

Limpsfield Junior School

Jenkin Avenue, Brightside, Sheffield, South Yorkshire, S9 1AN

Inspection dates 19–20 February 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement is good overall. All groups of pupils do well and reach at least average standards by the end of Year 6. Their progress in writing is outstanding. As a result pupils are well prepared for their future education.
- Disabled pupils and those with special educational needs make good progress. There is a strong focus on developing basic literacy and numeracy skills and providing good opportunities to practise them.
- The quality of teaching is good. It is sometimes outstanding. Pupils are involved well in improving their own work. Learning is planned to be exciting. Teaching assistants make a good contribution to all pupils' learning, especially those who speak English as an additional language.
- Pupils are well behaved and safe. All groups of pupils show consideration and respect for each other in all their activities. They take pride in the presentation of their work.
- Pupils' health and well-being is promoted well through regular high -quality experiences in sports, art and music.
- The headteacher and deputy headteacher lead by their own example and a very clear sense of purpose. They are well supported by an enthusiastic and well-trained leadership team and a good governing body. As a result pupils' achievement and the quality of teaching continue to improve.

It is not yet an outstanding school because

- Sometimes the pupils' work is not at the right level of difficulty and teachers do not always adjust it soon enough.
- On a few occasions the main purpose of the lesson is not clear enough to pupils to enable them to make the best progress they can.

Information about this inspection

- The inspectors observed 11 lessons or parts of lessons, including lessons observed jointly with the headteacher. The inspectors also made a number of shorter visits to classrooms, looked at pupils' work and listened to them reading.
- Discussions were held with groups of pupils, the Chair and other members of the governing body, a representative of the local authority and members of staff including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 16 responses to Ofsted's online questionnaire (Parent View), the results from the school's own consultations and held discussions with a number of parents.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Marilyn Massey

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported by school action is above average.
- The proportion supported at school action plus or with a statement of special educational needs is well-above average.
- The proportion of pupils who receive the pupil premium funding is well-above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after by the local authority.)
- The proportion of pupils of minority ethnic heritage is well-above average.
- The proportion of pupils who speak English as an additional language is also well-above average.
- There has been an increasing proportion of pupils of Gypsy/Roma heritage since the last inspection.
- An increasing number of pupils join the school in year groups other than at the start of Year 3 or leave before the end of Year 6.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Several staff are new to the school since the time of the last inspection including some new to the profession.

What does the school need to do to improve further?

- Improve the already good teaching to outstanding in order to further accelerate pupils' progress, particularly in reading and mathematics, by:
 - ensuring that the work set for groups of pupils of different abilities is at the right level of difficulty to reflect their changing needs and achievement
 - ensuring that pupils always focus well upon the main purpose of each lesson and what they need to do to make the best progress they can.

Inspection judgements

The achievement of pupils is good

- Pupils achieve well and make good progress. They generally start school with standards which are below average although they vary from year-to-year. They leave school in Year 6 with standards which are at least average.
- This picture is largely reflected in the results of National Curriculum tests and assessments. However, they dipped in 2013, especially in reading. This related to significant issues affecting a small number of pupils at the time. The school has robustly addressed these and the current Year 6 pupils are on course to reach at least average standards.
- Pupils' achievement in writing is a particular strength of the pupils' work. Pupils of all abilities make outstanding progress in this area because they acquire a very good understanding of the structure of sentences and paragraphs alongside accurate spelling and fluent handwriting. They write with confidence for a wide range of purposes. This is very evident in pupils' books and displays of their work throughout school.
- Pupils' progress in reading is good. Pupils read with increasing fluency and expression. The most able pupils, in particular, understand the motivation behind the characters' actions in a story and infer deeper meanings. Some pupils' understanding of features of different genres of writing is less well established.
- Achievement in mathematics is good. Pupils' progress in understanding and using different methods of calculation is good overall and they generally apply these skills well to solving problems.
- The pupils supported by pupil premium funding achieve well. In 2013 tests these pupils were approximately a term behind other pupils in the school in English and mathematics. In many classes, they are working at standards which are similar to or above those of their peers as a result of increasingly refined procedures to measure their achievement and intervene when support is needed.
- The most able pupils achieve well because they are taught to think critically and make good use of their literacy and numeracy skills in a range of work. They are persistent and reflective. For example, their studies on the differences between sub-clauses, embedded sub-clauses and phrases improved the quality of their biographical diary writing.
- Pupils who speak English as an additional language, and sometimes new to the experience of school, make good progress. This is often because checks on their learning, made in both English and in their heritage language, result in teaching of literacy skills tailored to their needs. For example, a group of these pupils in Year 6 increased their knowledge of the language and vocabulary for expressing emotions in a carefully planned discussion on the Second World War.
- Disabled pupils and those who have special educational needs achieve well especially in literacy and numeracy because teachers provide timely support and good opportunities for them to practice their skills.

The quality of teaching is good

- Teachers make good use of precise assessments of pupils' progress to make sure that the work builds systematically on pupils' English and mathematics skills. Marking is used well to involve pupils in checking and improving their own work, especially in writing. This is a good improvement since the last inspection.
- Lessons start promptly and efficiently. Classrooms are well organised. As a result pupils of all abilities are ready and keen to learn.
- Literacy and numeracy skills are taught well. New skills are introduced succinctly and pupils practise them in exciting ways. Teachers make good use of resources, such as ICT, and links between subjects to help pupils retain facts and understand new learning.

- Teachers' expectations are high. This is especially evident in the quality of pupils' handwriting, presentation and general productivity. Art and design work also shows the same attention to detail and care.
- Pupils are encouraged to deepen their understanding and clarify their thinking. Pupils are challenged to build on their initial answers and use the correct vocabulary, such as grammatical terms in English, to explain their ideas.
- Teaching assistants are well trained to provide intensive literacy and numeracy teaching to pupils who need additional support including disabled pupils and those with special educational needs. They also play a key role in supporting the increasing proportion of pupils who speak English as an additional language or who start school at points other than at the beginning of Year 3,.
- The most able pupils receive English and mathematics lessons carefully tailored to providing extended opportunities for them to develop and practise their newly acquired skills. Pupils become independent thinkers with enquiring minds who use their skills in many different subjects.
- Good use of regular homework, including homework clubs, increase pupils' learning of mathematical facts, spelling and other basic skills. These skills are developed through exciting creative and investigative projects. The teaching of physical education is good. Pupils are encouraged to have high levels of physical activity and to develop accurate throwing, catching and other skills. Pupils' health and well-being are developed well as a result.
- Some work is too easy or too difficult for some pupils, especially in mathematics. This is not always recognised soon enough during the lesson or through the marking to ensure pupils always make the best possible progress.
- Some pupils are not always focused clearly on the main purpose of the lesson. This is because the introduction to the lesson is too complicated or pupils do not understand their task and what they are aiming for. Consequently, at these times, pupils do not make the best progress they could despite working hard.

The behaviour and safety of pupils are good

- The behaviour of pupils is good, both in the school building and in the playground. Teachers have worked closely with the pupils, especially through the role of the school council, to extend the range of playtime, sporting and recreational activities to develop the best use of the available outdoor space.
- Teachers have high expectations for pupils to behave well towards each other and to show consideration and respect. They set a good example to pupils in the calm way they conduct their lessons, in their supervision at break times, and not least when they often sit and eat with pupils at lunchtime. As a result all groups of pupils play and work together well and keep their books and the school environment clean and tidy.
- The school's work to keep pupils safe and secure is good. Pupils feel safe and their parents agree.
- Poor behaviour, including bullying and racist incidents, is rare. There are rigorous procedures to record and address any concerns. There have been few recent exclusions. Both parents and pupils feel that on the few occasions unacceptable behaviour occurs it is managed well by the staff.
- Pupils have a good knowledge of different types of bullying and how to avoid them. They undertake extensive projects on the possible dangers of the internet and how to use ICT safely. Through well-planned work on personal and social education, including visits and visitors, pupils learn how to avoid the dangers, such as drugs and alcohol, which may face them in later life.
- The school is particularly successful in helping pupils with social and emotional difficulties to manage their own behaviour. The good work of teaching assistants and other support staff has helped pupils who have been excluded, sometimes repeatedly, from other schools to settle down and make progress.

- Pupils' attendance and punctuality is improving and is now average. The school works closely with Education Welfare and other services to promote better attendance amongst all groups of pupils and is successfully reducing the proportion of pupils who are persistently absent.

The leadership and management are good

- The headteacher and deputy headteacher provide a strong and clear direction for school improvement. They lead by example through their leadership roles and their own good teaching. Staff and the governing body comment that the headteacher never presents an emerging issue or concern to them without giving a range of possible solutions to discuss. The quality of leadership is reflected in the pupils' good achievement, good quality of teaching and the welcoming school community. The school has the capacity to improve further.
- Senior and middle leaders, including several new to their roles, are prepared for their roles through good training opportunities and clear guidance of what is expected of them. There are increasingly rigorous procedures to measure and analyse pupils' progress including any gap between the achievement of different groups of pupils. These are used well to plan for future improvements. For example, the school reacted promptly to the drop in progress in reading in the school year 2012/2013, even though this related largely to particular circumstances at the time, by introducing a range of carefully considered teaching methods and resources which are underpinning improving rates of progress.
- The school has good links with local universities and senior staff from Limpsfield make a good contribution to the development and training of teachers, both within the school and senior leaders roles' within the local authority.
- Staff are held accountable for the progress their pupils make and they have to meet stringent criteria in order to achieve the next salary level.
- The school receives appropriate 'light-touch' support from the local authority through regular visits and reports.
- The impact of the leaders approach to ensuring equal opportunities for all pupils is reflected in the good progress made by all pupils. There is no discrimination in the school.
- The curriculum promotes pupils' achievement and their spiritual, moral, social and cultural development extremely well. There are many exciting themes, such as Pirates, the Second World War or the Arctic, which start or culminate in special days that engage the whole-school community well and contribute to learning in all subjects. The school bases its curriculum planning on current research and a good understanding of the needs of the changing community it serves.
- The school makes good use of new funding for sports development. The teaching of physical education is developing through the introduction of new planning schemes, coaching for staff and pupils and extending the already good range of clubs and sporting activities. The outcomes are being carefully monitored to ensure they are effective and sustainable.
- **The governance of the school:**
 - The governing body is well led and organised. It is informed through detailed headteacher's reports, its own increasingly systematic checks on the school's work and regular analysis of pupils' progress and other aspects of what the school provides. The governing body takes good advantage of training opportunities offered by the local authority. It manages the finances well by, for example, analysing the use made of pupil premium funding and its impact on the progress of the pupils who are entitled to it. Governors are involved in decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. They have a generally good understanding of pupils' achievement and increasingly ask challenging questions to school leaders.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107040
Local authority	Sheffield
Inspection number	431374

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Peter Price
Headteacher	John Bainbridge
Date of previous school inspection	23 June 2009
Telephone number	0114 2430925
Fax number	0114 2423808
Email address	enquiries@limpsfield.sheffield.sch.uk

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