

# Nook Lane Junior School

Stannington, Sheffield, South Yorkshire, S6 6BN

## Inspection dates

19–20 March 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
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.

- The very effective leadership of the headteacher has driven recent school improvement and is increasing the rate of progress made in key areas.
- Staff at all levels work together well as a team to move learning forward.
- Pupils of all abilities make good progress as they move through the school.
- Pupils do particularly well in mathematics and often in reading. Many are able to solve problems speedily.
- Teaching is good overall. Teachers and support staff have very strong working relationships with pupils and provide them with lots of praise. This gives them confidence in what they are doing.
- There are several examples of outstanding teaching. Pupils are often excited by their learning and make excellent progress.
- Pupils' behaviour is consistently good and the large majority get on well together.
- Pupils have a good understanding of how to keep themselves and others safe.
- Senior staff and governors are leading the school very well. They share a vision and resolve that what is provided for the pupils will continue to improve.
- Parents are generally very pleased with the quality of education and care provided for their families.

### It is not yet an outstanding school because

- The proportion of pupils making more than expected progress is not as high as it could be.
- Pupils do not do as well in their writing and spelling as in other areas, especially the boys.
- Occasionally, it is not always made clear to pupils what they are expected to do and work is not adapted well enough to ensure that all groups of pupils make the best progress.
- The marking of work does not always make clear what pupils could do better or involve them sufficiently in making improvements.

## Information about this inspection

- Inspectors observed parts of 19 lessons, including several observations that were carried out with the headteacher or deputy headteacher.
- Meetings were held with the headteacher and assessment leader and with the special educational needs coordinator. Discussions also took place with staff responsible for the specially resourced provision for pupils with special educational needs (Integrated Resource provision). Inspectors also spoke to the literacy and numeracy leaders. Discussions took place with groups of pupils, and with representatives of the governing body and the local authority.
- Inspectors took account of the views of 74 parents, as noted in the online questionnaire (Parent View). They spoke to several parents and received communications from a small number of others. Inspectors also considered 29 responses to the staff questionnaire.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring information, together with records relating to behaviour, attendance and safeguarding.

## Inspection team

Sue Hall, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- This is an average-sized junior school.
- The large majority of pupils are of White British heritage and a very small number speaks English as an additional language.
- The proportion of pupils supported through the pupil premium is about half the national 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.)
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well-above average. This includes a 12 place Integrated Resource (IR) for pupils with communication and autistic spectrum disorder difficulties. These pupils have a wide range of, sometimes complex, needs. In the current academic year there are 15 pupils in the IR, some of whom work solely in this group and others who work for at least part of the day in mainstream classes.
- Since the last inspection a new headteacher has been appointed. In the last two years a new deputy headteacher, assistant headteacher, numeracy leader, leader of lower Key Stage 2 and Chair of the Governing Body have been appointed.
- The school meets the government's current floor standards, which are the minimum expectations for the pupils' attainment and progress in English and mathematics.

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

- Raise pupils' achievement further by:
  - ensuring that a greater proportion of pupils make more than the progress expected of them from their different starting points
  - checking that boys and girls achieve equally well, especially in their writing and spelling.
- Improve teaching so that more is outstanding by:
  - making sure that work is adapted and explanations are clear so that any misunderstandings are quickly addressed
  - checking that the marking of pupils' work identifies what they need to improve and includes opportunities to respond to suggestions.

## Inspection judgements

### The achievement of pupils is good

- Pupils start school with standards that range widely but are broadly average overall. Boys and girls of all ages and abilities, including those in the IR, make good progress.
- While pupils achieve well they do not make outstanding overall progress because there is some variability in their rate of improvement. While most make the progress expected of them, not enough make more than expected progress.
- A growing proportion of pupils make outstanding progress because of some excellent teaching in each year group. For example, outstanding progress was seen in a Year 6 mathematics activity for lower-attaining pupils where they were totally absorbed in working out their calculations in order to identify a code word. Pupils were keenly amused by the appearance of 'Brucetta' (the teacher in costume) awarding her 'Billions' tokens for their answers and were excited by their learning.
- The standards reached when pupils leave the school are usually above average, particularly in mathematics. Pupils have a good grasp of numbers and many calculate quite confidently. The enthusiastic practice of multiplication tables by older pupils is punctuated by clicking fingers, which prompts speedy responses.
- Pupils' speaking skills are variable but many speak confidently and express themselves effectively. Across the school pupils do well in their reading. There are effective opportunities for them to read in groups, including in Year 5 'reciprocal reading' activities where each pupil focuses on a specific aspect of the text.
- Pupils' writing skills are not as well developed as other areas. Results in national tests indicate that boys do less well than the girls, and to a greater extent than is seen nationally. This is in part because their grammar, punctuation and spelling skills are not always secure. The school has recently introduced some changes to motivate the boys to try harder with their writing, but the impact has yet to be seen.
- Many of the most able pupils make very good progress in booster group activities focused on working at Level 6, which is well above the average level for their age. Pupils' books show some consistently produced work of very high quality, including in writing.
- Disabled pupils and those who have special educational needs in the mainstream groups, and the very small number who speak English as an additional language, make good progress. They are well supported by skilled staff who provide much praise to build their confidence and enthusiasm to solve problems.
- Pupils in the IR also make good progress from their different starting points, including developing better social skills when mixing with other groups of pupils. This is because activities, such as a particular story or growing things, appeal to their interests.
- Pupils entitled to support from the pupil premium make good progress because the school carefully tracks their individual progress and ensures that support is well tailored to their needs. Pupils known to be eligible for free school meals are about one term behind other pupils in mathematics. They are two terms behind other pupils in reading but almost three terms behind in writing.

### The quality of teaching is good

- Teaching is good overall. There are examples of outstanding teaching including in the IR. There are many instances of memorable activities that really motivate the pupils to do well. Observations in lessons, and pupils' work, confirm the school's own evaluation that teaching is almost always good or better.
- Staff use praise very well, particularly for those who find learning difficult. This raises pupils' self-esteem and their willingness to try even harder. For example, younger pupils who were identifying the different words for subtraction were very keen to share what they knew and see

who could remember the most, spurred on by the praise they received.

- Activities are often imaginative and include touches of humour. There are numerous opportunities for pupils to solve problems in a range of subjects. Pupils in Year 4, designing and considering how best to attach a three dimensional chimney to a model Tudor house, were thoroughly engrossed because they had to work out their own solutions.
- There are also excellent practical activities for pupils in the IR to develop their social skills through 'real-life' situations. Staff made clear their high expectations that pupils with complex needs prepare, mix and bake fruit or granary bread and serve hot chocolate with cream and marshmallows in their cafe. This stimulated their interaction with others and encouraged them to share resources and cooperate with others in a very effective and well-managed activity.
- Pupils entitled to the pupil premium, disabled pupils and those with special educational needs in mainstream classes, and those who speak English as an additional language, are supported well, with some examples of excellent support from skilled teaching assistants. Teaching staff also support lower-attaining pupils well so that they understand, for example, how they have 'bounced on' along a number line. Booster activities for the most able pupils are very effective in providing a high level of challenge.
- Activities are often adapted to take account of situations and pupils' understanding. This was seen in an exemplary fashion in Year 6 when the whiteboard did not work so the teacher used the wall clock to demonstrate angles of different sizes. Occasionally, this adjusting to the situation is not as effective and activities are not explained or modelled for pupils clearly enough. For example, how to set out hundreds, tens and units accurately. This leads to confusion, which is not quickly addressed.
- The marking of pupils' work is good in English but less strong in mathematics. Written work is often marked in detail and identifies what else needs to be improved. However, pupils do not regularly follow it up either by doing corrections or by responding to ideas of what to do next. Mathematics books show fewer indications of what the pupils could try next or any follow up to issues that were identified previously.

### **The behaviour and safety of pupils are good**

- The behaviour of pupils is good. For the large majority, it is consistently good. Pupils get on well together. They share resources and take turns well.
- At times behaviour is outstanding, as seen in an assembly focused on International Happiness Day. When the headteacher talked movingly about his family, it would have been possible to hear a pin drop. Following this pupils were hugely amused by, and spontaneously clapped and sang along to, the 'dad dancing' illustrated by various staff to the song 'Happy'.
- Pupils say they like school. Attendance is above average and punctuality is also good. Pupils say they particularly like playing outside and think they get on well with their teachers and other staff. Lunchtimes are generally orderly occasions where pupils enjoy chatting to their friends.
- Most pupils have good attitudes to work and want to do well. Occasionally, across the school, a small number of pupils do not make much effort to join in discussions and wait for others to provide ideas.
- Many pupils take pride in their work. However, while most pupils produce a good amount of well-presented work, a few do not make much effort to stretch themselves or produce neat work. Therefore behaviour is good rather than outstanding.
- Behaviour in the IR can sometimes fall below what the school expects, largely due to some pupils' complex difficulties in social situations and relationships, but staff show outstanding skills in managing difficult situations.
- The school's work to keep pupils safe and secure is good. Pupils have a good understanding of how to stay safe. They can clearly explain what bullying is and know it is not tolerated in school. They can explain the different types of bullying that could occur, including what constitutes cyber bullying. They know that name calling is not acceptable but think some of this does occasionally happen.

- The school is aware that a very small number of parents have strongly held concerns about behaviour and believe there is some bullying. Discussions with pupils and staff indicate that such incidents are rare but are always treated seriously with staff helping to resolve relationship difficulties. Where necessary, the school carries out sanctions to make clear what is acceptable or not.

## **The leadership and management** are good

- Leadership and management are good overall. There are some outstanding features. The headteacher provides very effective leadership of the school, with a clear understanding of what works well and what remains to be improved. This strong vision, effective communication skills and a clearly identified route for development have contributed towards improving teaching and learning in recent years.
- The headteacher is very well supported by the deputy headteacher, assistant headteacher and literacy and numeracy leaders, all of whom demonstrated outstanding teaching during the inspection. Monitoring records and pupils work indicate that this is regular practice.
- This very strong modelling of outstanding practice is rapidly driving forward the quality of teaching. However, as some middle leaders are relatively new to their roles and more remains to be done to improve pupils' progress, the impact of leadership is good rather than outstanding.
- Staff morale is high and responses to the staff questionnaire indicate that all are strongly supportive of recent changes in the school. Staff attend training events in school and elsewhere. They are outward looking, work with other schools and welcome an increasing number of visitors to observe strong practice in several areas. The school's checking of individual teachers' performance is appropriate, as is the link to teachers' pay.
- The school works well with local authority representatives who rightly recognise that it requires a low level of support because of its strong improvement. Leaders' work with external consultants ensures a rigorous focus on data and pupils' achievement.
- The school provides a broad and balanced range of experiences for pupils, including those that contribute to their spiritual, moral, social and cultural development. There are strong connections between the different subjects, as seen in the very successful and interesting links between mathematics and other subjects.
- The school welcomes pupils with a diverse range of needs. The leadership of this area is very effective with excellent quality work in tracking pupils' progress and in managing their behaviour.
- The large majority of parents are very positive about the school. The school works to address any concerns, such as those about behaviour, while remaining an inclusive school that is successful in promoting equality of opportunity and removing barriers to learning for all pupils. Parents are well informed of all areas of the school's work.
- The primary school sport funding is used to support a good range of activities. The school has worked, for example, with the local university to further train staff in delivering outstanding teaching of physical education. The impact of this is seen in the increase in staff confidence and improving skills of pupils observed during the inspection.
- **The governance of the school:**
  - Governance of the school is good and governors are developing their skills very well. There is a strong focus on understanding what the data tell them about pupils' performance. Governors recognise what remains to be done to achieve even further success. They are well informed about the quality of teaching and ensure only good performance is recognised in pay awards.
  - Governors are in an increasingly strong position to challenge the school and act effectively as a critical friend. The succession planning is well considered with changes to leadership carefully planned for so there is no dip in the effectiveness of the group. Several governors visit the school and link with different areas of school life, including the IR. They are well informed about the use of pupil premium and the primary school sport funding. Statutory duties for safeguarding are fulfilled.

## 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

<b>Unique reference number</b>	107058
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	431371

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	245
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Diane Shaw
<b>Headteacher</b>	Steven Arbon-Davis
<b>Date of previous school inspection</b>	28 January 2009
<b>Telephone number</b>	0114 2341097
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