

# Sharrow Nursery, Infant and Junior School

## Inspection report

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<b>Unique Reference Number</b>	134302
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	341452
<b>Inspection dates</b>	26–27 January 2010
<b>Reporting inspector</b>	Krishan Sharma

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	481
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Colin Havard
<b>Headteacher</b>	Ms Lynne Ley
<b>Date of previous school inspection</b>	5 November 2006
<b>School address</b>	Sitwell Road Sheffield South Yorkshire S7 1BE
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## Introduction

This inspection was carried out by four additional inspectors. The majority of time was spent looking at learning. The inspectors observed 17 teachers in 22 lessons for periods typically lasting between 20 and 30 minutes. They held meetings with two governors, including the chair, staff and groups of pupils. They observed the school's work, and looked at some of the school's policies and procedures, pupils' written work and tracking data used to monitor pupils' progress. Inspectors analysed 132 parents' and carers' questionnaires as well as those completed by Key Stage 2 pupils and staff.

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

- pupils' attainment and progress, particularly in Key Stage 2
- the quality of teaching and learning, particularly in literacy
- the effectiveness of monitoring and evaluation in securing improvement.

## Information about the school

This is a larger-than-average primary school. In September 2007 it moved to a new building. Nine out of ten pupils are from minority ethnic groups, of whom pupils with Pakistani background are by far the largest group. The overwhelming majority of pupils speak a language other than English at home. Currently, 35 different languages are spoken. The proportion of pupils entitled to free school meals is more than twice the national average. The proportion of pupils with special educational needs and/or disabilities is well above the national average. Provision for the Early Years Foundation Stage comprises a 52-place Nursery and two Reception classes. There is a breakfast club and after-school provision. The school provides registered childcare for 30 children aged 0 to 3 years which is managed by the governing body. This provision was inspected as part of this inspection. The school holds the Healthy Schools Award.

**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?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

Sharrow school provides a satisfactory quality of education. It has some good features, particularly in terms of developing pupils' personal qualities and the level of care provided for them. The school's work with its own community and further afield make an outstanding contribution to community cohesion. School leaders work hard and successfully to integrate pupils from diverse religious, cultural and linguistic backgrounds into the life of the school. They have handled the amalgamation of two schools into one with sensitivity and a sense of purpose. The school's excellent engagement with parents and carers helps them to play a constructive role in their children's education.

Pupils make satisfactory progress from their very low starting points but their attainment remains low overall, particularly in English and mathematics, by the end of Year 6.

Although progress is satisfactory, as it was at the last inspection, it is improving securely. Children get off to a good start in the Early Years Foundation Stage where teaching is effective and enables them to make good progress. Teaching is satisfactory, overall, in Key Stage 1 and 2 with some good teaching spread across the school. Generally, this ensures that most pupils, including those who speak English as an additional language and those with special educational needs and/or disabilities, make at least satisfactory progress. In all lessons teachers give a high priority to developing pupils' literacy skills. At its best, teaching captures pupils' interest and leads to good learning and progress. Where teaching is satisfactory, work given to pupils is not always matched well to their needs, particularly the more able. Lessons move at a slow pace and teachers use a narrow set of teaching strategies that do not prepare pupils enough to work independently. Marking is inconsistent across the school and does not always give clear advice on what pupils need to do to improve their work.

The effectiveness of the school's self-evaluation is satisfactory. The systematic analysis of data clearly enables the school to identify pupils who need additional support. However, senior leaders do not make enough use of the data to give precise insights into the progress made by different cohorts and groups of pupils to raise achievement. The monitoring of teaching and learning through lesson observations and pupils' written work is not robust enough to iron out the unevenness in teaching quality. The school relies too heavily on its informal monitoring to keep it informed about its work. The need to formalise self-evaluation processes and to involve all leaders and staff is fully recognised. Since the last inspection the school has dealt with the issues satisfactorily and it has a satisfactory capacity to improve.

The curriculum is good and provides a wide range of first-hand learning experiences and enrichment activities that successfully promote pupils' personal development and raise awareness of wider world issues. Pupils' behaviour is good. Pupils of different faiths and

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heritage relate very well to each other reflecting the school's commitment to community cohesion. Pupils are well cared for in a caring, harmonious environment.

**What does the school need to do to improve further?**

- Improve pupils' progress and attainment, especially in English and mathematics by:
  - developing their higher-order literacy skills, particularly in writing
  - increasing opportunities for pupils to acquire and apply these skills across the curriculum
  - promoting pupils' independence in their learning.
- Raise the quality of teaching and learning to at least good overall by:
  - ensuring that all lessons are matched well to the needs of different groups of pupils, particularly the more able
  - giving clear guidance through marking on how pupils may improve their work
  - broadening the range of teaching strategies used in lessons.
- Increase the effectiveness of monitoring and evaluation on improving outcomes for pupils by:
  - establishing formal systems
  - collecting, analysing and using the full range of evidence to gain a clear insight into the progress made by groups and cohorts in order to raise achievement
  - engaging all leaders and staff in the monitoring and evaluation processes and strengthening relevant skills, where necessary.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

In lessons most pupils behave well and are keen to learn. When given the opportunity to share ideas with their peers, they do so with enthusiasm, although with limited fluency. In lessons they find interesting, for example when they were learning French, pupils are visibly excited and make good progress. Often in mathematics pupils' understanding lags behind their practical skills in handling number.

Children join the Nursery with very low levels of skills for their age. Almost all speak English as an additional language and many have poor social skills. They make good progress in the Early Years Foundation Stage. In Key Stages 1 and 2 pupils made at least satisfactory progress, overall, in most of the lessons observed. The national results at the end of Key Stage 2 for the last three years confirm overall low attainment, particularly in English. Currently, attainment is below average in mathematics but shows some improvement and it is not as low as in English. The school's analysis of data indicates that attainment in English is heavily affected by pupils' underdeveloped writing

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skills. Senior leaders fully recognise that accelerating pupils' progress in writing remains a challenge for the school. Pupils who speak English as an additional language make satisfactory progress from their starting points. However, the lack of a secure grasp of literacy skills limits their learning and achievement overall. In some lessons teachers give emphasis to building a range of vocabulary within a particular theme or topic. This helps pupils' communication skills and confidence in expressing themselves. Pupils with special educational needs and/or disabilities also make steady progress in lessons and benefit from the close attention they receive.

Most pupils say that they feel safe at school. They have a good understanding that they need to eat healthily and take regular physical exercise. Many of them enthusiastically participate in extra-curricular activities after school. Pupils make a good contribution to the school community and are keen to promote a positive image of their school. Despite slight fluctuations, attendance remains average. Growing confidence in applying basic skills and the ability work to with their peers and adults equip pupils satisfactorily for the world of work. Pupils have a strong sense of right and wrong. As a result of pupils' access to a wide range of religious and cultural traditions in the school, they acquire a deeper understanding of the differences and similarities between them. These opportunities and pupils' reflection on their experiences in lessons advance pupils' spiritual development well.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3

<sup>1</sup> 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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<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>
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## How effective is the provision?

In lessons most pupils are interested in their work. In all lessons teachers focus on the acquisition of literacy skills. Teachers manage behaviour well. The teaching assistants are productively deployed to support pupils who find learning difficult. Often these groups include those with special educational needs and/or disabilities and those who speak English as an additional language. The interactive whiteboards are used well in explaining and illustrating ideas. Occasionally, work given to pupils is insufficiently matched to their needs. Some lessons move at a slow pace and pupils make limited progress as a result. Teachers' introductions and instructions are far too long in some lessons and leave pupils limited time to practise their skills independently. Teachers have targets for pupils, but their use and the quality of marking in helping to improve pupils' learning is inconsistent.

The curriculum provides a good range of activities, including those that strongly focus on pupils' personal development. Many pupils enjoy participating in the numerous extra-curricular activities on offer. Educational and residential visits are frequent and their value in enriching the life experiences of pupils is fully recognised by staff, and parents and carers. The curriculum caters effectively for first-hand learning experiences to aid pupils' acquisition of language. Links between subjects, including information and communication technology, to add interest and enjoyment are increasing. The use of literacy skills across the curriculum is beginning to provide some opportunities for broader contexts for writing.

Care, guidance and support are good. The school continues to emphasise the value of good attendance and its hard work is paying off, as attendance is now average. Parents and carers feel happy that the school ensures their children's safety and that it meets their children's particular needs. Induction and transition arrangements are a real strength. Individual pupils who need academic and personal support are quickly identified and they are effectively supported through the skilful deployment of additional staff and external support. Those attending the breakfast and after-school clubs are well catered for.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

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The headteacher and other leaders are committed to ensuring equality of opportunity and that pupils of all backgrounds are integrated fully into school life. To achieve this ambition, the school has identified priorities that advance pupils' personal as well as academic development. The school is successful in ensuring that pupils develop their personal and social skills. The collection and analysis of assessment data feature strongly in the school's monitoring of individual pupils' progress and making decisions about where interventions are needed. The use of data for tracking cohorts and groups of pupils is yet not as strong in order to raise achievement further. Other aspects of monitoring, such as observing the quality of teaching and learning and the scrutiny of pupils' written work, are insufficiently regular and robust. This means that, currently, the school's self-evaluation gives it mainly an adequate view of its strengths and weaknesses, particularly of teaching and learning. The headteacher recognises that monitoring and evaluation in the school need to be sharper and all leaders and other staff need to be party to it.

Arrangements for safeguarding are in place and satisfactorily meet requirements. The school has a good knowledge of its vulnerable pupils. The headteacher and governors have already made arrangements to update training in child protection. Governors are supportive of the school and are deeply interested in its performance.

The school enjoys very positive relationships with parents and carers, most of whom are happy with the way they are kept informed about their children's progress. The recently developed parents' council builds on this strength to take parents' and carers' engagement with the school even further. Partnerships with a range of local providers help the school to extend the range of valuable learning experiences for pupils and contribute to their well-being. The school has given itself the mission of promoting community cohesion and it is very successful in doing so. It is highly effective in bringing together its diverse population. Parents and carers, and members of the community, representing different cultural, linguistic and religious groups, come in direct contact with each other and provide pupils with opportunities to work alongside those from different backgrounds. Links abroad, for example with China, have given the school's efforts an international dimension.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>



<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b> Please turn to the glossary for a description of the grades and inspection terms	
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Most children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points. Their progress is strongest in personal and social skills and slowest in literacy. Adults promote children's communication skills whenever opportunities present themselves. Occasionally, these could be more fully used. Despite the overall good progress, children leave the Reception with attainment that is considerably below average, particularly in literacy. Children enjoy good relationships with adults. Induction arrangements are clear and help children to settle down to routines quickly. A wide range of activities is provided, both indoors and outside, to promote children's learning. Children are well cared for and their progress is regularly assessed through close observation. Adults are fully aware of children's backgrounds and the communities they come from. Links with parents and carers are valued and regularly used to exchange mutually useful information. The Early Years Foundation Stage is managed well. Well-chosen actions are planned but the monitoring of their impact is yet to be fully evaluated.

The registered childcare provision for children from 0 to 3 years is good. Adults understand the needs of young children and organise suitable activities to motivate and stimulate them in a secure and caring environment. Partnerships with parents and carers are very good. The provision is well led and managed and complies with requirements for its registration.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

Most parents and carers who responded to the questionnaire are very positive about the

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school. They feel that their children enjoy being at school and are kept safe. There were few isolated concerns across almost all questions asked of parents and carers. In terms of pupils' progress and the leadership and management of the school, parents and carers are more positive than the inspection findings.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Sharrow Nursery, Infant and 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 132 completed questionnaires by the end of the on-site inspection. In total, there are 481 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	100	76	31	23	1	1	0	0
The school keeps my child safe	101	77	26	20	2	2	0	0
The school informs me about my child's progress	85	64	45	34	1	1	0	0
My child is making enough progress at this school	83	63	41	31	5	4	0	0
The teaching is good at this school	92	70	37	28	1	1	0	0
The school helps me to support my child's learning	65	49	63	48	4	3	0	0
The school helps my child to have a healthy lifestyle	75	57	54	41	1	1	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)	69	52	54	41	2	2	0	0
The school meets my child's particular needs	72	55	56	42	1	1	0	0
The school deals effectively with unacceptable behaviour	71	54	55	42	4	3	0	0
The school takes account of my suggestions and concerns	66	50	57	43	7	5	0	0
The school is led and managed effectively	83	63	44	33	2	2	0	0
Overall, I am happy with my child's experience at this school	96	73	35	27	0	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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



28 January 2010

Dear Pupils

Inspection of Sharrow Nursery, Infant and Junior School, Sheffield, S7 1BE

Thank you very much for welcoming our team of inspectors to your school. We enjoyed talking to you and seeing you at work and at play. We think that your school provides you with a satisfactory education. This means there are some good things and some things that need to improve.

Here are some of the good things that we found out about your school.

- You say you feel safe and enjoy being at school.
- You know about how to keep healthy.
- You care about your community and willingly do things to help.
- Your behaviour is good and you get on well with each other.
- Your school has excellent relationships with your parents and carers.
- You enjoy taking part in many of the extra-curricular activities offered by the school.
- Children in the Early Years Foundation Stage get off to a good start and make good progress.

To improve your school further, I have asked the people in charge to work on three important things.

- Help you reach higher standards in English and mathematics by the time you leave school at the end of Year 6.
- Make teaching at least good in all lessons so that all of you learn more and make faster progress. When teachers mark your work we would like them to give you clearer guidance on what you need to do next to improve.
- Make sure that staff find ways of checking more carefully how well you are learning in lessons and how well your school is doing.

Yours sincerely

Krishan Sharma

Lead Inspector

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