

Royd Nursery and Infant School

Inspection report

Unique Reference Number	107057
Local Authority	Sheffield
Inspection number	309298
Inspection dates	23–24 October 2007
Reporting inspector	Jane Hughes

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	3–7
Gender of pupils	Mixed
Number on roll	
School	213
Appropriate authority	The governing body
Chair	Mr M Denton
Headteacher	Mrs M Lee
Date of previous school inspection	19 May 2003
School address	Carr Road Deepcar Sheffield South Yorkshire S36 2PR
Telephone number	0114 2882594
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average size school draws its children from a semi-rural area with favourable socio-economic circumstances. Fewer children than average are eligible for free school meals. Most children are of White British heritage and speak English at home. A smaller than average proportion of children have learning difficulties and/or disabilities. Most of the children in Reception have attended the school's nursery which offers part-time morning and afternoon sessions. The school has achieved Artsmark (silver), Activemark, Investors in People and Healthy School status. It is a Creative Partnership school until March 2008. The school completed the Primary Leadership Programme in 2006.

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. It provides an exciting curriculum full of challenge and stimulation that meets the needs of all children and results in their excellent personal development and well-being. Outstanding pastoral care and support for children ensure that they are increasingly aware of what it means to live healthy and safe lives. Adults are very good at offering daily reinforcement of these vital messages.

Parents are particularly appreciative of the school's close focus on improving children's thinking skills and problem-solving capabilities. A typical parent comment is, 'Importantly, my child craves knowledge, questions everything and has a very logical approach to problem solving.' Good leadership by senior staff and governors demonstrates a clear drive for success and this filters through all layers of management. The school has improved well since its last inspection. Rising standards, coupled with a well founded improvement agenda, demonstrate that the school has good capacity to improve. Well established links with the surrounding community confirm the school's high profile and strong reputation in the immediate locality.

Children's achievement is good. The good provision in terms of teaching, learning and the curriculum in the Foundation Stage starts children off well in their learning. Standards are consistently above average by the end of Year 2 in reading, writing and mathematics. Standards in information and communication technology (ICT) are also above average, an improvement from the last inspection. Children's good academic and personal development equips them well for their future success and well-being.

Children delight in school. Their excellent attitudes to learning and exemplary behaviour ensure a purposeful yet relaxed atmosphere throughout the school. First-class care and personal support encourage children to develop into confident individuals. They are well equipped to make decisions independent of adults and express strong views on what is right and wrong. Adults know children's capabilities well but do not always give children clear enough guidance on how to improve their work. Although children with learning difficulties and/or disabilities do as well as others, their targets for improvement are not always precise enough to pinpoint the progress they make in lessons. Consistently strong teaching, allied with a stimulating curriculum packed with creative opportunities, continues to enhance children's learning experiences and reinforce their love of learning. Parents comment favourably on the 'very creative and imaginative teaching methods'.

Effectiveness of the Foundation Stage

Grade: 2

Children join the school with skill levels expected for their age. They achieve well through Nursery and Reception so that by Year 1 most are working securely within and some beyond the expected levels in all areas. In 2007, they made best progress in their communication, creative and mathematical skills. The Foundation Stage is well led and managed and the staff have an accurate view of what individual children need to do to move on in their learning. Current systems do not provide an easily recognisable picture or feed smoothly into the final profile judgements required by the end of Reception. The school has recognised this and is partway through the process of changing how it assesses and records children's skills, particularly when they join the school. Children settle well because of the comprehensive induction programme. Similarly, at the end of Reception, they move seamlessly on into Year 1 because

staff prepare them and their parents so well for the changes they will experience. Staff have high expectations of children and this reflects in the calm and purposeful classrooms in which they learn. Staff work unrelentingly to ensure that children develop enquiring minds and problem-solving skills. This is a great strength of the provision. For instance, they learn how to bake bread and then work out how to make a bag secure enough to carry it home. Staff offer consistent support to children as they work through problems without giving them ready made solutions. As a result, children are becoming increasingly mature learners who develop thinking skills vital for their future success. Young children's attitudes and behaviour are exemplary and they show a real love for school. Excellent resources ensure that children make the most of their time, both outside and indoors. They learn how to stay healthy and safe and take an interest in the world beyond school. These skills stand them in good stead for their future well-being.

What the school should do to improve further

- Ensure that all children know their targets and what they need to do next to work at a higher standard.
- Ensure that the targets set for children with learning difficulties and/or disabilities are achievable, measurable and precise.

Achievement and standards

Grade: 2

Following on from the Foundation Stage, children continue to make good progress through the school. Standards have been consistently above the national average for the last five years. In 2007, girls outperformed boys in reading, writing and mathematics. Examples of high standards were observed in children's ICT skills, which are much improved from the time of the last inspection. Children with learning difficulties and/or disabilities achieve as well as others because the school ensures that they receive well directed, daily support. Nevertheless, the targets in their individual learning plans do not always focus clearly enough on the precise steps they need to take to improve.

Personal development and well-being

Grade: 1

Children enjoy every minute in school, say they feel safe here and gain the confidence they need to succeed. Parents typically say, 'My child cannot wait to go to school each morning.' Such positive reactions reflect in their good attendance and punctuality. Children arrive, eager and early, and enjoy working with their parents before school starts. Children are well aware of the high expectations adults have of them and they do not disappoint. They behave beautifully. The school actively promotes creativity, curiosity and compassion and these lead to children's outstanding spiritual, moral, social and cultural development. Children learn about their own culture and also benefit from links with another school that has a broader minority ethnic population. Children visit the school and recently shared in Eid celebrations. Children fundraise for those less fortunate around the world. Tasty lunches entice children to eat a healthy diet. They know that fruit and vegetables, along with regular exercise, help them to grow strong bodies. Children relish enrichment activities such as Spanish. The 'children's voice' is well heard through the school council. For example, councillors have set up a recycling project. Children's excellent attitudes to learning and their well developed literacy, numeracy, ICT and social skills equip them well for their future education.

Quality of provision

Teaching and learning

Grade: 2

All adults manage and motivate children well. Parents comment, 'Teachers managed to teach my child without her realising just how hard she was working.' Children find most lessons interesting, challenging and fun. Many aspire to attend the successful booster classes run by skilful teaching assistants. Teachers and teaching assistants work seamlessly together and promote effective learning in lessons by all groups of children including those with learning difficulties and/or disabilities. Teaching is particularly successful when children are given demanding tasks and much encouragement to facilitate learning. Teachers are skilled at telling children what they must do to succeed in lessons. However, some teachers do not always establish at the end of the lesson what children understand in enough detail so that they can build carefully next time on what children have achieved. The pace of some lessons is not always brisk enough and this slows learning at times. Marking usually acknowledges and celebrates children's efforts and achievements but does not always make them aware of what they need to do next to improve.

Curriculum and other activities

Grade: 1

The school's first-class curriculum is inclusive, creative, challenging and provides enjoyment through its variety. Healthy Schools status and awards of the Activemark and Artsmark provide clear evidence of the school's strong commitment to the promotion of diverse and healthy lifestyles. The curriculum breaks down barriers between subjects to make learning more relevant, interesting and often exciting. As a result, children steadily develop knowledge, skills and understanding. Art, music and ICT are strong features. Innovative work on animation and the provision of the 'mirror room' significantly aid motivation and enhance learning. Effective planning ensures that the promotion of literacy, numeracy and ICT skills is high profile and contributes to children's good progress. Personal and social development is given strong emphasis and lies at the heart of the school's work. Multifarious visits, visitors and special events add to children's enjoyment of learning. Visits such as to Whirlow Hall Farm, and visitors, such as an artist-in-residence, help to bring learning to life. Enrichment afternoons, extra-curricular activities and successful school performances, such as by the impressive choir, help stimulate children's interest and promote learning. As a result, children's horizons broaden considerably as they move through the school.

Care, guidance and support

Grade: 2

The school provides the highest quality pastoral care for all children. As a result, children flourish as they move through the school. Parents speak highly of the care and support their children receive. All staff know children well and are alert to their individual needs. Children feel safe and happy in school because they trust adults and confidently turn to them for help when needed. Secure procedures safeguard children's well-being, health and safety. The school works well with outside agencies to provide those who need extra help with necessary support. Secure academic guidance for most children ensures that the school assesses and tracks their progress carefully so that weaknesses are identified. As a result, pupils who are not achieving well enough are swiftly targeted for additional support. However, children do not yet know their targets

well enough to help them reach the next step in their learning. Some targets for children with learning difficulties and/or disabilities are not precise enough to help them improve.

Leadership and management

Grade: 2

The headteacher constantly 'raises the bar' for children so that they continue to achieve well and attain above average standards. The headteacher and deputy headteacher form a successful partnership and provide clear direction for the school. Leaders at all levels embrace innovation. Relatively new curriculum teams mirror the Foundation Stage areas of learning throughout the school. These provide continuity of approach in terms of teaching, learning and curriculum provision, although their impact is still to be fully realised. Staff monitor lessons regularly but some recorded observations lack a clear focus on what pupils learn. This inhibits the professional development of staff in terms of improving their classroom practice. Challenging governors are conscientious guardians of the school's vision. Their expertise helps children to achieve their potential. Leaders have an accurate picture of the school's strengths and priorities. This translates into effective development planning and supports children's improving academic and personal progress although some elements of self-evaluation overstate the school's current position. Efficient administrative and ancillary staff ensure that the school runs smoothly day to day. Most parents are very supportive and value staff highly. Some parents express concern over the effectiveness of home-school links. Inspectors investigated these concerns and found that the school establishes good communication with parents, listens to and acts upon their views and offers open-ended opportunities for them to come into school.

Annex A

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?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

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?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
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?	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

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

Thank you for being so helpful and friendly when I visited with Mr Pattinson. We both enjoyed chatting with you about school and looking at your work. We really enjoyed watching your animations and reading about 'Mr Twitchy Ali'. Many of you told us that you really enjoy school because people are 'kind' and 'considerate' (good word)! Lots of your parents also said how much you like school and that you, 'cannot wait to go to school each morning'. Your teachers will be very happy to read this.

My report tells everyone that yours is a good school. This is because teachers make lessons interesting so that you all learn well, know a lot and reach high standards. Your headteacher wants you to be good at thinking about and solving problems as these are important skills for the future. When something is very, very good I use the word 'outstanding' in the report. (I know it's a long word, but try to break it into smaller words. How many can you find?). The way you are growing into kind and sensible members of the school is outstanding for these reasons.

- You behave beautifully and are very happy at school.
- You know lots about how to keep healthy, fit and safe.
- You like to be given jobs for example as monitors and you do them very well.
- You help people who have less than you to live better lives.

This is a fine list. Being very good at all these things helps you to do well so you become useful citizens as you grow older.

Part of our job is to see what your school could do better. We found two things. We have asked your teachers to make sure that they set very clear targets for those children who need extra help in lessons. This will make it even easier to check that they are doing well. We also asked that all your teachers give clear guidance about what your targets mean and how to make each piece of work even better. You can help by checking exactly what it is you need to do better before you start work.

Very best wishes to everyone and keep 'new Barnaby Bear' safe in your school.