making.

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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	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?	2
The standards ¹ 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

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	1
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	3
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?	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	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

Inspection of Shooter's Grove Primary School, Sheffield, S6 5HN

Thank you for your warm welcome and for being so polite and helpful during our visit. We really enjoyed talking to you and watching you learn and seeing you play outside. We were impressed by your outstanding behaviour and the way you treat each other with respect and kindness. You go to a good school and you are taught well. Many of you enjoy numeracy lessons so much because your teachers make learning fun. It certainly seems to be a happy place to work and play, both for you and for all the teaching staff, including the headteacher.

It is part of our job to look at what schools should do to get even better and we believe the following will help.

- We want your teachers to give you more opportunities for reading, speaking and role-play so you develop a wider vocabulary to help you in your writing so you can express your ideas more easily.
- We want the Foundation Stage to work more closely with Year 1 so young infant pupils have lots of opportunities to learn in a similar way to those in the Reception classes.
- Your behaviour is so good that we believe you should be given further opportunities to use your initiative and organise projects to help the school and the community. Your school council has some good ideas but does not have much chance to put them into practice because adults organise it for them.

We believe that these things will make your school better and that it will make learning more enjoyable and productive for you all.