

Carterknowle Junior School

Inspection report

Unique Reference Number	106988
Local Authority	Sheffield
Inspection number	324503
Inspection dates	9–10 March 2009
Reporting inspector	Kate Pringle

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	7–11
Gender of pupils	Mixed
Number on roll	
School (total)	216
Appropriate authority	The governing body
Chair	Mrs Alison Warner
Headteacher	Mrs Carole Staniland
Date of previous school inspection	26 April 2006
School address	Carter Knowle Road Sheffield South Yorkshire S7 2DY
Telephone number	0114 255 2347
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Age group	7–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Carterknowle is a broadly average size, two-form entry junior school in a residential area of Sheffield. There is a rich cultural mix of pupils with over half from 14 different ethnic backgrounds, the largest of which is Pakistani. The number of pupils who are at an early stage of learning English is above the national average. Few pupils are eligible for free school meals. The proportion of pupils with learning difficulties and/or disabilities is below that of similar schools. The school has Investors in People status.

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 and improving school. It is a caring school in which relationships are positive. The headteacher and her staff know the pupils well and there is a positive atmosphere which promotes racial harmony in this school of such a rich cultural mix. The school now has a clear focus on attending to the areas of its work requiring improvement.

The standards reached by 11 year olds in English, mathematics and science are broadly average and their achievement is satisfactory overall. After two years in which standards declined, the indications are that standards for pupils currently in Year 6 are rising. Pupils' achievement is in line with expectations. Pupils with learning difficulties and/or disabilities receive appropriate interventions and attain expected levels. Vulnerable pupils' needs are met well. They feel secure and make good progress. Pupils who are at an early stage of learning English receive good support, which improves their understanding of what they are required to learn.

Overall, the quality of teaching is satisfactory. There is some good teaching which promotes pupils' good progress. However, not all teachers make full use of information about pupils' achievements to plan challenging work in every subject. This means that the progress of different groups of pupils is not consistent across the school. However, strategies that have been implemented to improve pupils' writing have been particularly successful. Pupils now have increased opportunities to use their writing skills in different areas of the curriculum.

Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Relationships between pupils are good and pupils are largely well behaved and manage their emotions well. Pupils understand how to stay healthy and safe. They make a positive contribution to the community as they seek to improve their school community and the wider world. Most pupils enjoy school. However, some speak of a lack of involvement in lessons. This reflects a curriculum which, although satisfactory overall, lacks sufficient excitement and enjoyment for pupils. The wide variety of activities outside lessons is much appreciated and activities are well attended by pupils. Visits, visitors and the effective partnerships with external organisations extend learning and contribute well to pupils' enjoyment of school. Pupils are adequately prepared for their next stage of education.

Leadership and management are satisfactory. The recently formed leadership team has signposted a clear turning point in the school's development. The implementation of strategies for improvement is beginning to accelerate pupils' progress. However, not all assessment information is evaluated effectively or fast enough to drive improvement in all areas of the school's work. As a result, although curriculum leaders are improving their skills, they do not always know how well pupils are performing and what needs to be done to improve work in their subject. Most parents are supportive of the school and speak well of relationships with teachers. Governors are well informed and they consider how best to support the school through new initiatives, for example in the recent update of resources to promote pupils' learning in information and communication technology (ICT). The school provides satisfactory value for money.

What the school should do to improve further

- Ensure that all teaching is consistently good or better so that all pupils are effectively challenged, understand how well they are performing and know how they can improve.

- Enrich the curriculum to add excitement and enjoyment to increase pupils' interest and to accelerate their progress.
- Sharpen monitoring and evaluation to ensure that the impact of changes to provision is clearly identified to help leaders and managers to improve the school further.

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

In the 2007 national tests, the standards reached were broadly average for Year 6 pupils in all subjects, but some pupils had made less than satisfactory progress from their above average starting points. This continued in 2008, where standards in English and mathematics were broadly average as indicated by the 2008 provisional national test results. However, standards were higher in science. School data and targets for 2009 indicate an improving picture and higher expectations for the proportion of pupils reaching the higher Level 5. Current school data indicates that pupils in Year 6 are on track to achieve their challenging targets, including the proportion achieving at higher levels. However, progress across the school remains inconsistent. Pupils with learning difficulties and/or disabilities respond well to interventions and, as a result, their progress is satisfactory. Those at an early stage in speaking English achieve well due to the well focused support they receive.

Personal development and well-being

Grade: 3

In this happy and supportive school pupils show consideration for others through their positive attitudes. Relationships are good, pupils feel safe and they are confident that someone will listen to them if they are concerned. Pupils' spiritual, moral, social and cultural development is satisfactory overall. A particular strength is the way in which pupils from a wide range of cultural backgrounds work and play together, which increases their understanding of how people have different values and needs.

Most pupils enjoy coming to school. This is reflected in their good attendance. They understand the benefits of regular exercise and eating a balanced meal. They join in the wide range of extra-curricular physical opportunities, which impacts well upon their appreciation of a healthy lifestyle. Most pupils behave well and develop into sensible young people. Members of the school council are enthusiastic about their potential to become even more independent in leading initiatives which represent pupils' views on how the school should improve. For example, they have successfully run an awareness campaign for parents and pupils about healthy eating through a 'what constitutes a healthy lunchbox project. Opportunities for pupils to take responsibility and to be involved in enterprise projects, using their academic skills, add to their personal development and contribute satisfactorily to their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory overall. Teachers enjoy positive relationships with pupils. Almost all pupils work hard and want to succeed. They particularly enjoy those lessons where learning is practical and in which they take part in active discussions. Pupils' interest and their attainment in writing is improving as teachers make increasing links between subjects and give pupils more opportunities to write at length. However, in some lessons the pace is slower, pupils' participation in learning is less well managed and some get restless, so restricting their learning. In the best lessons teachers share lesson objectives and work is well matched to the different needs of pupils. However, as a result of some relative weaknesses in the quality of teachers' marking and target setting, not all pupils are confident about how well they are doing, or what they need to do to improve their work. This means that some pupils do not always make the progress of which they are capable. Teaching assistants make a positive contribution to the satisfactory progress made by lower ability pupils and those with learning difficulties and/or disabilities. The teaching of and support for pupils who are at an early stage of speaking English is good. Work is well matched to their needs and they make good progress.

Curriculum and other activities

Grade: 3

The school's curriculum is satisfactory, but lacks excitement. Pupils noted, 'We would like to be more active while we are learning.' Some links are made between subjects to make learning relevant to pupils but this is not fully developed. Pupils relish such opportunities when they are planned. For example, when engaged in a recent topic on habitats they enjoyed using links between mathematics and science. Recent developments have strengthened the curriculum in English, mathematics and science. This is helping to raise standards. Opportunities to write in different subjects are improving pupils' literacy skills and raising standards in English.

The school has updated resources to support pupils' work in ICT. This is providing teachers with the tools to develop and extend pupils' skills, which have not been promoted well enough in the past. Also recent is the introduction of the Social and Emotional Aspects of Learning (SEAL) programme to promote pupils' personal, social, health and citizenship education. This is beginning to increase most pupils' understanding of relationships, health issues and their role as effective young citizens. A good range of visits and visitors help to enliven learning. Pupils enjoy taking part in active learning, for example during the Year 3 Roman day and the Year 5 visit to Eden Camp. However, there are currently too few opportunities of this nature and activities for the creative arts are limited. Pupils keenly attend the good range of additional sporting and exercise activities, which promote their physical development well.

Care, guidance and support

Grade: 3

Much of the care, guidance and support is good but shortcomings in academic guidance make this aspect satisfactory overall. Safeguarding procedures are in place and health and safety requirements are fully met. Strong links with outside agencies ensure that the social and emotional needs of pupils are fully addressed and that the welfare of vulnerable pupils is always paramount. Provision for pupils with learning difficulties and/or disabilities is well organised

and interventions now have a greater impact on their progress. Careful consideration is given to the needs of pupils who are at an early stage of speaking English and the well managed support programme helps them to make good progress. The recently introduced systems for monitoring pupils' progress and tracking their academic achievement are not always used to best effect. This is because not all teachers use this information well enough to match tasks to individual pupils' needs. As a result, not all pupils make consistent progress from their entry point.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The headteacher has a clear ambition for the school. The shared responsibility and accountability of senior leaders are now contributing to raising standards as underachievement is tackled. Key leaders are monitoring and evaluating the school's performance more effectively. The monitoring of teaching and learning is established. However, its focus is not always sharp enough to pinpoint areas of strength, which might be shared as a model of good practice, or areas of weakness, which need to be addressed to improve the overall quality of teaching and learning.

Leaders' analysis of data identifies lower achieving pupils who are not making enough progress. This enables the school to intervene with appropriate support. However, data is not yet used effectively enough to address the needs of all pupils and, as a result, some groups do less well than others. Self-evaluation is not yet accurate enough. It does not make full use of the views of all those involved in evaluation of the school's work. While most parents are highly supportive of the work of the school, a small minority have concerns about communication with the school and how their views are taken into account.

The school's duty to promote community cohesion is satisfactory. Leaders build strong links with the diverse communities that the school serves but have not yet evaluated the quality of that provision or how to develop it further. The school's work to promote inclusion and equality is satisfactory as it works towards ensuring that all pupils make good progress. Governors are very supportive of the school. They are now more involved in monitoring its overall performance and are better informed as to what needs to be done to ensure further improvement. For example, they seek to strengthen academic performance. There has been satisfactory improvement since the last inspection and there is a satisfactory capacity to improve further.

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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?	3
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 capacity to make any necessary improvements	3

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/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The extent to which learners adopt healthy lifestyles	3
The extent to which learners adopt safe practices	3
The extent to which learners enjoy their education	3
The attendance of learners	2
The behaviour of learners	3
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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

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	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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**

Inspection of Carterknowle Junior School, Sheffield, S7 2DY

Thank you so much from the inspection team for the warm welcome you gave us when we came to inspect your school. We really did enjoy listening to you about what you thought of your school, your work and the people who teach you. We heard that most of you enjoyed the opportunity to be taught new things, but that some of you wanted to learn by being more active and creative.

Staff take good care of you and you feel safe in school. You are considerate of others and you have good relationships with adults and with each other. Many of you help in the running of your school, for example, by serving on the school council or by acting as play activity leaders. Well done! You told us how much you enjoy the after-school clubs, especially the wide range of sports, street dancing and drama. We also know how much you appreciate the visitors and visits out of school that help make your curriculum more interesting.

Your school is providing you with a satisfactory education. Most of you reach the standards expected for your age. You make satisfactory progress in your learning, but some of you could do even better if you had harder work. You can help by always doing your best and continuing to involve yourselves fully in the life of the school.

Part of my job is to tell the school what it needs to do to help you do well. This is what I have asked your school to do.

- Make sure that all teaching is always good so that each one of you has work that makes you think. Also for your teachers to better help you to understand how well you are doing and to tell you what to do next so that you can improve your work.
- Make what you learn more exciting and enjoyable so that you are more involved and active in lessons.
- For everyone who runs the school to make sure that they use all of the information available to help make your school even better.

Thank you again for your welcome. I wish you every success for the future.