

# Shortbrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	107102
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356087
<b>Inspection dates</b>	11–12 May 2011
<b>Reporting inspector</b>	Ronald Cohen

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>	113
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Cllr David Barker
<b>Headteacher</b>	Mrs Anne Kerlake
<b>Date of previous school inspection</b>	21 April 2008
<b>School address</b>	Westfield Northway Westfield, Sheffield South Yorkshire S20 8FB
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons and observed seven teachers. They held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at the school development plan, the latest reports to the governing body from the School Improvement Partner, the most recent national and school data on attainment and progress and the latest attendance figures. They studied children's work from the Early Years Foundation Stage, as well as samples of pupils' work from other age groups. In addition, 22 questionnaires returned from parents and carers were analysed, along with those returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The level of children's skills and knowledge when they enter the Early Years Foundation Stage.
- How well all pupils are learning, especially those in Key Stage 2.
- Whether the improvements in the quality of the curriculum and teaching have done enough to ensure that all groups of pupils achieve well in relation to their ability.
- How successful leaders and managers have been in setting challenging targets for all pupils.

## Information about the school

Shortbrook is well below average in size for a primary school. The proportion of pupils known to be entitled to free school meals is well above average. The proportion of pupils from minority ethnic heritages is well below average. The proportion of pupils with special educational needs and/or disabilities is average; although the proportion of those who have a statement of special educational needs is lower than average. The school has received lower numbers at entry, year on year, in the recent past, but this trend is now halted.

**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

Shortbrook Primary is a good school, which is very popular with parents and carers and meets the needs of its pupils well. Good leadership has ensured that good partnerships with other schools and outside agencies and good links with parents and carers have had a positive impact on pupils' learning and well-being. This is reflected in the very positive views of parents and carers who returned their questionnaires. For example, one parent wrote: 'Every member of staff is approachable not only to children but to parents also. I would not have my child attend any other school.' This sentiment is most apparent in the warm welcoming ethos in the school, with staff, parents and carers working effectively together for the benefit of pupils.

Pupils' achievement is good and attainment is rising steadily. Children get off to a very good start on admission to the Nursery class and make good progress, throughout the Early Years Foundation Stage. Progress is particularly good in communication, language and literacy and personal social and emotional development. Pupils continue to make good progress through the school and by the end of Year 6 they are attaining standards that are approaching the national average in English and mathematics. Pupils with special educational needs and/or disabilities make good progress in their learning because good support is provided for them.

Teachers ensure that most work is matched precisely to pupils' learning needs, lessons are lively and that good use is made of time and resources. Assessment is mostly used effectively in matching tasks to pupils' needs. However, on some occasions, lessons lack some opportunities for independent learning and the work set for the higher-attaining pupils is not always challenging enough for them.

Pupils behave well, know how to keep fit and healthy, and contribute well to the school community. Pupils' spiritual, moral, social and cultural development is good. The care, guidance and support for pupils are good overall, and the pastoral element is outstanding. Staff know all pupils and their families very well and ensure that their needs are met so pupils can learn effectively.

The school is well led by the headteacher and a recently strengthened senior leadership team. Morale is high and teamwork is strong. The supportive yet challenging governing body is increasingly knowledgeable about the school. It ensures statutory requirements are met and has worked successfully to develop its strategic roles for checking the school's work.

The school has a number of strong features which help to explain its good capacity to improve further. These include an embedded tracking system which help teachers check regularly on how pupils are doing, development planning that is sharply focused and self-evaluation systems that are accurate and based securely on the analysis of pupils' learning

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and progress as seen in lessons and in their books. The school gives good value for money.

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

- Continue to raise attainment, particularly but not exclusively, in mathematics and English at Key Stage 2 by:
  - ensuring that the quality of teaching and learning is consistently good in all lessons
  - planning and implementing strategies which give pupils opportunities to become more quickly and more fully involved in active independent learning
  - capitalising on opportunities in all lessons to assess pupils as they learn and adapting teaching to meet all pupils' needs, especially those of higher-attaining pupils.

## Outcomes for individuals and groups of pupils

2

In this small school, with small cohorts, statistics are easily skewed. Nevertheless, pupils make good progress overall as they move through the school. From a very low starting point at entry, attainment, though still below, is rapidly approaching broadly average by the end of Year 6. This represents good progress. Furthermore, senior leaders are skilled at analysing data to check on how well pupils are performing, so that they can be given extra support if they begin to fall behind. Pupils with special educational needs and/or disabilities also make good progress, largely because of the good support they receive. However, higher-attaining pupils are not always challenged sufficiently to extend their learning. Pupils with special educational needs and/or disabilities make good progress, as a result of good support for their learning in lessons.

Pupils' very good attitudes to their work, their good behaviour in lessons and above average attendance are all contributory factors to their good progress. In the majority of lessons observed, they work well collaboratively and independently, and this contributes well to their learning. Pupils are polite, courteous and enjoy school a great deal. They make a good contribution to the school and local community through, for example, enthusiastically and maturely taking on roles, which include being 'lunch time receptionists' for all communications to the school. Pupils have a good understanding of healthy living, through regular exercise and making healthy choices at lunchtime. Pupils' good spiritual, moral, social and cultural development was evident in their clear understanding of right from wrong, their good relationships with each other and their appreciation of different cultures and traditions.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
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
<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

Good teaching enables the vast majority of pupils to make good progress. Throughout the school, relationships are good and pupils respond well to the praise and rewards they are given. In the most effective lessons, regular, rigorous assessment enables teachers to know the pupils' abilities and needs and appropriate targets are set. Skilled teaching assistants provide a variety of good support to pupils who require help to make progress. In the majority of lessons, there is an emphasis on developing spoken language and this is achieved very effectively through good questioning by teachers and the extensive use in most classes of collaborative work in pairs and groups. Pupils respond very well to these opportunities that provide them with the skills to be independent learners. In a small minority of lessons, however, teachers spend too long talking to pupils instead of involving them in their own learning. Occasionally, opportunities are missed to use ongoing assessment in lessons to fully meet pupils' needs. This is particularly the case for higher-attaining pupils.

The curriculum is effective and meets the needs of the school community. It ensures that pupils' basic skills, including literacy, numeracy, problem solving and information and communication technology (ICT), are the central focus of learning. Through topic work, and the sensible use of blocking time, the school enables these skills to be applied effectively in a variety of contexts across the curriculum. For example, the topics 'dinosaurs' and 'buildings' have enabled pupils across the school to study these elements

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in a range of curriculum areas, and at the levels appropriate to their age. This engaged and motivated pupils and is reflected in their good topic work, displayed about the school. A range of good partnerships, including the local network of schools and sports partnerships with a local specialist high school, help to enrich the curriculum and make strong contributions to pupils' personal development. These are augmented by interesting enrichment activities, which include a ukelele band and zumba dancing.

The care of pupils, including safeguarding procedures, is good. Pastoral care is outstanding. Pupils are known as individuals by staff and the school provides a very safe and welcoming learning environment. Very well-targeted support for pupils has enabled them to make the best of opportunities provided by the school. High quality provision and skilled teaching assistants ensure that pupils' needs are met. Good support from external agencies is provided for those pupils who require it. Good care, guidance and support, particularly for those pupils whose circumstances make them most vulnerable, ensure that pupils stay safe, that their behaviour is good and that everything possible is done to promote and improve attendance, which is now above average. Excellent case studies indicate the high quality of care received by potentially vulnerable pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<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?

Leadership and management are good. The headteacher has a very clear vision of the purpose and direction of the school. She is fully supported in her vision by the deputy headteacher, members of the senior leadership team, staff and the governing body. It is shared with all members of the school community. This strength of leadership has created a very purposeful community where all are ambitious for the school's success. Whole-school targets are challenging and the progress of pupils is carefully monitored by managers and teachers. The engagement with parents and carers is good and is continuing to strengthen. The Family Learning programme not only brings parents and carers to school to learn with their children, the new ways of teaching and learning in literacy and numeracy, but it also gives them a sense of pride in the school. This is borne out in the many positive remarks parents and carers wrote on their questionnaires, and which are typified by, 'The way the children are encouraged to learn is fantastic. I would recommend this school to anyone'.

The governing body is very supportive of the school. It is well organised and knows the strengths and weaknesses of the school, and understands the challenges and opportunities facing it. Safeguarding procedures are good and fully meet requirements. Training of all staff, particularly in child protection, is of a high quality, and the school has

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good quality assurance and risk assessment systems. Collaborative working with key agencies is good and effective. Equal opportunities are embedded well in the school's way of life, an aspect which pleases parents and carers very much. Discrimination is not tolerated and pupils are helped very well to understand how to treat others. To help pupils to develop inclusive attitudes, many activities have been organised to enhance community cohesion and pupils are able to meet with many different people and experience a variety of faiths and traditions. The school has engaged staff from different minority ethnic groups, and their presence is a strong factor in promoting a sense of harmony and tolerance between the pupils of different minority ethnic heritages.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## **Early Years Foundation Stage**

The good provision in the Early Years Foundation Stage and the rich and stimulating learning environment ensure that children make at least good progress in each area of learning, from their starting points.

Good indoor and outdoor provision is used well by children who are encouraged to make free choices in their activities. As a result, they are well motivated and apply themselves well to the rich learning opportunities on offer. Good teaching, with excellent use of resources and strong team work among all staff, ensure that children develop their communication and social skills particularly well and settle into their routines quickly. Children become increasingly independent, they enjoy taking on responsibility in class and are very proud of their efforts. The good progress children make in the Nursery is consolidated by the end of the Reception Year. Very good links with parents and carers are established through regular home visits. Very accurate assessments are made of children on entry to the Nursery. Their progress in each area of learning is thoroughly

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tracked and the information used extremely well to plan activities that have resulted in some children making rapid gains in their learning.

The leadership and management of the provision are good. The coordinator is enthusiastic and has created a strong staff team. She has a good overview of the strengths in provision and areas that require improvement. Welfare arrangements are good. This good leadership ensures ambitious learning opportunities, highly-focused teaching, and good use of assessment to ensure that all children make good gains in learning as they move through the Early Years Foundation Stage.

*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

The percentage of parents and carers who responded to the questionnaire is a little lower than average. Responses are overwhelmingly positive about the school. Several parents and carers chose to write comments and the vast majority were very positive. Typically they said, 'I am really pleased with how well my son has done this year. This has been a fantastic school for both my children in every way'.

The very few parents and carers who voiced concerns commented on the boisterous play and behaviour. While it may be that a very small number of parents and carers have genuine concerns in these areas, the inspectors and almost all parents and carers in the school did not identify these areas as concerns. The vast majority of parents and carers who responded felt that behaviour is good and that children are very well looked after.

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

Ofsted invited all the registered parents and carers of pupils registered at Shortbrook 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 113 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	14	64	8	36	0	0	0	0
The school keeps my child safe	15	68	7	32	0	0	0	0
My school informs me about my child's progress	17	77	5	23	0	0	0	0
My child is making enough progress at this school	14	64	7	32	1	5	0	0
The teaching is good at this school	16	73	6	27	0	0	0	0
The school helps me to support my child's learning	17	77	5	23	0	0	0	0
The school helps my child to have a healthy lifestyle	13	59	9	41	0	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)	15	68	7	32	0	0	0	0
The school meets my child's particular needs	16	73	6	27	0	0	0	0
The school deals effectively with unacceptable behaviour	15	68	6	27	1	5	0	0
The school takes account of my suggestions and concerns	13	59	9	41	0	0	0	0
The school is led and managed effectively	12	55	9	41	1	5	0	0
Overall, I am happy with my child's experience at this school	16	73	6	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 all 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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



May 13 2011

Dear Pupils

**Inspection of Shortbrook Primary School, Sheffield S20 8FB**

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We very much enjoyed being in your school, visiting your lessons and listening to what you had to say. Many of you told us that you like your school very much and believe that you go to a good school. The inspectors found lots of things in your school that are good. We especially like the friendly atmosphere and the way in which staff take good care of you so that you feel safe and happy. You behave very well in lessons and around the school, and work hard. You know about the importance of staying healthy and keeping safe. We judge that most teaching is good, which helps you make good progress.

We have found just a few things your headteacher, teachers and the governing body could do to make your school even better than it is now.

- I have asked them to make sure that you continue to improve your standards, particularly in English and mathematics.
- I have asked them to make sure that all teaching is good and I have given them some ways to help them achieve this. For example, to make sure that you are not sitting on the carpet too long before you get the opportunity to get up and get going on some interesting work. I have also asked them to make sure that those of you who find work a little bit easier than your classmates are given tasks that are more suitable for you, and which will make you think.

I was pleased by the way your headteacher and all school staff work hard to give you a good education. Thank you again for being so helpful when we inspected your school. It was really good to find you are happy and doing well. If you have found the work in class a little too easy, ask the teacher to give you some more work which makes you think even harder.

Yours sincerely,

Ronald Cohen

Lead inspector

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