



# Walkley Primary School

## Inspection Report

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**Unique Reference Number** 107094  
**Local Authority** Sheffield  
**Inspection number** 287712  
**Inspection dates** 4–5 October 2006  
**Reporting inspector** Joe Peacock

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 address</b>	Burnaby Crescent
<b>School category</b>	Community		Sheffield
<b>Age range of pupils</b>	3–11		South Yorkshire S6 2RZ
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 2340550
<b>Number on roll (school)</b>	288	<b>Fax number</b>	0114 2310553
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr David Squire
		<b>Headteacher</b>	Miss J Sheard
<b>Date of previous school inspection</b>	17 February 2003		

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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This school is larger than average, with about a third of the children travelling to school from outside the immediate area. One in three children is from a range of minority ethnic backgrounds. The largest two groups, Yemeni and Caribbean, account for almost half of these children. The proportion of children entitled to free school meals is above average. A quarter of the children have learning difficulties and/or disabilities, which is above average, but the number with a statement of special educational needs is about average. One pupil in ten speaks English as an additional language and this number is growing. When they enter the Nursery the attainment of most children is below the level expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 2

This is a good school which is giving good value for money. It is successfully tackling some significant barriers to learning such as those experienced by the above average number of pupils with learning difficulties and/or disabilities and the increasing number who speak English as an additional language. Inspectors agree with the school's self-evaluation that it is a good school but there are some areas where judgements about individual strengths vary. For example, inspectors judge standards and quality in the Foundation Stage and standards and achievement overall to be good rather than satisfactory.

Children's progress and the provision in the Foundation Stage are good because of the effective support provided by teachers and teaching assistants. Children who speak English as an additional language and the many children who have poor communication skills and a restricted vocabulary receive the individual help they need. As a result, their progress is as good as that of other children. Most children do well in their personal, social and emotional development. Children continue to make good progress in Years 1 and 2 but their standard in writing is well behind that in reading and mathematics because of the limited vocabulary of many and the difficulties some have in speaking English. As a direct result of initiatives to improve the quality of teaching, standards have risen in Year 6 in the last two years so that pupils now attain what is expected for children of their age.

The headteacher and deputy headteacher have established very effective measures to promote children's moral and social development. As a result, children behave well in class and have a good attitude to learning even when, on occasions, the teaching lacks pace because of very long lesson introductions. There is a good atmosphere for learning in all classes and children clearly enjoy coming to school. Attendance is only marginally below average but this is mainly because some parents take their children on holidays during term time. A high proportion of the children have full attendance.

The overall quality of teaching is good. Typically, it is well planned and purposeful and it successfully promotes learning and enjoyment. Children's progress was not as good in a small number of lessons where tasks did not provide enough challenge to interest and motivate equally well children of differing abilities. Whilst teachers use well a wealth of information about what children know or find difficult to set challenging targets for them in English, mathematics and science, similar information in some other subjects is not as detailed. Improving children's handwriting skills is given insufficient focus throughout the school.

The curriculum is enriched with many after-school clubs which children enjoy attending. This has a significant impact on children's personal development and in promoting skills in sport, art and music. Pastoral care and support are strengths and parents appreciate how well the school looks after their children.

Leadership and management are good and as a result the capacity to improve is also good. The headteacher, supported by the deputy headteacher, has succeeded in creating a good team spirit at all levels of management. Governors are supportive and

proactive, working well with staff to improve quality and raise standards. School self-evaluation is good. Although children's progress and the quality of teaching have improved, the extra steps needed to build on this have yet to be put in place.

### **What the school should do to improve further**

- Improve standards in writing, particularly by Year 2, and the neatness of children's handwriting throughout the school.
- Ensure the quality of teaching and learning is more consistently monitored and evaluated in order to identify where it can be improved to speed up the rate of progress children make.
- Develop assessment procedures for all subjects to give a clearer picture of children's attainment and analyse in greater depth the progress they make as they move through the school.

## **Achievement and standards**

### **Grade: 2**

The good provision for children in the Nursery and in their Reception year ensures that most make good progress in all areas of learning. Teachers and teaching assistants give a good emphasis to improving children's communication and language skills, although in these areas standards are below average by the time they leave Reception. The school provides extra teaching assistants from its own resources to support children who speak English as an additional language and they make good progress as a result.

By Year 6 pupils attain what is expected for their age, which means they have built on their skills well since Year 1. The school has responded well to lower than expected standards by Year 6 between 2003 and 2005. Initiatives designed to improve standards are proving successful. Whilst Year 2 pupils achieve broadly what is expected of them in reading and mathematics, their skills in writing remain below average partly because of their weak vocabulary skills. The achievement of those with learning difficulties and/or disabilities is good as they benefit from high quality support in the classroom.

## **Personal development and well-being**

### **Grade: 2**

The strong emphasis on promoting children's well-being gives them a good understanding of healthy lifestyle choices. They are safety conscious from an early age. Children are keen to make the most of what their school offers.

A very effective code of conduct for children results in behaviour and children's attitudes to learning that are good. Children enjoy coming to school. One parent commented that her child wished school was open seven days each week. Initiatives led by the headteacher and learning mentor to improve attendance are bearing fruit although attendance is currently just below average. Overall, children's spiritual, moral, social and cultural development is good. Staff ensure that children's moral and social development is promoted well from the moment they enter the school. It is proving

to be highly effective in building good relationships and in giving children confidence in the Foundation Stage.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching is typically good. Children are keen to learn and work quietly and conscientiously even on those rare occasions when the lessons are not as challenging as they should be. Nursery and Reception teachers make good use of the spacious indoor and outdoor accommodation. Their energy and enthusiasm ensures that children enjoy their learning. As a result, they are interested and involved and know what they must do to succeed. Equally, children with learning difficulties and/or disabilities make good progress as they are well provided for by teachers and teaching assistants who demonstrate a good range of specialist teaching skills. These skills are used equally well in supporting children who have English as an additional language. All teachers throughout the school manage and motivate pupils well and good relationships help to create a positive atmosphere for learning in all classes. Assessment is satisfactory. Effective procedures are in place for assessing pupils' attainment in the core subjects of English, mathematics and science but they are less well developed for other subjects.

### **Curriculum and other activities**

#### **Grade: 2**

A good curriculum meets the needs of all pupils. Literacy, numeracy and information and communication technology (ICT) skills are effectively promoted and subjects such as music, sport and art add interest and enrich the basic work. Very effective provision is also made for pupils' behaviour and personal development by their work in discussion groups. A wide range of clubs and activities take place outside lessons. Pupils say they enjoy them and they attend in large numbers. The quality of art displayed around the school makes work areas bright and stimulating.

### **Care, guidance and support**

#### **Grade: 2**

The good level of care, support and guidance helps all children to settle quickly into the school and to feel valued and cared for. The school successfully helps pupils to grow in self-esteem. The careful checks made on pupils' standards and achievement in English, mathematics and science are used well to guide pupils' future learning. Good partnership working with many parents and carers and other agencies ensures that a watchful eye is kept on all pupils. Pupils who may be at risk are identified early and well supported. All pupils have good access to a learning mentor and arrangements to deal with the issues that arise are well managed. The arrangements to ensure child

protection and staff vetting procedures meet requirements. There is good attention to health and safety throughout the school day.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good. The headteacher has a clear vision for future improvement which is shared successfully with governors and staff. The headteacher and deputy headteacher work effectively as a team and their knowledge of individual pupils' needs is invaluable to the school. The well developed new structure for managing groups of subjects ensures that middle managers work together well in teams to develop the curriculum. Governors have curriculum responsibilities and hold the school accountable for standards achieved. They are well informed and proactive. For example, over a short period governors ensured funding was available for the new ICT suite, interactive whiteboards and teachers' laptops. Teachers now share with each other their expertise in using modern technology to enhance children's learning, which is good practice. Monitoring of teaching and learning has not fully ironed out inconsistencies in the quality of teaching that occur from time to time. Equally, the checking of children's progress outside of English, mathematics and science is inconsistent and does not provide the finer detail of what will improve achievement even more.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	2
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	2
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you so much for helping us when we visited your school. We really enjoyed talking to everyone and looking around. Some of the parents have made a good job of enlivening the school with the colourful wall paintings. Other things that we thought were good were:

- how hard you work and how well you behave in class. You all seem to enjoy coming to school
- the lots of exciting clubs and activities that are provided for you. We are pleased that you enjoy them so much
- the good start that you all have in the Nursery and your Reception year. We thought that some of the things that you had to do like using the toys outdoors and computers in the class were interesting and fun
- how hard your headteacher and governors have worked to provide the new whiteboards in every class and the computer suite which help you so much with your learning
- we were impressed with how well you are cared for and supported by all the staff, especially those of you who find learning things difficult.

We are asking your headteacher, staff and governors to concentrate on improving three things in particular:

- we would like children in Years 1 and 2 to try especially hard with their writing so that it will improve and everyone to take more care with their handwriting to make it look neater
- we think there should be better checks on how well you are doing in all subjects and the progress you make as you move through the school so that you all can make more rapid progress
- we would like to see senior staff checking more closely on the quality of lessons to make all of them as good as the best.

Thank you again for helping us with the inspection. We can see clearly why you all enjoy coming to such a good school and hope that you will keep on trying to do your best for your teachers.