

Nook Lane Junior School

Nook Lane, Stannington, Sheffield, South Yorkshire S6 6BN

Inspection dates

5–6 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- Leadership is strong at all levels. This has led to sustained improvements over time.
- The strong ethos, underpinned by the school's core values, are 'lived not laminated' by all staff and pupils.
- The curriculum is broad and rich. Many pupils regularly take part in music, arts and physical education (PE).
- Governors are committed and provide high levels of support and challenge.
- Good-quality teaching, including in the integrated resource base, ensures that pupils make good progress during their time at school.
- Assessment is strong, which enables teachers to know pupils' next steps in learning. In the integrated resource base, assessment is not as strong.
- Most-able pupils, including those in the integrated resource base, are not always challenged as well as others, particularly in mathematics.
- Pupils' personal development and welfare are exceptional as a result of high-quality leadership in this important part of the school's work.
- Pupils behave well. Bullying and harassment are rare. Pupils are confident that staff resolve any worries they might have.
- Outcomes are good for all groups of pupils, including those in the integrated resource base.
- Pupils develop a love of literature and reading during their time at the school.
- Pupils' spelling remains a relative weakness.

Full report

What does the school need to do to improve further?

- Improve teaching, learning and assessment further by:
 - providing more challenge for the most able pupils, particularly in mathematics
 - ensuring that pupils are taught to spell more difficult words correctly.
- Improve provision in the integrated resource base for autism by:
 - sharpening assessment so that it pinpoints pupils' next steps in learning with more accuracy
 - ensuring that the most able pupils are challenged.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has very successfully created an ethos where every child really does matter, where talents are celebrated and pupils' well-being is centre stage.
- The curriculum is varied and ensures that pupils develop a range of skills other than those in reading, writing and mathematics. Music and PE are taught regularly and pupils in the integrated resource base are given equal opportunities to participate alongside their peers.
- School leaders have ensured that personal, social and health education is high profile in the curriculum. Many pupils take part in extra-curricular activities.
- The varied curriculum includes opportunities for pupils to link with a school in Spain, visits to places of worship and study of art from around the world. Pupils take part in an annual arts week and parents organised the erection of a circus 'big top' on the school grounds. Such activities develop pupils' spiritual, moral, social and cultural awareness well. Moreover, they bring the curriculum to life for pupils.
- The PE and sport premium is used effectively. Consequently, staff are improving their PE teaching skills and the proportion of pupils participating in competitive sport is rising.
- Middle leaders make regular and detailed checks on the quality of teaching and the curriculum. They are experts in their field, so are able to give high-quality advice to staff to improve their teaching further. Staff who responded to the questionnaire commented positively on the support they received from their teacher colleagues.
- The pupil premium is making a positive difference to the few pupils who are eligible for support. Additional funding for pupils with special educational needs and/or disabilities (SEND) is used well to provide close support for pupils and for interventions. This ensures that pupils with SEND thrive.
- The local authority has supported the school well by providing detailed reports on the quality of teaching and providing training to governors and middle leaders.
- The integrated resource base is led well, providing pupils with an interesting, relevant curriculum. However, the current assessment systems do not pinpoint pupils' next steps in learning with sufficient accuracy.

Governance of the school

- The governing body have a good understanding of the school's strengths and areas that need further attention. The information they receive from school leaders enables them to provide a good level of challenge and support.
- Governors have good complimentary skills to support the school. One governor has supported the development of the library by ensuring that there is a good stock of books that appeals to boys' interests.
- The governing body ensures that safeguarding is afforded the highest importance.

Safeguarding

- The arrangements for safeguarding are effective.
- There is a strong culture of safeguarding in the school. Staff are well trained in the latest government requirements.
- Policies and procedures are robust. Appropriate checks are made on staff when they are appointed.
- Relationships with outside agencies are positive. Any concerns are addressed promptly.
- Good communication with staff at the infant school means that any safeguarding concerns are passed on efficiently.

Quality of teaching, learning and assessment

Good

- Teachers ensure that pupils develop good reading habits, acquire a range of vocabulary which they can then apply to their writing and present their work legibly and neatly.
- Pupils are given good opportunities to solve problems mathematically and to explain their solutions to problems. However, the problem-solving is sometimes too simple for the most able. Over time, pupils develop a good level of fluency in basic mathematics.
- Teaching assistants offer high-quality support to pupils with SEND but also ensure that they become confident, independent learners.
- Teachers question pupils well so that they answer in full sentences. This develops their speaking skills well.
- Teachers have good subject knowledge across a range of subjects. For example, pupils are taught how to evaluate historical sources in detail. In science, pupils develop good knowledge through taking part in interesting and engaging experiments.
- Pupils are taught to write well, using an increasing range of vocabulary as they progress through key stage 2. Moreover, they are taught to use more complex sentence structures and varied punctuation as they progress through the years. However, pupils' ability to spell increasingly difficult words does not improve at the same rate.
- Recent improvements to the reading curriculum means that the most able are now more adequately challenged, particularly when tackling difficult reading comprehension questions in Year 6. In other subjects, the teaching materials used, such as worksheets, sometimes place little demand on the most able.
- Teaching in the integrated resource base is good. Adults have good knowledge of pupils' needs. Consequently, adults find creative ways to fully engage and motivate pupils. For example, in an English lesson, pupils accessed the outdoor area to find leaves and twigs to recreate a story set in a forest. On occasions, the most able in the integrated resource base are not challenged as well as others.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils work alongside their peers in the integrated resource base for autism. As a result, they gain an excellent understanding of disability in society.
- Pupils have an unusually well-developed understanding of mental health, the importance of a positive outlook and of discussing and resolving problems. In assemblies, pupils stand in front of their peers, talking confidently about their own disabilities, medical issues and being young carers. This has led to pupils having an exceptionally mature, compassionate appreciation of others.
- Pupils have a deep, genuine attachment to the school's core values which relate to the understanding of diversity, perseverance and application to work. Many pupils take part in fundraising events throughout the year.
- There are many opportunities for pupils to make a positive contribution to the school. For example, all pupils are attached to curriculum areas and meet with the subject leader, giving their opinions on how the subject should be developed in the curriculum. Many pupils play musical instruments or take part in competitive sports. The impressive school brass band regularly performs in public and in assemblies. These activities develop pupils' spiritual, moral, social and cultural awareness well.
- Pupils have a good understanding of how to stay safe when using computers. They say that bullying is a rarity but that there is always a caring adult who will support them if the need arises. School records confirm that bullying is uncommon.
- Parents of pupils in the integrated resource base made comments such as 'the care staff provide is exceptional'.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and courteous to each other and to adults.
- In the assembly visited by inspectors, pupils behaved well. They were keen to appreciate each other's talents and listened attentively to the school brass band.
- In lessons, pupils behave well. They follow teachers' instructions and poor behaviour does not interrupt learning. Only occasionally, when the work does not fully challenge them, do pupils take a little time to settle in class.
- In the integrated resource base, adults are extremely adept at managing pupils' behaviour, which can change suddenly. A very clear set of routines, high expectations and a calm teaching environment ensure that pupils' behaviour is exemplary.
- Attendance is broadly average. Persistent absence is above average for pupils with SEND. This was explored during the inspection. Inspectors found that some pupils who are new to the school and have an education, health and care plan (EHC plan) are attending the school on a part-time basis. This is appropriate while they are settling

into routines in the integrated resource base.

Outcomes for pupils

Good

- Pupils' attainment in reading, writing and mathematics was above average in the end of key stage 2 tests in 2018. The progress they had made over time was good.
- Inspection evidence indicates that current pupils continue to make good progress in reading, writing and mathematics.
- There are few disadvantaged pupils in the school so any comparison between their progress and that of others nationally has limited significance. However, disadvantaged pupils currently in the school are making at least as much progress as others.
- Pupils with SEND make good progress as a result of the high-quality support they receive for their needs and the good subject knowledge of their class teachers. Pupils who access the integrated resource base make good progress.
- The progress of most-able pupils is inconsistent, especially in mathematics. In reading and writing, an above-average proportion of pupils reached the higher standards at the end of Year 6 in 2018. However, an average proportion reached the higher standards in mathematics. Work for most able pupils, including those in the integrated resource base, sometimes lacks challenge.
- The strong curriculum means that pupils gain a range of skills in subjects outside of reading, writing and mathematics. Pupils love science because teachers place much emphasis on practical experiments. As a result, their attainment is above average.
- Pupils also reach high standards in performing and visual arts, sports and humanities. This prepares them well for the next stage in their education.
- In the 2018 spelling test in Year 6, pupils' results were below average. Inspection evidence indicates that spelling is still a weaker element of current pupils' literacy skills.

School details

Unique reference number	107058
Local authority	Sheffield
Inspection number	10047544

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

Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Diane Shaw
Headteacher	Steven Arbon Davis
Telephone number	01142 341097
Website	www.nooklanejunior.co.uk
Email address	enquiries@nooklane.sheffield.sch.uk
Date of previous inspection	19–20 March 2014

Information about this school

- The proportion of pupils supported through the pupil premium is below average. The proportion of pupils with SEND who are supported by an EHC plan is above average.
- There is an integrated resource base on site providing education for 14 pupils who have autism.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language or who are from minority ethnic groups is below the national average.

Information about this inspection

- Inspectors visited lessons and an assembly, listened to some pupils reading and looked at the work in pupils' books to evaluate their progress over time. They spoke to pupils, staff, parents, governors and a representative from the local authority.
- Inspectors scrutinised various documents including the summary of self-evaluation, safeguarding information, various policies and the tracking of pupils' progress.
- The 55 responses to Ofsted's online questionnaire, Parent View, were considered by inspectors along with 11 staff questionnaires.

Inspection team

Robert Jones, lead inspector	Ofsted Inspector
Dawn Foster	Ofsted Inspector

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