

Abbey Lane Primary School

Abbey Lane, Sheffield, South Yorkshire, S8 0BN

Inspection dates 18–19 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.

- Children in Reception class are given a good start to their education and make good progress.
- Good progress continues year-on-year throughout the school. Standards at the end of Year 2 and Year 6 in reading, writing and mathematics are consistently above national averages.
- Pupils' behaviour in lessons and around the school is good. Their positive attitudes make a good contribution to the school's friendly atmosphere and good achievement. Pupils say that they feel safe in school, and that they are well cared for.
- The quality of teaching and learning is good and there is some outstanding teaching. Teachers and teaching assistants work well together. Teachers have good knowledge of all subjects across the curriculum. Lessons are filled with activity and pupils enjoy them.
- The headteacher's management of teaching and learning is excellent. She is very ably supported by senior leaders and governors. The checking of teaching is robust and weaknesses are dealt with promptly. Consequently, pupils' progress and the standards they reach are good.
- The governing body provides vigorous support and challenge for the school in equal measure.

It is not yet an outstanding school because

- Not enough teaching is outstanding. There is some scope for teachers in Key Stage 1 to challenge the most able pupils further in writing.
- Teachers' marking does not always help pupils to improve their work.
- Teachers are too accepting of work that is poorly presented and handwriting that is not of good enough quality.
- School leaders do not work as well as they could with parents. Some parents feel that they are not listened to.

Information about this inspection

- Inspectors observed 23 lessons or part lessons.
- Discussions took place with pupils, parents, members of staff, a representative from the local authority and members of the governing body.
- Also taken into account were 149 responses from parents via the online questionnaire Parent View, as well as questionnaires completed by members of staff.
- Inspectors observed the school's work and examined a wide range of documentation including: national assessment data and the school's own assessments; the school's own view of its work; samples of pupils' work; curriculum and safeguarding documentation.

Inspection team

Kevin Johnson, Lead inspector	Additional Inspector
David Matthews	Additional Inspector
Pamela Davenport	Additional Inspector

Full report

Information about this school

- This is a larger-than-average primary school, in which the very large majority of pupils are White British.
- The proportion of pupils supported by the pupil premium funding is well below average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- The proportion of pupils supported by school action is well below average.
- An average proportion of pupils are supported by school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.
- The school provides support for improvement in other schools within the local authority.

What does the school need to do to improve further?

- Raise the quality of teaching to outstanding, and thereby raise pupils' achievement further, by:
 - providing more challenge for the most able pupils in Key Stage 1 so they reach their full potential in writing
 - improving the quality of teachers' marking so that it is consistently as good as the best in all classes and subjects and ensuring that pupils respond to the guidance they are given
 - expecting more of pupils in the way they present their work and the clarity of their handwriting.
- Improve the way that school leaders, including governors, work with groups of parents by actively listening to concerns raised as well as communicating the school's successes.

Inspection judgements

The achievement of pupils

is good

- Children's abilities are broadly typical for their age when they start in Reception class. They are provided with high levels of care, good and at times outstanding teaching and exciting activities, all of which help them to succeed in all that they do. By the end of Reception, almost all achieve a good level of development and some are more advanced, making them more than ready to take up new challenges in Year 1.
- In Years 1 and 2, pupils build well on the good start they are given and continue to make good progress. The proportion of pupils who reached the expected standard in the Year 1 phonics (letters and the sounds that they make) screening test was average in 2013, but that is set to rise in the current year due to good phonics teaching. Standards in reading at the end of Year 2 are above average.
- Pupils also achieve above national-average standards overall in mathematics and writing, although the number in Year 2 who reach the higher Level 3 in writing is not very different from average.
- Pupils' attainment in reading, writing and mathematics at the end of Year 6 is consistently above average. Again, good and sometimes outstanding teaching drives good progress in all year groups. Pupils' current work and school assessments show some exceptional achievement in writing and rapidly improving work in mathematics, with significant numbers on track to make better than the progress expected of them.
- Standards in reading at the end of Year 6 are above average. Pupils have very positive attitudes to reading. They read widely both for pleasure and to support their learning. Although pupils read fluently and with good understanding, they are not always sure about how they can improve their reading further.
- Through challenging teaching, the most able pupils are generally well provided for. Their progress is regularly checked and suitable targets are set for them. The number of pupils currently in Year 6 on track to achieve the highest level (Level 6) in reading, writing or mathematics has increased significantly.
- Disabled pupils and those with special educational needs do well in relation to similar pupils nationally. There is good care and support for them overall in school and through other agencies when needed. Their learning is planned well to match their particular needs.
- The very small number of pupils known to be eligible for free school meals and who are supported by the pupil premium funding are doing increasingly well in relation to others. In Years 3 and 4, for example, they are currently making better progress, showing the school's effective use of the funding. In Years 5 and 6, there are no significant attainment gaps in English and the gap in mathematics is closing quickly, indicating the school's continued focus on ensuring every pupil is given an equal opportunity and that no pupil is discriminated against.

The quality of teaching

is good

- Teaching is never less than good. Since the previous inspection, there has been a much stronger focus on learning, progress and achievement. The quality of teaching is continually checked and teachers are responsive to the guidance and support given by leaders. They measure their own performance against the highest standards.
- There is a real sense of urgency in lessons that brings them to life and makes sure that pupils learn at a good pace. Teachers keep pupils focused on their learning. When activity begins, pupils' different abilities are always taken into account so lessons are enjoyed by all pupils.
- Good teaching can be seen across a range of subjects. In Years 1 and 2, for example, there was good progress in science, geography and dance, while some equally good work was seen in art and physical education in Key Stage 2. Teachers have good subject knowledge in these subjects.
- Teachers and teaching assistants work well together. They check the progress of groups and

individuals during lessons. In these lessons pupils answers to questions show they have thought about their work.

- In a typically lively English lesson in Year 3, for example, pupils gave their views on how the teacher's writing could be improved as he modelled it on the whiteboard. This challenged pupils' use of vocabulary and raised the quality of their writing, so that they worked at a higher level and made excellent progress in the lesson. This vigorous challenge is not always evident in Key Stage 1, especially where the writing ability of the most able pupils is not stretched to the limits.
- Mathematics lessons are similarly challenging. Teachers plan well and make sure that good practical apparatus is available. There is also a strong focus on pupils learning their multiplication tables and understanding how they and other number systems work. The expectation is for pupils to use their knowledge in lessons when solving problems.
- Teachers know pupils' abilities well and regularly check progress towards targets over time.
- Day-to-day marking, however, varies too much in quality between classes and subjects. Often pupils are not given clear guidance about how to improve so there is no noticeable difference in the quality of their next piece of work.
- Teachers do not always expect enough of pupils in that they accept work that is poorly presented and handwriting that is untidy.

The behaviour and safety of pupils are good

- The behaviour of pupils in lessons and around the school is good. It is not outstanding because, as the school has recognised, a small number of pupils still present inappropriate behaviour and require more support than others.
- Nevertheless, pupils enjoy school and their attendance is consistently above the national average. Most pupils arrive punctually and all are smartly dressed.
- In lessons, they work hard and rise to the challenges they are given. They pay attention to their teachers and there is a good show of hands when questions are put to them. They are encouraged to think about their behaviour and relationships with others. Teamwork, when solving problems, is a strong feature.
- Politeness and good manners are expected and pupils rarely let themselves down. They are very mindful of one another and have respectful and trusting relationships with the adults who care for them in school.
- Pupils describe their own behaviour as 'quite good'. They say that issues are quickly dealt with by teachers and they fully understand the school's system for giving rewards or taking sanctions.
- Pupils take good care of their school. They use the litter bins provided during playtimes. In the dining hall, pupils behave responsibly. A good example is how little spillage there was on the floor after more than 200 of the youngest pupils had eaten their lunch.
- Pupils make a good contribution to the life of the school. There is an active school council. Play leaders encourage activity at playtimes. Peer mentors help to maintain pupils' sense of safety and fair play while librarians conscientiously keep the library tidy and check borrowed and returned books.
- The school's work to keep pupils safe and secure is good. Pupils say that they always feel safe in school. They are fully aware of the different forms that bullying can take, including cyber-bullying. Although they admit to 'some pushing and silly names', they are adamant that bullying is extremely rare.
- The vast majority of parents are confident that their children are safe and well cared for in school.
- Pupils also have a good understanding about the risks that they may face out of school. Good guidance from school and talks, for example from Crucial Crew, means that they are confident about managing potentially risky situations.

The leadership and management are good

- Leaders and managers successfully maintain high standards in the school but leadership and management are not judged outstanding because a number of parents find it difficult to approach the school with their concerns and feel that their views are not valued.
- There is, nevertheless, a very strong determination among all staff that the school will provide the best for all of its pupils.
- High standards are maintained because of the excellent systems in place for the headteacher and senior leaders to check the quality of teachers' work, follow up any shortcomings promptly and provide high-quality support and training where it is needed. This results in consistently good teaching with some that is outstanding. It is the school's aim to shift the balance of teaching so that most becomes outstanding and pupils' achievement is raised further.
- Middle leaders, with responsibility for leading subjects, share ideas effectively and maintain a very challenging curriculum that brings the best out of pupils so that they achieve well. They continually seek to improve their skills and pupils' learning opportunities, and are already planning for the introduction of the new curriculum in September of this year.
- Leaders at all levels contribute to the school's incisive checking and entirely accurate view of the school's work.
- The curriculum is enriched well by a selection of after-school clubs. Sports clubs, in particular, are well attended. An action plan for further promotion of sports activities and pupils' well-being, through use of the primary school sport funding, is now in place.
- The school works well with the local authority, which has no concerns about leaders' ability to manage continued improvement on their own. Indeed, the local authority has used the school's strengths in teaching and leadership to support improvement in other schools.
- **The governance of the school:**
 - Governors know the school very well and are very ambitious for its continued success. Relevant training has equipped them well to measure Abbey Lane's academic performance with schools nationally and to challenge school leaders where results differ. Governors support the school equally well over its plans to bring about improvements. They are aware that some parents do not fully support the school's work and of the need to improve aspects of communication with them. The overall quality of teaching is shared with governors so that they know how it is linked to the salary structure. Management of finances is efficient. The impact of the pupil premium funding is checked to make sure that pupils have equal opportunities to achieve their best. Similarly, governors are very involved in the plans for the use of the primary school sport funding. Other statutory duties are performed well. Safeguarding measures meet all of the government's requirements.

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	106982
Local authority	Sheffield
Inspection number	431376

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	480
Appropriate authority	The governing body
Chair	Sarah Bettison
Headteacher	Maxine Stafford
Date of previous school inspection	9 February 2009
Telephone number	0114 2745054
Fax number	0114 2746708
Email address	enquiries@abbeylane.sheffield.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

