

Birley Spa Community Primary School

Inspection report

Unique Reference Number	107067
Local Authority	Sheffield
Inspection number	354377
Inspection dates	25–26 May 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	503
Appropriate authority	The governing body
Chair	Mr Richard Couldwell
Headteacher	Mr R Young
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 21 lessons and observed 15 teachers. The inspectors held meetings with governors, staff 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 144 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:

- writing skills at Key Stage 1
- the progress of average and more able pupils in mathematics at Key Stage 2
- the contribution to leadership of staff at all levels.

Information about the school

The school is larger than average. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is above average. The vast majority of pupils are White British. The school houses an Integrated Resource for 12 pupils with special educational needs and/or disabilities. There is an out-of-school club managed by a private provider. This is inspected separately and receives a separate report which is available on the Ofsted website. The headteacher was appointed to the school after the last inspection.

The school has Investors in People and Creative Change School status. It also has a Green Silver Eco award and a Food Hygiene Four Star 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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school, which also has an outstanding Early Years Foundation Stage. It is extremely inclusive, providing excellent support for pupils with special educational needs and/or disabilities and high levels of challenge for the more able. Pupils of all abilities make excellent progress because of the high quality of teaching and the sharply focused care and guidance they receive. The headteacher, with excellent support from his senior leadership team, has continued to build on the strengths identified at the last inspection. All staff are driven to provide the best they can to fulfil the school's motto of 'Children First'. Self-evaluation is accurate and guides future developments very well. As a result, the school has an outstanding capacity to continue to improve.

Many pupils start school with skills which are well below those typical for their age. They get off to an outstanding start in the Early Years Foundation Stage. They leave Year 6 with above average attainment. The pupils feel very safe and happy. They behave well. Pupils know what they have to do to improve their own work and try hard as a result. Pupils make an excellent contribution to the life of the school through their many committees and councils. They are confident in the knowledge that, whatever their ability, they can achieve wonderful things and play a valuable role in society.

The high quality of teaching is underpinned by the excellent use of accurate measures of their achievements to set work which is challenging and fun. The curriculum is imaginative and promotes pupils' personal development extremely well. However, some opportunities for pupils to use information and communication technology (ICT) as a tool for learning are missed. The school has identified this and is developing resources and planning procedures to address it. The school has an outstanding partnership with many specialists to support pupils' learning needs. The very strong links with other schools and teacher training providers consistently promote staff professional development and breathe new life into learning. The school works very closely with parents and carers and enables them to make an excellent contribution to their children's learning. 'Brilliant school. Excellent teachers. The Integrated Resource is amazing,' is representative of their views.

What does the school need to do to improve further?

- Improve the use of ICT as an integral part of pupils' learning across the curriculum

Outcomes for individuals and groups of pupils

1

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

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Pupils of all abilities take pride in their work and present it very well. They respond extremely well to teachers' comments and marking on ways to improve their work. They develop a very good awareness of their own ability and achievement because they are frequently involved in assessing their own and each other's work. This makes a significant contribution to the outstanding progress made by pupils of all abilities, including those with special educational needs and/or disabilities. They work very well collaboratively in pairs and groups. These skills prepare them well for their future learning. More able pupils make excellent progress, especially in mathematics, because they finely-tune their problem-solving skills through practical and in-depth investigations. The school's results in national tests and assessments reflect an upward trend and above average standards by Year 6. The school identified a relative weakness in pupils' writing skills at Key Stage 1 which has been robustly addressed through very close monitoring and imaginative use of staff and resources to boost learning.

Throughout the school, the vast majority of pupils exceed very challenging targets set for them. Since the last inspection, the increasingly effective use of assessment means that pupils reach expected levels or higher at an earlier stage in their school lives.

Pupils enjoy learning. The high quality of support for pupils with emotional and social difficulties helps them to manage their behaviour well and participate in all the curriculum offers. Pupils' independence and perseverance prepare them well for their future learning, although their skills in using ICT as a resource for learning are relatively less well established. The very rigorous systems to support parents and help them appreciate the value of schooling and the role of the Integrate Resource and Inclusion staff contribute to improving levels of attendance, which is now broadly average. The school council, public relations team, anti-bullying, healthy eating and Eco teams give pupils of all abilities excellent opportunities to influence school life. They are very well trained to fulfil their roles and plan agendas and organise their meetings. The pupils are very reflective and considerate. High-quality and thought-provoking acts of collective worship promote their spiritual and moral development extremely well. As a result, they express an 'I can' philosophy and are ambitious to succeed.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1

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

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	
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	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Excellent classroom management leads to superb relationships where pupils feel they can make a meaningful contribution to the lesson. This is a vital feature because of the high proportion of pupils with emotional and behavioural needs. Detailed lesson plans ensure the needs of different groups of pupils are met very well. Teachers' expectations are very high and pupils strive hard to meet them. Lessons are often very exciting; they are brought to life through role play, active investigative tasks and competitions and games. The teachers use marking very well by involving the pupils and ensuring targets are met. This is an improvement since the last inspection. All adults are highly skilled at questioning pupils to deepen their understanding and improve their thinking skills. Teachers and teaching assistants work together closely to ensure pupils of all abilities are included fully and progress exceptionally well.

The good curriculum brings learning to life for pupils of all abilities and has outstanding features, for example, the initiative to use well-trained lunchtime supervisors to boost reading skills. Very well planned visits, including several residentials, are often the centre point for further studies and contribute significantly to personal development. These are supported by a rigorous backbone of well-planned schemes to develop and assess pupils' progress in all aspects. Creative and practical topics often lead to imaginative and high quality work. The regular use of information and communication technology in all subjects has been identified as a priority for development, but is at an early stage of implementation. The school promotes pupils' awareness of sustainable development well through the Forest Schools provision and Eco awards.

The school takes outstanding care of all its pupils. There is excellent provision for the pupils whose circumstances have made them most vulnerable through the Integrated Resource and highly skilled class-based support staff. The school promotes excellent work with families, often linking closely with other agencies to provide ongoing support. The high standards of record keeping and monitoring contribute to the safe working environment for staff, parents and pupils.

These are the grades for the quality of provision

<p>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</p>	
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<p>The quality of teaching Taking into account: The use of assessment to support learning</p>	1
	1
<p>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</p>	2
<p>The effectiveness of care, guidance and support</p>	1

How effective are leadership and management?

The school's powerful ethos is reflected in classroom notices such as 'Only positive people may enter' and is practised by all staff and pupils. The experienced and proactive headteacher has significantly developed the roles and responsibilities of staff at all levels since his appointment, to provide a very sharp focus on driving achievement and standards forward in all areas. He has been supported well by a committed governing body. They are increasingly establishing imaginative steps to monitor all aspects of the school's provision through the Strategic Committee and provide support and challenge to the leadership.

A key strength of the school is the excellent use of assessment information to improve the quality of teaching and set priorities for future improvements. The school takes every step it can to break down barriers to learning and support all pupils especially through the careful tracking of personal development and excellent links with parents. This ensures outstanding equality of opportunity. Subject leaders are very well trained and take lead roles within the local authority. The excellent links with a teacher training institution contribute to the staff's very good mentoring skills and their access to new ideas.

Safeguarding procedures are outstanding because of high levels of training, very rigorous policies and the very good use of modern technology. The school plays a strong role in improving educational and social conditions within the local community especially through the training and support through the inclusion manager's role and also the Interactive Resource. The school's promotion of community cohesion is good, but the global dimension and links with schools abroad are less well established. Staff are immensely proud to work in the school. 'I always look forward to coming to work and find it a happy and fulfilling place to be', is a reflection of their views.

These are the grades for leadership and management

<p>The effectiveness of leadership and management in embedding ambition and driving improvement Taking into account: The leadership and management of teaching and learning</p>	1
	1
<p>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</p>	2

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	
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Children start school with skills which are generally well below those expected for their age, particularly in communication, language and numeracy. They get off to a very quick start and develop a real interest in learning. Children's rapid gains in skills and knowledge mean that by Year 1, although they are still below typical levels, they are much closer to average. In some areas such as creative and physical development they exceed average levels. There is an increasing trend of improvement. There are outstanding systems to support children and their parents when they first start nursery and help them settle in quickly. Welfare arrangements are excellent and very positive relationships ensure children feel very safe and secure. Children with special educational needs and/or disabilities are extremely well supported by highly skilled staff and focused intervention. There are fun and imaginative activities to help children make particularly good progress in early reading and writing. The children are very proud of their work. Children greatly enjoy exploring the wide range of stimulating learning activities both indoors and out, often carrying out their own investigations and learning how to solve problems. Staff intervene skilfully to boost children's self-esteem, support their language development and get them thinking about their learning. The children become very independent in their learning and well prepared for the next stage, as a result. Leadership and management are excellent. The roles and responsibilities of all staff are clearly established and supported by impressive training. They are ambitious for the children and aim high. As a result, children grow in confidence and make very rapid progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

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

Views of parents and carers

About 20% of parents and carers responded to the questionnaire. They are proud of the school and appreciate the hard work and approachability of staff. A small percentage 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 the positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Birley Spa Community 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 144 completed questionnaires by the end of the on-site inspection. In total, there are 503 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	82	57	57	40	3	2	2	1
The school keeps my child safe	95	66	45	31	1	1	0	0
The school informs me about my child's progress	73	51	61	42	7	5	1	1
My child is making enough progress at this school	83	58	51	35	6	4	0	0
The teaching is good at this school	88	61	50	35	3	2	0	0
The school helps me to support my child's learning	82	57	54	38	6	4	0	0
The school helps my child to have a healthy lifestyle	64	44	76	53	3	2	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)	64	44	64	44	4	3	0	0
The school meets my child's particular needs	68	47	69	48	6	4	0	0
The school deals effectively with unacceptable behaviour	65	45	63	44	14	10	0	0
The school takes account of my suggestions and concerns	51	35	78	54	6	4	1	1
The school is led and managed effectively	73	51	62	43	3	2	1	1
Overall, I am happy with my child's experience at this school	86	60	50	35	5	3	1	1

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.



27 May 2010

Dear Pupils

Inspection of Birley Spa Community Primary School, Sheffield, S12 4QE

Thank you for the warm and friendly welcome you gave the inspection team when we visited your school recently. We enjoyed talking to you and visiting your lessons.

I would like to tell you what we found:

- You go to an outstanding school and are right to be proud of it.
- You work very hard and make excellent progress.
- Everyone gets on very well together and you told us you feel very safe.
- You enjoy learning and take part in many exciting clubs and activities.
- You learn a lot from visits especially the many chances to stay away at Thornbridge and Whirlow.
- Your lessons are exciting and fun.
- Your headteacher and all his staff work very hard to make the school better and better and take good care of you.

We have asked the headteacher and his staff to give you more chances to use information and communication technology in the different subjects you study.

You can help by arriving at school on time every day ready and willing to work hard and have fun.

Yours sincerely

Mr Andrew Clark

Lead inspector

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