

# Lound Infant School

## Inspection report

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<b>Unique Reference Number</b>	107062
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	324517
<b>Inspection dates</b>	10–11 February 2009
<b>Reporting inspector</b>	Ronald Cohen

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	178
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr A Williams
<b>Headteacher</b>	Mrs Cheryl Barteczko
<b>Date of previous school inspection</b>	5 July 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Sherburn Gate Chapelton Sheffield South Yorkshire S35 2EU
<b>Telephone number</b>	0114 2463412
<b>Fax number</b>	0114 2463412

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<b>Age group</b>	5–7
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is a small school in the north of Sheffield. Pupils come from mixed backgrounds but the socio-economic characteristics of the community are a little above average. The proportions of pupils eligible for free school meals are below those usually found. The proportion of pupils who have learning difficulties and/or disabilities is also below average. However, since the time of the previous inspection the number of such children in the school has doubled. The large majority of pupils are of White British heritage. The school has achieved Basic Skills and Activemark awards and is working towards the Healthy Schools Award.

## 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, in which pupils make good progress. Some aspects of its work are outstanding. These are the excellent care, guidance and support and a very positive school climate, which lead to outstanding personal development and well-being for pupils.

Unsurprisingly, the vast majority of parents hold very positive views about the school and most are extremely pleased with both the care and education provided for their children. Typical comments from the parents' questionnaires included: 'My son has made a wonderful start to school life. He has made lots of friends; he thoroughly enjoys all aspects of school, and can't wait to go to school every day.'

Pupils achieve well throughout school because of the good teaching and a well-planned curriculum. Children start the Early Years Foundation Stage of their education in Reception, which they enter with a range of skills and abilities that are broadly as expected, except in writing and linking sounds and letters, which are below expectations. The introduction of a phonics programme is beginning to accelerate children's progress in this area. Overall, children make good progress across the areas of learning so that by the end of Year 2 standards are well above the national average in mathematics, are above average in reading, and average in writing, which remains the weakest of the subjects studied. Nevertheless, overall, this represents good progress in relation to pupils' starting points. Pupils of all abilities and backgrounds achieve well, given their capabilities. This is due to effective tracking, good teaching and good support, which fully engage them in their learning. Teachers have good subject knowledge, plan and organise lessons well, and give good attention to pupils' differing learning needs so that they are motivated and keen to learn.

Curricular enrichment is good. After-school clubs, extensive use of the school grounds, visitors and special events enhance the school's good curriculum and make a positive contribution to pupils' outstanding personal development. In addition, pupils benefit from opportunities to collaborate with others and help and support each other through, for example, being playtime buddies. The school's strong links with schools in the Gambia increase pupils' knowledge of the global community. Pupils' knowledge of the local and United Kingdom (UK) communities is not so strongly developed. The school does not yet fully benefit from a strategy which would underpin the good aspects of community cohesion it provides.

The school is well led and managed. The school has a clear understanding of its strengths and weaknesses, and works hard to address them. The headteacher sets the pace of change, and is well supported by her senior team and staff. Governance is good. Governors ask the right questions to ensure continued progress. A positive school climate has been created for pupils to learn and staff to work. A shared mission provides good direction for the future. The school gives good value for money and demonstrates a good capacity to continue to improve.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children join Reception with skills broadly in line with national expectations. However, because they come from a variety of pre-school providers, or straight from home, these skills vary. Children make good progress in their Reception classes because of the strong emphasis on speaking and listening skills and on encouraging social aspects, such as teamwork in the daily activity of making toast. Parents are happy with the arrangements for children to settle in the

Early Years Foundation Stage. Children echo this; as one child said, 'On your first day you are a bit worried and want your mum, but on the second, you are OK.' Parents like the school's encouragement to them to participate in their children's learning. The school is waiting for staff to receive approved paediatric first aid training. Nevertheless, children are well cared for. Their social development is outstanding and they form strong relationships with staff and each other. They learn to share, take pride in their successes, and play together. They develop a good understanding of the wider world through the creative use of play both in and outside the classrooms. Children's learning is tracked and assessed well in order that the school can pick up where there are areas of underachievement. Teamwork is good in the Early Years Foundation Stage and the provision is well led and managed. The curriculum is adapted flexibly according to children's interests and in response to gaps which children have identified themselves in their own learning. The curriculum is continuously under review to make sure that it prioritises child-initiated activities.

### **What the school should do to improve further**

- Improve standards in writing throughout the school.
- Effectively and strategically plan opportunities for pupils to increase their understanding of the diversity of local and UK communities.

## **Achievement and standards**

### **Grade: 2**

Children enter the school with skills expected for their age. By the time they leave at the end of Year 2 their standards, though having declined slightly since 2006, remain above average overall. They are significantly above average in mathematics, above average in reading, and average in writing. This shows that pupils made good progress overall given their starting points and capabilities. Pupils' progress is further underlined when the changes in the cohorts of pupils at the school is looked at. Between 2006 and 2008, the numbers of pupils with learning difficulties and/or disabilities doubled. These pupils make good progress in line with their peers because of the excellent additional support, both in and outside the classroom, which the school provides. In the current Year 2 cohort, over a quarter of pupils have learning difficulties and/or disabilities. Nevertheless, the school is on track to meet the high targets it has set, which is to maintain above average standards overall. The school recognises that writing remains comparatively weaker than other subjects, and has introduced programmes to increase standards.

## **Personal development and well-being**

### **Grade: 1**

Pupils display exceptionally strong personal development. They respond well to messages delivered in their assemblies over personal safety and working together. They know the differences between right and wrong and mostly make appropriate choices in their actions. They have a great capacity to enjoy the different learning opportunities offered to them. To see pupils dancing at the start of the school day or spontaneously gasping in wonder at slides of snow sculptures created for the winter Olympics, and laughing at rather less elegant structures of snowmen, is testimony to their joy of childhood and of school. Visitors are immediately struck by the enthusiasm for learning that pupils show in the school. A stream of pupils constantly want to share their skill in stacking cups, or talk about the instructions they have sent for games to children in the Gambia. Pupils feel safe in school. Some pupils do display

challenging behaviour, but this is never allowed to disrupt learning for others and overall behaviour is outstanding, because, 'You have to work hard and behave well to get a sticker.'

Pupils enjoy taking responsibility in the school. 'Light monitors' and 'the recycling gang' contribute to pupils' awareness of environmental issues. School councillors lead strong moral initiatives such as anti-bullying campaigns and encourage their friends to join in national initiatives such as the Royal Society of the Protection of Birds (RSPB) Big Bird Watch. Pupils have a very good understanding of healthy lifestyles and exercise. They enjoy keeping fit. Attendance is exemplary and reflects pupils' enjoyment in coming to school. Pupils have good skills, which will stand them in good stead for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Good teaching has a positive impact on pupils' progress. Teachers successfully create a positive classroom atmosphere and this gives rise to strong relationships and good learning. Pupils know what they are expected to learn because teachers effectively share the purpose of the lesson with the class at the start. Pupils are attentive and respond well to their teachers' clear instructions and explanations. Activities and tasks are generally well matched to pupils' abilities and needs. As a result, pupils are suitably challenged and their interest is maintained. They make good gains in their learning. Teaching assistants are effectively deployed and make a valuable contribution to learning, particularly for pupils who need additional help with literacy and numeracy. The marking of pupils' work is constructive and helpful. Good work is praised and comments help them to improve. In the best lessons, teachers ensure that time slots are adequate to allow for in-depth checking of pupils' learning. In some classes, however, such time slots were not always sufficient.

### **Curriculum and other activities**

#### **Grade: 2**

The curriculum is good. It is highly successful in promoting pupils' personal, social, health and citizenship needs. It provides for the pupils' good progress, both socially and academically. The curriculum promotes a creative approach to thinking and writing through the 'Talk for Writing' programme and planning performances, such as Snow White, where all aspects of the curriculum are drawn together. Use of information and communication technology (ICT) to raise the achievement of pupils is successful and the school is exploring ways of ensuring that ICT is accessible in all lessons for every subject. The outside environment of the school supports a good range of physical activities among pupils and offers them opportunities, for example through planting flowers for Sheffield in Bloom, to gain a greater understanding of sustainable developments and the natural world. Pupils' cultural development and self-expression benefit from the school's close link to a school in the Gambia. There is a constant drive to extend these aspects, through fundraising and communicating by post and email. Individual education plans accurately reflect how the curriculum needs to meet the needs of each child. Pupils access a wide range of extra-curricular activities that strengthen their cultural, academic, and physical skills, for example in choir, and in Taekwondo, dance, film, and gardening clubs.

## Care, guidance and support

### Grade: 1

Arrangements to safeguard pupils, and ensure their welfare and health and safety, are outstanding. Risk assessments are regularly reviewed and any aspect identified as putting pupils in danger is remedied. The school makes very special efforts to care for its most vulnerable pupils and their families and these efforts more than meet current requirements. The school has very close links with outside agencies to ensure pupils' well-being. This frequently allows the school to identify specialist training needs for its staff, and ensures that pupils with identified learning difficulties and/or disabilities have the benefit of the most up-to-date guidance. The setting up of a 'nurture group' is a good example of how far the school is prepared to go to meet the needs of individual pupils. Pupils are very motivated to learn because of the excellent academic guidance they receive and because they enjoy having targets and assessing their own and their peers' work. Their work is tracked carefully and provision matched to help pupils seen to be faltering in their progress. Standards of marking are high and commentary gives pupils clear direction as to what they need to do to improve their learning.

## Leadership and management

### Grade: 2

The long-term rather than a quick-fix approach established by the headteacher is proving to be very effective. The result is a happy school with good overall standards. An understanding of how pupils, especially boys, learn underpins the school's approach to raising achievement. The school has an accurate picture of its strengths and areas for development. It sets its sights high. It has not yet reached its goal of 'excellence for all'. Subject leaders share fully in the process of monitoring the work of the school and taking responsibility for raising standards. This has enabled strong, long-lasting improvements to be made in mathematics and is beginning to have an effect on writing. The school promotes equal opportunities extremely well, and uses its resources, particularly its human resources, very effectively to promote pupils' learning and well-being. Governors take an active role in meeting their responsibilities. They provide an appropriate level of challenge and fully support the work of the school. School leaders recognise that the promotion of all aspects of community cohesion would benefit from an underpinning strategy.

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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?	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 capacity to make any necessary improvements	2

**Effectiveness of the Early Years Foundation Stage**

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

**Achievement and standards**

How well do learners achieve?	2
The standards <sup>1</sup> 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/or disabilities make progress	2

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<sup>1</sup>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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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
The extent to which learners enjoy their education	1
The attendance of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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?	1

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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 eliminated	1
How well does the school contribute to community cohesion?	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**

Inspection of Lound Infant School, Sheffield, S35 2EU

Thank you all for the lovely welcome you gave to us when we visited your school. We found you all to be very helpful and friendly. Your school is a good school and you make good progress here.

What we liked most about your school.

- Your school makes very special efforts to care for you and you are developing lots of good habits, like coming to school very regularly and behaving very well when you are in school.
- We liked the way you enjoy taking responsibility around school, like working for the school council, saving energy and recycling.
- Because of the good learning opportunities you receive from your teachers and other adults, you really enjoy coming to school and show enthusiasm for learning.
- When teachers are marking your work they show you how to improve and you enjoy checking your own and your friends' learning.
- Your school sets its sights high and knows its strengths and weaknesses well.

What we have asked your school to do now.

- Draw up a plan to give you more opportunities to know and understand the world beyond school.
- Make sure the teachers continue to help you to improve your writing skills.

We believe that these things will make your school even better than it is now. Of course you can help by continuing to come to school every day and to do your best in class.