

Charnock Hall Primary School

Carter Hall Road, Sheffield, South Yorkshire, S12 3HS

Inspection dates 15–16 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Requires improvement	3
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not yet good because

- Pupils across the school, including in the early years, do not make consistently good progress.
- Pupils do not recognise letters and their sounds well enough or have the skills to tackle new words.
- Older pupils do not read often enough to an adult or understand some of the words that they read. Therefore, they do not keep improving their reading skills to a higher level.
- Spelling and punctuation are not always correct and writing often lacks depth and detail.
- Pupils do not always use what they know about number and calculations to solve mathematical problems accurately and speedily.
- Teaching is not consistently strong enough to bridge the gaps in pupils' previous learning.
- Staff do not always ensure that work is challenging enough for those of different abilities and particularly for the most able pupils.
- The marking of pupils' work is inconsistent and does not regularly follow up areas to improve.
- Pupils do not always try to answer questions and work their hardest. Work is not always neat.
- Some staff with additional responsibilities, do not lead their areas well. Checks on data about progress and what is provided for the pupils are not rigorous enough to identify specific priorities.
- Senior leaders do not always pursue improvements robustly enough to accelerate the pace of learning.
- Although governance has strengths, the governing body has been too accepting of the quality of what is provided for the pupils. They have not challenged leaders well enough to ensure more rapid improvement.
- The poor quality of the school building does not make pupils feel valued or encourage the highest standards of presentation. This has a negative impact on learning. Staff and governors have not ensured that concerted enough action is taken to address this long-standing issue.

The school has the following strengths

- The process of improvement has already started in the school. Senior leaders have a secure understanding of what works well and where improvement is needed.
- Recent monitoring of teaching and learning is accurate and identifies strengths and weaknesses.
- Most pupils have a good understanding of how to keep themselves and others safe. Their spiritual, moral, social and cultural development is supported through the curriculum and other activities.
- Parents are generally pleased with the quality of care and education provided for their children.

Information about this inspection

- Inspectors observed parts of 22 lessons. Several of these were carried out jointly with the headteacher, the deputy headteacher and the assistant headteacher.
- Inspectors looked in detail at the work in pupils' books and heard several pupils read.
- Planned and informal discussions were held with pupils throughout the inspection.
- There were discussions with the headteacher, the deputy headteacher, the assistant headteacher in her role as special educational needs coordinator, the early years leader and with staff with responsibility for English and mathematics.
- Inspectors spoke with members of the governing body and a representative of the local authority.
- There were 56 responses to the online questionnaire (Parent View). Inspectors also spoke with several parents at the start of the school day. Inspectors took account of 15 responses to the staff questionnaire.
- Inspectors scrutinised a number of documents, including the school's own information about pupils' learning and progress. They also took account of documents and records relating to behaviour, attendance and safeguarding.

Inspection team

Sue Hall, Lead inspector	Additional Inspector
Gill Curtis	Additional Inspector
Melvyn Hemmings	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of disadvantaged pupils eligible for the pupil premium, which provides additional funding for those who are known to be eligible for free school meals and those who are in the care of the local authority, is well below average.
- The large majority of pupils are of White British heritage and no pupils are known to speak English as an additional language.
- Early years provision is in two Reception classes; all children are full-time.
- The proportion of disabled pupils and those who have special educational needs supported through school action is well below that in most schools. The proportion supported at school action plus or with a statement of special educational needs is a little above the national average.
- The headteacher took up the post permanently in June 2012. The deputy headteacher was appointed in 2013. The assistant headteacher was seconded to another school during 2013 and returned to Charnock Hall this term. One newly qualified teacher started in February 2014 and another in September 2014.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.

What does the school need to do to improve further?

- Ensure that teaching is consistently good by:
 - checking that activities contain a high level of challenge for those pupils of different abilities and especially the most able
 - ensuring that the marking of pupils' work clearly identifies what they need to improve and that such areas are revisited in subsequent work
 - ensuring that staff use questions and follow-up suggestions to challenge pupils' thinking further.
- Accelerate the rate of progress made and raise pupils' achievement by:
 - ensuring that pupils across the school have regular opportunities to practise and develop their reading skills to higher levels
 - checking that pupils spell and punctuate their work accurately, and develop the skills to write with more detail and in greater depth
 - making sure that pupils develop the ability to use the information they have to solve mathematical problems speedily and accurately.
- Improve the leadership and management of the school by:
 - developing the effectiveness of checking the progress made by pupils and in identifying areas for further improvement
 - improving the condition of the school building in order to provide a good quality learning environment
 - regularly and robustly evaluating the impact of actions taken to bring about improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management requires improvement

- Leadership and management currently require improvement because the school does not yet provide consistently good teaching. Therefore, some pupils do not made enough progress as they move through the school and the promotion of equal opportunities is not yet fully effective. .
- Senior leaders have started to address identified issues but have not driven school improvement forward fast enough. This is, in part, because leaders do not robustly evaluate the impact of actions taken to bring about improvement. Across the school, senior leaders, staff and governors have struggled to identify the issues within teaching and believed dips in progress were solely related to the difference between groups of pupils.
- The headteacher and deputy headteacher work well together and are supported effectively by the assistant headteacher, including in her role as special educational needs coordinator. These staff have sometimes found it difficult to identify with colleagues what must be changed and why. As a result, the school's view of its work is currently too generous and does not take sufficient account of the data on the progress of different groups of pupils.
- Some staff with additional responsibilities have had limited success in moving pupils' learning forward in areas for which they hold responsibilities. This is, in part, because some do not have a strong understanding of what the data tell them about progress. Therefore, they are not in a position to identify specifically what needs to improve nor how to do this.
- Targets for the management of teachers' performance are linked to school priorities and based on the progress of pupils and standards achieved. There is a sound programme of professional development for teachers and support staff that has resulted in some recent improvements in teaching.
- Joint lesson observations indicate that all senior leaders are able to accurately identify what makes teaching effective and what remains to be improved. Feedback to staff is thoughtful and well considered. This provides a firm foundation for future monitoring of teaching and the identification of how to improve teaching and learning.
- The school has benefited from the close support of the local authority during the recent period of development. This has included support for senior leaders. The school has also benefited from working with other local schools to adapt improvement planning, teaching and learning.
- Additional funding, such as the pupil premium, is used to support pupils and ensure that they have equal access to activities. This includes additional teachers and support staff. However, the school does not check the impact of this expenditure well enough.
- Disabled pupils and those with special educational needs are supported through the work of the special educational needs coordinator and support staff. However, the impact of support is not consistently effective and their overall progress of these pupils requires improvement.
- The primary school physical education and sport funding is used in several ways, including the use of sports coaches working with staff and pupils. This is helping to increase staff confidence and extend the range of sports that are taught in the school. Additional extra-curricular activities have had a good take-up.
- The curriculum is broad and reasonably balanced. Topic work extends pupils' understanding of the experiences of others and together with taking on responsibilities in school helps to prepare them for life in modern Britain. Pupils' spiritual, moral, social and cultural development is promoted well through a range of activities, with pupils saying they particularly enjoy dance and art. The display of some good quality artwork, including ceramic pieces, helps to raise pupils' self-esteem.
- Parents are generally pleased with the care and education provided for their children. With the many recent changes the school is now in a better position to improve further.
- **The governance of the school:**
 - Governance requires improvement. An external review of its effectiveness is required. This is because governors have not been successful enough in evaluating the impact of initiatives or in holding the school to account for the progress pupils make.
 - Governors have not been fully effective in ensuring that the school provides a stimulating learning environment that fully supports curriculum developments. Classrooms and communal areas do not encourage neat presentation of work nor help to develop a really positive attitude to learning. Even pupils say 'the building is tatty'. Governors have been too accepting of long-standing issues and have not been active enough in addressing such challenges by seeking additional funding from a range of sources.
 - Governors are keen and enthusiastic in their support of the school. They value the work of senior

leaders in undertaking work to move the school forwards. Governors review data but at times have struggled to step back and check what it tells them about progress.

- Governors hold a good number of meetings focused on a range of areas and ensure that the school meets the requirements for safeguarding. Some governors also visit the school and extend their knowledge by links with subject leaders or particular year groups.
- Governors have an overview of teaching and are informed about the performance of staff and the link to pay awards. School finance is monitored and discussions are held regarding the spending of the use of the pupil premium funding although the analysis of data about these pupils' progress is not yet secure enough to ensure spending is effective. Governors have not always ensured that leaders and staff have the expertise in seeking additional income for the school.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement. This is because too many of them lack positive attitudes to learning and do not consistently try hard with their work. This is shown in the pupils' books which reveal untidy presentation of work and quite often only a limited amount of work produced.
- Pupils do not always join in discussions. This means they do not consistently develop the skills and confidence to explain their ideas or what they already know. While a few pupils of all abilities readily volunteer their ideas, many simply wait for others to do this and make quite limited effort to join in.
- Most pupils behave correctly and at times, including in a Key Stage 2 assembly, they behaved well with minimal supervision from staff. At break times most pupils get on happily with others. At times, the noise level in the dining hall is unacceptably loud and does not provide a pleasant environment for the youngest children.
- Attendance is in line with the national average. The school works hard to cut the number of holidays in term time.

Safety

- The school's work to keep pupils safe and secure requires improvement. Procedures to check the suitability of adults to work with children are carried out carefully. The large school site is secure although some aspects of storing equipment have not always been rigorous.
- The school works well with pupils to help them understand how to keep safe. Visitors are invited to come to school and talk with pupils about the dangers around them. Pupils often have a good understanding of how to keep themselves and others safe. However, the school does not do enough to ensure areas such as the dining hall are pleasant to use.
- Pupils know that bullying is a repeated action and is deliberate. They recognise different types of bullying that might occur, such as cyber-bullying or racism. They know that calling each other names is hurtful and recognise the use of homophobic words is inappropriate. Pupils and the large majority of parents are confident little bullying occurs in the school and, if there are any worries, staff take their concerns seriously.

The quality of teaching

requires improvement

- Teaching over time requires improvement because there is too much variability in the quality leading to very mixed progress for pupils. This is across the school, including in the early years and across a range of subjects.
- Where learning is least effective, the planning of activities is not strong enough to ensure that pupils of different abilities are consistently challenged in their work. While tasks for many pupils are planned at different levels, the level of challenge is not always high enough, which impacts adversely on the progress of the most able pupils.
- Teachers' explanations to pupils and their use of questions to check understanding is mixed. Some staff ask probing questions and follow this up by encouraging pupils to explain not only what they think or know but also why. This strategy is not used well in other activities. Occasionally, staff do not encourage some pupils to join in discussions or offer their ideas, which limits their involvement in what they are learning.
- The school has recently worked on developing the marking of pupils' work and there is clear guidance, including for self or peer assessment. However, the work sampled shows that recently the quality of

marking is still inconsistent. Where areas for improvements are indicated or corrections required, these are not always re-visited to ensure that the pupil has mastered the skill.

- Where learning is most effective, staff provide activities that interest and motivate the pupils to try hard with their work. This was seen in Year 3 when pupils first studied how to make a Celtic Roundhouse and then worked together in a large group to make their own model. They made an earth base, then used twigs for the wall structure and wove long leaves to recreate the desired effect. Because pupils were caught up in what they were doing, their progress was good.
- The management of pupils is generally effective and lessons are conducted in an orderly fashion. Teaching assistants are deployed adequately, often to support disabled pupils and those who have special educational needs. The school has not, however, been effective in monitoring the impact of such work or the use of pupil premium funding to identify best practice or where the rate of progress made is not good.

The achievement of pupils

requires improvement

- Children enter the early years with mixed experiences and skills which are generally in line with those typical for their age. Most settle well and want to learn. However, progress as pupils move through the school is not fast enough and requires improvement.
- Progress in Key Stage 1 requires improvement. Pupils are improving their knowledge of phonics (letters and sounds) and in the results of Year 1 national checks were above average in 2013, but dipped in 2014.
- In 2013, standards in Key Stage 1 and Key Stage 2 were close to the national average. Many pupils made expected progress from Key Stage 1 to the end of Key Stage 2.
- In 2014, standards in Key Stage 1 fell, especially in mathematics and writing. In Key Stage 2, standards also fell in all areas and there was a substantial dip in mathematics. The school identified many pupils did not make the progress that the school had predicted and has sharpened internal checks on pupils' progress and put in place some key changes to raise attainment. However, there was insufficient time for these to close the gaps in pupils' learning last year.
- The sample of pupils' work indicates that currently pupils are making better progress and pupils' achievement is improving. Boys and girls make similar progress.
- Pupils' reading skills across the school require improvement. Younger pupils have a reasonable grasp of letters and the sounds they make, but are not always confident in working out unfamiliar words. The reading skills of older pupils also require improvement. While some are confident and skilled readers, records show they rarely read to an adult and do not continue to improve their reading skills to a higher level. Several work out what a word says but their comprehension is more limited.
- Pupils' writing skills also require improvement. Their knowledge of spelling and punctuation is not secure and quite a lot of their writing is untidily presented. While most are able to write for a range of purposes, they rarely write at length and in depth or at a higher level.
- Pupils' mathematics skills require improvement. This is currently a key priority for the school. While most pupils have a reasonable understanding of numbers and calculations, they are not confident in their skills and do not solve mathematical problems speedily and accurately.
- In 2013, disadvantaged pupils entitled to support from the pupil premium were more than two terms behind other pupils in mathematics, almost a term behind in reading but more than a year behind in writing, spelling and grammar. Overall, these pupils were almost a year behind other pupils nationally. In 2014, the gaps widened further. A review of the effectiveness of the use of pupil premium funding is required.
- The progress of disabled pupils and those with special educational needs also requires improvement. Progress is not consistent and the provision as yet is not fully effective in meeting their needs.
- The support given to the most able pupils in the school has generally been targeted appropriately. Overall progress is similar to other pupils and not fast enough for all of these pupils to reach above average levels.
- Pupils develop healthy lifestyles through a range of physical education activities supported by additional funding for primary school sport. Pupils take part in a wider range of activities, including in gymnastics, football and rugby.

The early years provision

requires improvement

- Leadership and management, together with teaching and learning, require improvement. While there are

many strengths in what is provided and children are looked after well, the checks made by senior staff have not been rigorous enough to identify the lack of challenge and vibrancy in the provision. The accommodation available is large and spacious, but it is not used to best effect to create bold and imaginative play areas that capture the children's imagination. There is little eagerness or thirst for learning created and children's behaviour requires some improvement to ensure all children are fully engaged.

- The balance between adult-led and child-chosen activities is not consistently effective, with too little development of key literacy and numeracy skills. The organisation of activities is sometimes ineffective and children are not always clear about what they are doing.
- Children enter one of the two Reception class groups having often attended local childcare settings. Their skills, while wide-ranging, are generally in line with those typical for their age. The progress they make requires improvement because it is not consistently good. Pupils settle well and develop their confidence and ability to communicate with others and many gain the skills required for Year 1. The provision contributes adequately to their physical development with many opportunities to play outside and to use tricycles and play vehicles.

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	107097
Local authority	Sheffield
Inspection number	448334

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	404
Appropriate authority	The governing body
Chair	Claire Matthews
Headteacher	Sarah Scarborough
Date of previous school inspection	9 June 2010
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