

Lound Junior School

Inspection report

Unique Reference Number	107053
Local Authority	Sheffield
Inspection number	336796
Inspection dates	10–11 February 2010
Reporting inspector	John Foster

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 of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Ms Jane Tune
Headteacher	Mrs Cheryl Bartevezao
Date of previous school inspection	2 July 2007
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Introduction

This inspection was carried out by three additional inspectors. Over half of the inspection time was devoted to evaluating the quality of pupils' learning. The inspectors visited 13 lessons and observed eight teachers. They held meetings with governors, staff, groups of pupils and visitors to the school. They observed the school's work, and looked at the school's development planning and documents relating to safeguarding, the governing body minutes, children's records and school policies. Analysis was made of the 69 parental questionnaires returned along with those from the pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by different groups of pupils
- the attainment levels reached by pupils
- the effectiveness of the school's arrangements for community cohesion
- how well the new federation is working in relation to managing the school

Information about the school

The school is about the average size for primary schools. Since the last inspection the headteacher left to take up another post and the school was linked to the local infant school as a federation of schools. The headteacher of the infant school was appointed as executive headteacher for the federation and the deputy headteacher of the junior school became the head of school, with particular responsibility for this school. Children start in Year 3, with most having attended the local infant school prior to their entry to this school. Almost all pupils are of White British heritage with a small percentage of pupils from other minority ethnic groups. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs is average. The percentage of pupils eligible for free school meals is well below average. The school was awarded the Activemark for 2008/2009.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school where pupils achieve well. The good teaching allows pupils to make good progress. The senior leadership team is effective, with clear plans for the school's long- and short-term future. Following the creation of the federation of this school with the feeder infant school in September 2009, the strong partnership between the executive headteacher and the head of school ensure that pupils are given the best education possible. Since the previous inspection the school has successfully addressed the main issues for improvement. Governance is good, an improvement since the previous inspection. The head of school's expertise, linked to that of the executive headteacher, and the school's record of recent improvement, place it in a good position to maintain improvement.

When pupils start at the school, their attainment is average. National data indicate that previously inadequate progress has improved and was satisfactory in 2009. The school has implemented many successful strategies to improve attainment and progress. In recent years, senior leaders have developed secure systems for tracking pupils' progress based on the effective assessment of their work. The introduction of more effective planning means that the quality of teaching is now consistently good; pupils make good and at times outstanding progress in lessons. This has had a positive impact on standards. Pupils' attainment has been improving so that it is now above average, especially in English. In 2009, the percentage of pupils reaching the expected Level 4 was above average, though the percentage reaching the higher Level 5 remained broadly average. The school is aware of this difference. Senior managers correctly analyse that assessment data are not always used well enough to plan work that challenges more able pupils sufficiently. Strategies are being put in place to ensure that the more able pupils progress as rapidly as their peers. It is too soon to judge their effectiveness.

A major factor in the improved progress is the quality of teaching. At the previous inspection teaching was judged to be satisfactory. During this inspection all teaching seen was at least good, with about one third judged as outstanding. The curriculum is good. While supporting pupils' development in English, mathematics and science, it has been developed effectively to enable pupils to extend their learning further in other lessons and beyond the school day. Pupils are cared for well. They say that they feel totally safe in school and evidence supports this view. Because the school places so much emphasis on ensuring pupils' safety, this area of its work is outstanding. Pupils enjoy school immensely. Their comments showed just how much they like school. One pupil, for example, wrote, 'In lessons we have a little bit of fun at the same time as learning.' Pupils' behaviour is good and this, along with their positive attitudes to

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learning, helps them to maintain good progress.

The school enjoys good relationships with parents and has developed good links with the receiving secondary school. Though pupils' spiritual, moral, social and cultural development is good overall, the cultural element is not as strong as the other areas. This links closely to the school's arrangements for developing community cohesion, which are satisfactory. While the school has good links to the local community, pupils' awareness of communities nationally and globally are not as well developed.

What does the school need to do to improve further?

- Raise attainment levels for the more able pupils to ensure that a greater percentage reach the higher Level 5 by:
 - using assessment data more effectively to focus on the learning needs of these pupils
 - planning specific learning tasks for the more able to ensure that they make the best progress possible.
- Improving pupils' awareness of cultures other than their own by:
 - developing an action plan for the promotion of community cohesion
 - developing more effective links with schools and communities in the United Kingdom and further afield in order to raise pupils' awareness of other cultures.

Outcomes for individuals and groups of pupils**2**

The current Year 6 are on track to maintain similar levels of attainment to those attained in 2009. There has been major development in the use of English and mathematics in other subjects, enabling pupils to practise their literacy and numeracy skills throughout the school day. For example, during the science lessons they discuss what they need to do to complete their tasks and then they feed back their findings to the rest of the class. An important factor in improving learning has been the introduction of a programme, designed to give pupils more confidence in organising their own learning. The major result of the improvement strategies has been to improve standards and sustain them, so that they are now above average. Pupils of all groups, including those with special educational needs and/or disabilities, make similar levels of progress.

Pupils told inspectors that they feel safe in school, that there is always an adult with whom they can share problems and that they are always listened to. This is an outstanding area of the school's work. Because of the staff's high expectations, pupils' behaviour is consistently good and, at times in lessons, is exemplary. Because pupils enjoy school so much their attendance is excellent. Attendance levels have been consistently high, with the percentage of unauthorised absence falling year by year.

Pupils understand that they should eat healthy food and take regular exercise. They are aware of the dangers of drug and alcohol abuse and outside agencies are used well to support their learning about these matters. They take an active part in the many sporting activities provided by the school. Pupils are given many opportunities to partake

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in activities in the local community. Within school they serve on the school council and say their views are valued. They undertake duties when they support other pupils in the playground. They participate in sporting events within the area and enjoy good links with local churches.

Pupils' spiritual, moral, social and cultural development is good. They have a very strong understanding of right and wrong and this is displayed in their lives at school. Their social skills are very well developed and this is used to good effect in class when they happily discuss aspects of their work with learning partners. While they have a good understanding of cultural aspects such as art and music, their knowledge about the wide cultural mix to be found beyond their local area is limited.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Pupils now make good progress because of the high quality teaching they receive. Teachers plan lessons well, take into account the different attainment levels of their pupils and provide appropriate work to enable the great majority of pupils to progress well. At its best, teaching is inspirational and pupils react very well to their teachers. In

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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a Year 6 geography lesson about life in Gambia, they were fully involved throughout, discussing and recording their ideas relating life in Gambia to their own lives. Teachers are aware of individual pupils and give good support for all ability levels. This support is often provided by the good teaching assistants, who perform their role well. Teachers assess pupils' work carefully and use the information gained well to support future learning.

The school has undertaken a close assessment of its curriculum and as a result, has introduced greater links between subjects, giving pupils many opportunities to extend their learning in all lessons. The decision to concentrate on a specific area of learning as a school topic has been successful. For example, during the inspection, the afternoons were organised for scientific study. Pupils worked with other children from all age and ability groups on specific tasks relating to movement. This work also enhanced pupils' social skills well. The school organises many activities beyond the school day to extend pupils' learning, including sporting activities, music and drama. Many visits are organised to support learning, such as when pupils from Year 6 visit an activity centre for a residential stay. Pupils in Years 3 and 4 are taught Spanish, while French is taught in Years 5 and 6. Music forms an important part of the school's work and pupils are given opportunities to learn to play a wide range of instruments.

Pupils are confident and happy because they know that the staff care for them well. Relationships between pupils and between pupils and adults are good. Pupils overwhelmingly say that they enjoy their life at school and this is evident in their attitudes to adults and to each other. The learning environment is such that if pupils are struggling with any aspect of their work, they readily discuss this with other pupils or their teachers, knowing that they will get the help they need. Arrangements for child protection are good and staff know the procedures to follow. Pupils with special educational needs and/or disabilities receive appropriate support helping them to achieve well and make good progress. The transition arrangements for movement to the receiving secondary school are good and pupils are well prepared for their future education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Although at an early stage of its development, the senior leadership team shows a strong vision for the federation and this is shared by all in the school. The head of

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school has led the school for five terms as acting headteacher, and during this time undertook the evaluation of the school's work. She and the governors have a clear picture of what the school does well and what needs to be improved. During her time as acting headteacher, the school has made significant progress in raising attainment and in ensuring that pupils make good progress. Since the federation was formed, the executive headteacher's expertise has raised expectations even further. The governors are very supportive to the school and the staff. While monitoring the school's work well, they are not involved in evaluating its performance at the earliest stages.

The school has developed good relationships with parents, though a few parents say that they would appreciate better forms of communication. Good partnerships have been developed within the local area to support the school's work. The formation of the federation has further strengthened links with the infant school. The school's arrangements for promoting community cohesion are satisfactory. While local links are well established, there is limited development to help pupils to understand cultures beyond the local area. Ensuring that all pupils enjoy equal access to all aspects of the school's activities is paramount to the school's ethos. All groups of pupils are included in all activities and those experiencing difficulties in learning are given good support.

Safeguarding arrangements meet government guidelines, with effective policies and procedures in place. The school undertakes regular reviews to ensure that all policies are up to date. All staff are aware of their roles and responsibilities in safeguarding pupils.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

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Views of parents and carers

Most parents support the work done by the school in educating their children. A few parents indicated that they would like more information about what is happening at the school. Inspection evidence indicates that the school provides good information to parents through the regular newsletters sent out for them.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lound Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 69 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	0	41	0	4	0	0	0
The school keeps my child safe	31	0	36	0	1	0	0	0
The school informs me about my child's progress	22	0	41	0	4	0	6	0
My child is making enough progress at this school	20	0	40	0	8	0	0	0
The teaching is good at this school	25	0	40	0	25	0	0	0
The school helps me to support my child's learning	22	0	43	0	2	0	0	0
The school helps my child to have a healthy lifestyle	22	0	43	0	4	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	20	0	40	0	4	0	0	0
The school meets my child's particular needs	22	0	40	0	5	0	0	0
The school deals effectively with unacceptable behaviour	20	0	35	0	9	0	4	0
The school takes account of my suggestions and concerns	18	0	39	0	10	0	0	0
The school is led and managed effectively	26	0	38	0	4	0	0	0
Overall, I am happy with my child's experience at this school	27	0	35	0	5	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



12 February 2010

Dear Pupils

Inspection of Lound Junior School, Sheffield, S35 2UT

Thank you for the welcome you gave to the inspection team when we came to inspect your school recently. I would like to thank you for helping us with our work and to tell you what we found out about your school.

You are fortunate to go to a good school where the staff care for you and work hard to give you a good education. You told us that you enjoy school because your teachers make learning fun and that they tell you how you can improve your work. You are taught well and because most of you attend school regularly you are able to make good progress in your learning. Your behaviour is good and you all get on well with each other. You told us that you feel safe in school and that if you have a problem there is always an adult who will help you.

Many activities are organised for you outside normal school, for example, sport, music and drama and many of you take the opportunities given enthusiastically.

In order to make your school even better, we have asked your headteacher, the staff and governors to:

- make sure that you all, including more able pupils, reach the highest standards you can in your work
- make sure that you know more about the lives of people from the many different cultural backgrounds in this country and in the rest of the world.

You can help them by continuing to work hard and making sure that your behaviour stays as good as it is now.

Yours sincerely

Mr John Foster

Lead inspector

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