

Walkley Primary School

Inspection report

Unique Reference Number	107094
Local Authority	Sheffield
Inspection number	336809
Inspection dates	21–22 July 2010
Reporting inspector	Linda Murphy

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	280
Appropriate authority	The governing body
Chair	Ms Jo Magher
Headteacher	Miss J Sheard
Date of previous school inspection	4 October 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 12 lessons and observed 10 teachers and one teaching assistant. Meetings were held with groups of pupils, governors, staff and four officers of the local authority. The inspectors observed the school's work and looked at documentation including improvement plans; records of pupils' attendance, attainment and progress; pupils' work; and policies and procedures, including those relating to safeguarding. The 76 completed questionnaires from parents and carers, five from staff and 61 from pupils were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how successful the school is at raising attainment for pupils in English, in particular for the pupils learning English as an additional language and those with special educational needs and/or disabilities
- the impact of curriculum provision on pupils' learning
- the quality of leadership and management at all levels, its contribution to raising attainment and how it matches provision to the school's changing community.

Information about the school

This is a larger than average primary school. The school community has changed considerably since the last inspection. Although most pupils are White British, an increasing minority come from other ethnic backgrounds. A small minority speak English as an additional language and a few pupils are at the early stages of learning English as an additional language. The proportion of pupils known to be eligible for free school meals is higher than the national average. The proportion of pupils with special educational needs and/or disabilities is slightly higher than average. More pupils than usual join and leave the school during the school year. The nursery was only open for a very short time during the inspection, as it was preparing to share its accommodation with another provider over the summer holidays. The headteacher was absent during the inspection. At this time the school was led by the deputy headteacher with support from the executive headteacher of an adjacent school. The school has attained the Financial Management in Schools standard. Before- and after-school provision is organised by a private provider and is subject to a separate inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

3

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to governance and the care, guidance and support that the school provides.

The school is not effective because key aspects of its provision are inadequate. The governing body has failed to follow the correct legal procedures in dealing with exclusions and this has resulted in care, guidance and support being inadequate. Adults care for the pupils and are readily available to help them. Pupils' behaviour is satisfactory overall. Even so, the school's systems for managing the behaviour of a very small minority of pupils are insufficiently robust. The school and the governing body do not follow proper procedures on the occasions when the behaviour of a very small minority of pupils adversely affects the learning of others. Pupils are being sent home with parents' and carers' consent. However, the school does not record its actions appropriately. This results in a breach of statutory requirements.

Since the last inspection, the community the school serves has changed and it has taken the school some time to adjust to the needs of its new pupils. Pupils from culturally diverse backgrounds enjoy the opportunities to participate in all aspects of school life and they make a good contribution to the school and wider community. They have a good understanding about how to stay safe and healthy. With the help of the local authority, the school has successfully implemented new systems and ways of working. As a result, although pupils' attainment by the end of Year 6 has been low over the last three years, it rose rapidly in 2010 to levels similar to the national average. Attainment is higher in reading than in writing. At the end of Year 2, pupils' attainment is broadly average, other than in writing which is below average. Leaders are aware that pupils' speaking and writing skills are a weakness and have formulated plans to tackle this. Assessment systems have improved since the last inspection and the school has more accurate information available about pupils' progress. Although most teachers use the information effectively to set targets for pupils and ensure that they are adequately challenged, some inconsistency in practice remains. Inconsistency is also a feature in the effective deployment of teaching assistants. Attendance is low, mainly because too many pupils take holidays in term time.

Senior leaders and the governing body have responded well to the external support the school has received. Despite its shortcomings, the governing body is challenging the senior staff more than it has in the past and is pressing for solutions to raise attainment.

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With the help of middle managers, systems for tracking pupils' progress and developing the quality of teaching and assessment have improved. The changes have had a positive impact on pupils' progress, which is improving securely and quickly. The school knows its strengths and the areas it needs to develop: it uses data effectively to identify any groups of pupils who may require extra teaching. As a result, the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Ensure that the governing body meets its statutory duties in dealing with exclusions.
- Further raise attainment in English by improving:
 - - pupils' spoken language skills
 - - the content of pupils' written work and the speed at which pupils write
 - - the use of a consistent handwriting style.
- Ensure consistently good teaching by:
 - - improving the deployment of teaching assistants
 - - using assessment information more rigorously to plan work which challenges all pupils and enables them to make good progress.
- Raise levels of attendance by devising and implementing strategies to reduce the number of holidays taken during term time.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy learning and are attentive in lessons. They like to collaborate with others and by Year 6 they do this well. They persevere with tasks and achieve satisfaction from their efforts. They are proud of their achievements and keen to talk about their work.

All groups of pupils, including those from different ethnic groups, those learning English as an additional language, pupils who join the school outside the usual times of admission and pupils with special educational needs and/or disabilities, make satisfactory progress. Although attainment has been low over a three-year period, there is an upward trend throughout the school. For example, since the last inspection attainment has been average at the end of Year 2 other than in writing and is currently broadly average in Year 6. In 2009, a few pupils joined Year 6 very late in the year and did not receive the full benefit of the school's provision. As a result, some outcomes were lower than originally forecast. Across the school attainment in writing is a weaker aspect, including inconsistencies in handwriting style. The youngest pupils, often with the help of their families, learn to recognise words quite quickly, but their comprehension of what they read is limited. Historically assessments lacked accuracy leading to anomalies in the data on pupils' attainment on exit from Reception and Key Stage 1. These are being evened out as assessment systems become more rigorous. Pupils' spiritual, moral, social and cultural development is satisfactory but there are inconsistencies in behaviour. Pupils report that a small minority do not behave well. For example, behaviour is good in Key Stage 2 yet only satisfactory in Key Stage 1 where

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pupils are still learning how to conduct themselves well, in particular, at playtimes and lunchtimes. Most pupils agree that the adults care for them and say that any problems are 'sorted out'. Pupils make a good contribution to the school community. For example, they enjoy meeting older people, singing in the neighbourhood and generously raising funds for people less fortunate than themselves. Pupils have a good understanding of healthy lifestyles and participate enthusiastically in a range of clubs held after school. However, attendance is low. Persistent absence is tackled well by working with families and the education welfare officer to bring about improvements. A very few pupils were formally excluded this year, as well as a number who were 'informally' excluded. The extent to which pupils develop their personal qualities and basic skills is improving and is now preparing them adequately for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers mostly plan lessons to reflect pupils' needs and they manage well-organised classrooms. Pupils with special educational needs and/or disabilities are soundly supported by additional adults, either in classrooms or, at times, in small groups.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Teachers often provide opportunities for pupils to discuss ideas with each other to help their confidence in speaking and to develop ideas, although the quality of questioning by other adults is not strong. Good use is made of resources, including information and communication technology, to aid explanation and deepen pupils' understanding.

Lessons usually have clear objectives so that pupils know what is expected of them; teachers are beginning to help pupils know how well they are doing and what they need to do next. Marking is informative. In lessons where the pace of learning is slower, tasks do not always provide sufficient challenge to enable all pupils to make the best progress possible. Teachers' explanations are too long, which cuts down the time for pupils to work independently and the effective deployment of teaching assistants is too variable.

The themed curriculum has just finished its first year of implementation. It engages pupils' interests satisfactorily. The school ensures that the curriculum is responsive to changes in the make-up of the school community and to changes in the number of pupils on roll. It is enhanced well by extra-curricular activities.

Although the staff are caring towards the pupils, who say there is always someone to turn to, care, guidance and support are inadequate. This is because the school does not deal with pupils' misbehaviour sufficiently well. It uses 'informal' exclusions or 'cooling-off' periods when parents and carers are asked to remove their children from school, for example over lunchtime and until the next day. This is not in line with statutory requirements. Pupils are not being formally excluded and so the proper records are not being maintained regardless of whether it is done with the agreement of the parents and carers. At other times, pupils are given support but not always fully included in lessons and whole-school events because they spend most of the school day withdrawn from class to work individually with an adult or in small groups. Were it not for these weaknesses care, guidance and support would be satisfactory. The school is attempting to improve attendance by working with parents and carers, and other local schools, to reduce the number of holidays and extended leave taken during term time.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Overall, leaders and managers want to see improvement and they work together to achieve it. Middle leaders and managers, such as those for English, mathematics and assessment, are clear about the school's next steps on its journey to improve. Plans to raise attainment have measurable criteria for success. Leaders and managers ensure

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that pupils, whatever their ethnic or cultural background, are valued and free from discrimination. Staff work hard to close any gaps in attainment between differing groups. An example of their success, as a result of a greater level of challenge in lessons, is the increased proportion of Year 6 pupils attaining higher level outcomes in 2010. The school works well in partnerships, for example to provide pupils learning English as an additional language with extra lessons to boost their understanding of mathematical vocabulary. The school works with a group of local schools to aid professional development and to look jointly at ways of improving attendance. The learning mentor provides effective support to pupils and families. The school's procedures for safeguarding pupils meet current requirements. The school is continuing to develop its knowledge of local community and is strengthening its ability to meet the needs of differing groups of pupils. Underpinned by a sound policy, provision for community cohesion is satisfactory; global understanding is less developed than that at school and local community level. Systems to use data are understood well by senior leaders; though not all teaching staff use them sufficiently well to inform their teaching. Governors are very supportive of the school. However, important checks on, for example, the reporting of incidents of racist behaviour and exclusions are insufficiently rigorous and not all statutory requirements are met.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enjoy their time in the Early Years Foundation Stage. Relationships between adults and children are good. Children play and learn happily alongside each other. They

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grow in independence and take on responsibility such as tidying up and following routines. Adult-led activities are planned carefully around a theme to meet children's needs and this teaching is of good quality. Even so, the planning does not take children's special interests fully into account. Activities chosen by the children inside and outside are not always organised to fully exploit the potential for learning. Assessment practice is developing soundly, although information is not always used to plan activities that ensure the right level of challenge for every child. Well-focused speaking and listening activities increasingly support children's language development. Children start in Nursery with levels of development below those typical for their age. They make satisfactory progress overall, though by the time they leave Reception most children have still to attain the levels of development expected for their age. The leadership and management team has a clear understanding of what needs to be improved and has developed good teamwork to ensure that improvements are implemented and monitored. Through support and training, adults have an increasingly secure knowledge and understanding of the needs of the young children.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

The response to the Ofsted questionnaire represented almost one third of the pupils attending the school. Most of these parents and carers are pleased with all that the school has to offer. They are very confident that their children enjoy school, are safe and well cared for. They also say that the teaching is good and pupils are well prepared for their future. The inspectors found that although some good teaching was seen, overall the quality of teaching was satisfactory.

The inspection team endorses the view of parents and carers who have some reservations, mainly about how effectively it deals with the behaviour of a very small minority, the account the school takes of parents' and carers' suggestions or concerns and the way in which the school is led and managed. This is because of the way the school deals with the behaviour of some pupils.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Walkley Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 76 completed questionnaires by the end of the on-site inspection. In total, there are 280 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	48	63	24	32	0	0	0	0
The school keeps my child safe	42	55	28	37	3	4	0	0
The school informs me about my child's progress	33	43	32	42	5	7	0	0
My child is making enough progress at this school	35	46	27	36	8	11	1	1
The teaching is good at this school	44	58	23	30	6	8	0	0
The school helps me to support my child's learning	33	43	32	42	8	11	1	1
The school helps my child to have a healthy lifestyle	39	51	27	36	7	9	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	41	54	26	34	4	5	0	0
The school meets my child's particular needs	39	51	23	30	7	9	3	4
The school deals effectively with unacceptable behaviour	34	45	22	29	10	13	5	7
The school takes account of my suggestions and concerns	28	37	28	37	11	14	1	1
The school is led and managed effectively	33	43	27	36	11	14	0	0
Overall, I am happy with my child's experience at this school	41	54	26	34	5	7	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 July 2010

Dear Pupils

Inspection of Walkley Primary School, Sheffield, S6 2RZ

Thank you for all your help with the inspection. It was a pleasure to speak with you and look at your work. You enjoy learning and are attentive in lessons. You like to work with others and by Year 6 are good team players, such as when you lead the orienteering groups at the end of term. You persevere with tasks and achieve satisfaction from your efforts.

You get off to a satisfactory start in the Nursery and Reception classes. In the rest of the school achievement is also satisfactory and progress is improving securely and quickly. Your achievements are improving, so much so that by the end of Year 2 and Year 6 more of you are now at the level expected nationally, although your levels in writing are lower.

Despite some strengths of your school, the inspectors judge that it requires a 'notice to improve'. Your behaviour is at least satisfactory, however, your school is not helping a very small minority of you to learn to manage your behaviour in school sufficiently well. Other areas requiring improvement include the quality of teaching to help you progress more smoothly in your learning from year to year. The inspectors have also asked the leaders and managers of your school to ensure that attendance improves. Another inspector will visit your school to check how well things are going.

Those of you who do not come to school often enough can help by attending school every day it is open and all of you can help by trying very hard with your writing.

Yours sincerely

Mrs Linda Murphy

Lead inspector

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