

Charnock Hall Primary School

Inspection report

Unique Reference Number	107097
Local Authority	Sheffield
Inspection number	336811
Inspection dates	9–10 June 2010
Reporting inspector	Andrew 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	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Mrs C Matthews
Headteacher	Mrs Margaret Anderson
Date of previous school inspection	10 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 19 lessons and observed 13 teachers. The inspectors held meetings with governors, staff, parents and groups of pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan and an analysis of the school's records of pupils' progress and attainment. The inspection team analysed 223 completed questionnaires from parents and carers as well as a number of questionnaires completed by pupils and staff.

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

- children's achievement in the Early Years Foundation Stage
- the progress girls make in mathematics
- how well all staff contribute to improving the school.

Information about the school

This is a larger than average-size school. The proportion of pupils known to be eligible for a free school meal is below average. The percentage of pupils with special educational needs and/or disabilities is average. The vast majority of pupils are from White British backgrounds. The school has a breakfast and after-school club managed by the governing body. The school has achieved Healthy Schools Status and the Silver Artsmark.

The headteacher and the deputy headteacher were appointed to the school after the last inspection. There is a children's centre on site which supports parents and children in the local area, the provision of which is not a focus for this inspection.

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. Pupils of all abilities, including those with special educational needs and/or disabilities, make good progress and are well prepared for the next stage in their education. Pupils behave well and their involvement in the school and wider community is outstanding. The headteacher provides clear and effective leadership and is well supported by her staff and governors. Parents and carers welcome the school's warm atmosphere and appreciate its friendly ethos and high expectations of their children. 'Teachers go out of their way to make things interesting. My child is always enthusiastic about her lessons and the many other opportunities she is provided with,' represents the views of many.

Children enter the Early Years Foundation Stage with skills that are largely typical for their age. They leave Year 6 with above average standards. Their progress is slower in mathematics than in English. This is because opportunities are missed to reinforce pupils' learning of mathematical skills in other subjects. Pupils are eager to learn and feel safe and valued. They successfully take on many responsibilities and are significantly involved in projects to improve the local environment. Lessons are practical and well planned. Pupils' work is closely matched to their needs. In the very best lessons, pupils make exceptional progress because teachers ensure that they are imaginatively involved in assessing and improving their own work quickly. Well planned themes link different subjects and make learning meaningful and exciting. This has a particularly positive impact on the development of pupils' English skills. The school provides specialist teaching in art, dance and music, leading to high quality work.

There are good procedures to keep pupils safe and the school provides strong support to its most vulnerable pupils. All leaders, including the hard-working governing body, make a good contribution to accurate self-evaluation. They monitor the impact of provision on pupils' achievement and use this information well to bring about improvement. The standard of pupils' work and the quality of provision have continued to rise since the last inspection and the school has a good capacity for further improvement.

What does the school need to do to improve further?

- Ensure that pupils' progress in mathematics improves, by:
 - providing regular and demanding opportunities for pupils to practise and refine their mathematical skills through other subjects
 - ensuring a strong focus on the quality of learning in mathematics when lessons

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are monitored

- making certain pupils are fully engaged in assessing and improving their own work in mathematics to reach precise and challenging targets.

Outcomes for individuals and groups of pupils

2

Pupils are proud of their work and present it well. They make good use of a wide range of visual information around the classroom to structure their learning, and to improve their knowledge of literacy, but to a lesser extent of numeracy. Standards in mathematics are not as high as in English, but the gap has narrowed significantly since the last inspection. Nevertheless, pupils' overall progress is good and both boys and girls achieve well. Standards are above average and the results of national assessments reflect this. Pupils' progress and attainment in science have improved well since the last inspection as a result of the emphasis given to first-hand, practical investigations. Their skills in reading, writing and information and communication technology (ICT) are used well in other subjects and this contributes to the progress they make. This is less effective in mathematics because opportunities are occasionally missed to practise and improve their skills in other subjects. The needs of pupils with special educational needs and/or disabilities are accurately assessed and then addressed well to ensure that these pupils make good progress.

Pupils' eagerness to be involved in all the school offers underpins their good learning. They have an exceptionally strong influence on the life of the school and the local community, including designing and fund-raising for a local recreation area. They take their many responsibilities seriously because they go through a rigorous application and interview process before working as councillors and buddies. Pupils are punctual and their attendance is above average. Pupils have a good understanding of how to live a healthy lifestyle, which is reflected in the snacks and meals they eat. They grow their own vegetables and enterprisingly not only use them in school meals, but also market them commercially in chutneys. This makes a good contribution to their future economic well-being. Pupils are tolerant and thoughtful towards others because of thought provoking assemblies and good opportunities to explore social and emotional issues in many lessons.

These are the grades for pupils' outcomes

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

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	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
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	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching has continued to improve since the last inspection and is sometimes outstanding. Very constructive relationships ensure pupils' positive attitudes and good behaviour. The purpose of lessons is shared clearly with pupils and they are engaged well in improving their own work. In the outstanding lessons, pupils are set very precise targets closely matched to their needs and teachers consistently ensure everyone is engaged and interested in achieving them. For example, teachers use tight timescales and create an ethos of friendly competition to involve all abilities. They make very good use of ICT and other resources to grab pupils' attention. Learning is often made exciting through teachers' fast paced questions and their high expectations of pupils to think deeply about their work. In less effective lessons, teachers give pupils too long to complete tasks or do not ensure that everyone is engaged in all parts of the lesson. Teachers and teaching assistants make regular and detailed records of pupils' progress during lessons. They use this information effectively to guide pupils and to give them the skills and knowledge to improve their own work.

The curriculum is broad and challenging. A wide range of visits, visitors and activities before- and after-school bring learning to life. Information and communication technology is used well in many subjects to engage pupils' interest. For example, creating digital animations based on Greek Myths motivates well pupils' writing. The school has recognised the need to develop opportunities for pupils to practise and refine their mathematical skills through other subjects, although this is not yet fully embedded. The school makes good use of specialist teachers' skills and support assistance, to promote high quality work in several subjects and to provide well focused support for

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pupils who are not making all the progress they could. There is careful tracking of the achievement of pupils with special educational needs and/or disabilities. Teachers make good use of this information in lesson planning to set work to match the needs of these pupils and to ensure they have good access to all subjects. This is complemented by the good quality support given to pupils and their families in vulnerable circumstances.

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?

The experienced headteacher has instilled a strong sense of purpose and determination amongst everyone involved in school life, which is increasing the pace of change and ensuring improvement. Her open and inclusive style is greatly appreciated by parents. 'What stands out to me is the visibility of the headteacher. She is always available for a chat and regularly welcomes children to school each day,' typifies their views. The senior leadership team is well organised and efficient. Staff are reflective and take good advantage of well planned opportunities for professional development. There are effective evaluation procedures to promote improvements in all aspects of the school's work. Lessons, progress data and pupils' work are regularly observed and analysed for a wide range of purposes by staff and governors. Occasionally, however, lesson observations focus more on the activity of teachers rather than the impact on all pupils' learning and this hinders their effectiveness in spreading the best practice and promoting pupils' better progress in mathematics.

The governing body is well informed and holds the school to account extremely well through well planned monitoring procedures. Health and safety is managed well and there are strong procedures for safeguarding pupils. Good systems to support vulnerable pupils and to challenge the more able ensure good equality of opportunity. The school has an appropriate action plan for developing community cohesion based on strong links with other local schools. However, the development of global links and pupils' understanding of sustainability are less well established. The governors provide robust financial management and fulfil their statutory requirements. The school gives good value for money.

These are the grades for leadership and management

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

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	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

When children start school their skills vary but are generally typical for their age. They get off to a strong start. Children of all abilities, including those with special educational needs and/or disabilities, make good progress. By the time they start Year 1, standards are at least average and increasingly above. There are good systems to support children and their parents and carers when they first start Reception and to help them to quickly settle in. Good links with other providers, including the children's centre, contribute to children's smooth beginning and later transition to Year 1. Good welfare arrangements and very positive relationships ensure that children feel safe and secure. There are fun and imaginative programmes to help children make good progress in early reading and writing. There is a good balance between adult-led activities and those that children choose for themselves, which contribute well to children's personal development. The children are proud of their work and eager to show what they can do. Children enjoy exploring the range of stimulating learning activities both indoors and outside. The school has identified the need for children to have greater access to outdoor opportunities, even in inclement weather, and are making positive progress towards making improvements. The use of assessment to improve children's learning is good, but the 'learning journals', which contain records of children's progress and development, are not always clear enough to help parents and carers to support their children fully. The Early Years Foundation Stage leader and her team have clear roles and are constantly seeking ways to improve the provision further. They identify strengths and weaknesses well and act effectively upon them. As a result, the Early Years Foundation Stage is well placed to continue to improve.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Over half of parents and carers responded to the questionnaire. They are largely positive about the school and recognise its many strengths. Parents and carers praise the leadership shown by the headteacher and the care and concern shown by all staff. They feel that their children receive very good support and are challenged to achieve well. A small minority of parents and carers feel that pupils do not always behave well and that misbehaviour is not always handled well. Inspectors found no evidence of this. The inspection team agrees with parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Charnock Hall Primary 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 223 completed questionnaires by the end of the on-site inspection. In total, there are 396 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	126	57	92	41	3	1	0	0
The school keeps my child safe	118	53	99	44	4	2	0	0
The school informs me about my child's progress	81	36	124	56	18	8	0	0
My child is making enough progress at this school	85	38	122	55	11	5	0	0
The teaching is good at this school	100	45	114	51	9	4	0	0
The school helps me to support my child's learning	77	35	133	60	11	5	1	0
The school helps my child to have a healthy lifestyle	85	38	127	57	9	4	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)	80	36	125	56	10	4	1	0
The school meets my child's particular needs	85	38	125	56	10	4	0	0
The school deals effectively with unacceptable behaviour	60	27	130	58	22	10	7	3
The school takes account of my suggestions and concerns	66	30	131	59	7	3	7	3
The school is led and managed effectively	97	43	113	51	5	2	2	1
Overall, I am happy with my child's experience at this school	103	46	109	49	9	4	1	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



11 June 2010

Dear Pupils

Inspection of Charnock Hall Primary School, Sheffield, S12 3HS

Thank you for the warm welcome you gave the inspectors when we visited your school. We very much enjoyed talking to you. You are right to be proud of it because it is a good school. You say you feel safe and appreciate the good care that all adults show to you. You told us that your lessons are fun and you enjoy the clubs you take part in. You know how to live healthily. The vegetables you grow help the school serve nourishing meals and to sell a range of tasty chutneys. You make an excellent contribution to the way that the school is run through many responsibilities such as Job Squad, school councillors, Environment Officers and many more activities.

Your school provides you with a good education. The headteacher and her staff work really well together to help you to learn and to make things better for you. They take good care of you. You make at least good progress in English, mathematics and science. The standard of your work is above average. Your music, dance and art work is of especially good quality. You are taught well and given many exciting things to do at school.

To help your school become even better, we have asked your headteacher and governors to find ways to help you improve your mathematics skills even further through your work in other subjects.

Yours sincerely

Mr Andrew Clark

Lead inspector

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