

# Ecclesall Church of England Junior School

## Inspection report

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<b>Unique Reference Number</b>	107105
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356088
<b>Inspection dates</b>	28–29 March 2011
<b>Reporting inspector</b>	John Foster

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Caroline Gracey
<b>Headteacher</b>	Mrs Lorna Culloden
<b>Date of previous school inspection</b>	15 April 2008
<b>School address</b>	Ringinglow Road Sheffield South Yorkshire S11 7PQ
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<b>Email address</b>	headteacher@ecclesall-jun.sheffield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Fifteen lessons were observed and 14 teachers seen. Meetings were held with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work, and looked at the school's development planning, documents relating to safeguarding (care and protection of pupils), minutes of the governing body's meetings, pupils' records and school policies. The team analysed 145 questionnaires returned by parents and carers and also those returned by pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The school's assessment of pupils' attainment and the progress made by different groups of pupils.
- The impact of the partnerships developed by the school in improving pupils' learning.
- The governing body's impact on the school through their monitoring of performance and involvement in strategic planning.
- The effects of partnerships in improving the curriculum.

## Information about the school

The school is larger than the average primary school. About three-quarters of pupils are of White British heritage, with the remaining quarter from a wide range of minority ethnic backgrounds. The proportion of pupils known to be eligible for free school meals is low compared to national figures. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is average. The school has gained Healthy School status, the Artsmark Gold Award and the Bronze Eco-Schools Award.

The school premises are used by a private provider for pre- and after-school care. The setting was inspected separately and not as part of this inspection. A report of its quality can be found on the Ofsted website.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. This is an improvement since the previous inspection when the school was judged to be satisfactory. Pupils are taught well overall, enabling them to make good progress in their learning. The headteacher leads the school well, working closely with and supported well by the deputy headteacher and senior managers. Governance is outstanding.

When pupils enter the school their attainment is above average. The good progress they make enables most pupils to attain high standards by the time they leave Year 6. This has been the case consistently over the past three years and pupils' achievement is outstanding. While the quality of teaching and learning is good overall, it is inconsistent across classes. The better lessons inspire pupils to work hard but occasionally teachers talk for too long and pupils' interest wanes. In satisfactory lessons, the pace of learning is sometimes too slow and pupils are not always actively involved. The school has developed its curriculum well, giving pupils the opportunity to have a say in their learning and enabling them to develop a wide range of skills. The staff care for pupils well. Pupils told inspectors that they feel safe in school and that if they have a problem there is always an adult with whom they can discuss it. Within the school and the local area, pupils make a positive contribution to improve their environment. Relationships between pupils, and pupils and adults are good. Pupils' spiritual, moral, social and cultural development is good. Their behaviour is good. They care for each other and know right from wrong. The school's arrangements for safeguarding are good. Attendance is improving and is above average.

The headteacher, staff and the governing body share a positive vision to move the school forward, with the intention of giving pupils the best education possible. Under a dynamic Chairperson, the governing body has developed very well, with governors taking a very full and active part in evaluating the school's performance and planning for its future. Parents and carers think highly of the school and most say that they are happy with the progress their children make. The school has developed outstanding links with a wide range of partners and these are having an excellent impact on pupils' learning and well-being. Arrangements for community cohesion are satisfactory because pupils do not have enough awareness of the wide range of cultures to be found in Great Britain and globally. The school's evaluation of its work is largely accurate. As a result of improvements to the quality of teaching and pupils' progress since the last inspection, the positive leadership, good welfare arrangements and high standards attained, the school is well placed to improve further.

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

- Further improve the quality of teaching and learning so that they are consistently good or better by:
  - – increasing the pace of learning in more lessons
  - – ensuring that pupils are fully involved in their learning.
- Develop pupils' understanding of cultures nationally and globally by:
  - – implementing the school's plans for community cohesion with more rigour
  - – developing links to schools locally and nationally to enable pupils to become more aware of the wide mix of cultures found in Great Britain
  - – developing links with schools in other countries.

## Outcomes for individuals and groups of pupils

**2**

Pupils, including those with special educational needs and/or disabilities, make good progress because they are taught well overall. In lessons observed, the quality of learning varied from satisfactory to outstanding. Pupils work diligently and concentrate well for most of the time, but on occasion they lose concentration when they are not actively involved in the lesson. From above average starting points they make good progress and achieve outstandingly well, so that by the time they leave Year 6, pupils' attainment is high overall. In the better lessons, pupils are fully involved in their learning and the staff inspire them to work hard to improve all the time. Pupils' attainment in mathematics is particularly high because the school has concentrated on improving standards in the subject and in this it has been successful. The current development plan is focused on further improving pupils' writing skills. Pupils clearly enjoy their learning and work hard to improve. Year 5 pupils, for example, were involved in developing entrepreneurial skills, whereby they designed articles to sell and tried to gain financial backing from local businessmen to market their products. They undertook the design, evaluation and making their products seriously and made their pitch to the businessmen confidently.

Pupils told inspectors that they feel safe in school and that they are well cared for. Pupils' behaviour is good overall in lessons and around the school, and particularly when teachers enthuse them with interesting and fast moving lessons. Pupils know that they should eat healthy food and take regular exercise. This was evident when a large group of pupils took part in cross-country training during their lunchtime. Pupils are aware of their environment and their local community. Within school, they readily take on responsibilities, such as the playground 'Buddy' system and they are involved in a range of local activities. Pupils' spiritual, moral, social and cultural development is good, with particular strengths in the spiritual, moral and social aspects. Their social skills are particularly well developed, getting on well together in the playground and supporting each other well during lessons. However, they are not as aware as they could be of the wide mix of cultures to be found in Great Britain.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

The quality of teaching and learning is variable across classes, but overall it is good. Teachers plan well for learning and ensure that the work set is appropriate to pupils' needs. In the better lessons, teachers move learning on at a fast pace, pupils are encouraged to participate in the activities and the relationships between pupils and the staff are excellent. Pupils know what they are expected to learn in these lessons because teachers identify what is to be learned at the beginning and continue to refer to this throughout the lesson. Pupils are keen to please their teachers and work diligently to do so. Where teaching is less effective, pupils are not involved enough in their learning. In these lessons, pupils often sit for too long listening to the teacher, rather than being involved in working on tasks set to improve their learning. Teachers assess pupils' work carefully and accurately and the results of this assessment are used well to move learning forward.

The school has developed the curriculum well and it is effective in promoting learning. The curriculum is based on a series of themes covering all subjects within the timetable. The themes are based on developing pupils' skills and knowledge through creative activities. As one pupil said during a technology lesson, 'We've had to use mathematics skills to do our task'. The school uses visitors and visits to support pupils' learning well. Partnerships have given pupils many opportunities to extend their skills and to participate in activities with visiting staff. The school uses teachers from the local authority to provide pupils with

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good quality instrumental tuition. Close and effective links within the local family of schools help to enhance the curriculum; for example, pupils benefit from being taught French by specialist staff from a secondary school. The school provides a good range of activities which enhances learning well beyond the school day. These include sporting and musical activities and pupils are keen to take part in the opportunities offered.

The quality of care provided is good, contributing to pupils' good development. Targeted support is good for pupils whose circumstances make them more vulnerable. The staff know pupils well and use this knowledge to ensure that if there is a problem, they inform the appropriate member of staff. Pupils with special educational needs and/or disabilities are catered for well and given good support. As a result, they make similar levels of progress to other groups of pupils. Arrangements for transfer of pupils from the infant schools and to secondary schools are well established. The school enjoys good relationships with receiving and feeder schools so that transition is smooth and pupils are confident about their move to a new school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Leadership and management are good. Since the previous inspection, good progress has been made in addressing the weaknesses identified at that time. The major factor for this good development is the leadership of the headteacher and deputy headteacher. They work closely as a team, sharing a strong vision for improvement, with each complementing the other's skills well. Subject leadership is good, with leaders fully aware of the strengths in their subjects and what requires development. The leadership team work well to instil ambition and maintain high morale within the staff. Senior leaders monitor teaching and learning closely and are aware of where improvements need to be made.

The governing body is outstanding. Working together as a closely knit team, members of the governing body are fully involved in evaluating the school's performance and work closely with the school to ensure that development planning is effective in bringing about positive changes to the school's performance. The school enjoys good relationships with parents and carers. Workshops are organised by the school to keep parents and carers aware of what their children are learning but these are not always well attended. This is an inclusive school with all pupils given equal opportunities to participate in the wide range of activities organised for them. The school's arrangements for tackling discrimination are effective.

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The school has worked very successfully to secure partnerships to support its work and the range and impact of these are outstanding. In addition to links with the family of schools, there are strong links with similar city schools, where they plan and share expertise to develop pupils' writing skills. There are close links to local universities and colleges, whereby students work at the school and excellent links have been established with local industry.

The school's arrangements for safeguarding are good. All relevant policies are firmly in place and records are kept accurately. Staff have received appropriate training for their roles and know what they should do should they have concerns about any child. The governing body maintains a close watch on safeguarding arrangements and members of the governing body have received appropriate training for safer recruitment of staff.

Arrangements for community cohesion are satisfactory. The school has undertaken an audit of its work and devised plans in relation to community awareness, but this is at an early stage of development. Pupils are aware of the range of cultures locally but less aware of those nationally and globally.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Views of parents and carers

The response by parents and carers to the parental questionnaire was about average. The majority of parents and carers who responded to the questionnaire support the school and its work fully. The few negative responses relate to the progress made by their children, the ways in which the school promotes healthy lifestyles and whether the school takes account of parents and carers views. Inspection evidence shows that pupils make good progress, that the school promotes healthy lifestyles effectively and that the school, whilst listening to individual viewpoints, makes decisions based upon what is best for all pupils.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Ecclesall Church of England Junior 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 357 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	54	61	42	5	3	0	0
The school keeps my child safe	95	66	49	34	1	1	0	0
My school informs me about my child's progress	71	49	68	47	3	2	0	0
My child is making enough progress at this school	71	49	60	41	10	7	1	1
The teaching is good at this school	71	49	66	46	2	1	1	1
The school helps me to support my child's learning	62	43	75	52	7	5	0	0
The school helps my child to have a healthy lifestyle	43	30	83	57	11	8	2	1
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)	64	44	63	43	3	2	0	0
The school meets my child's particular needs	63	43	67	46	8	6	0	0
The school deals effectively with unacceptable behaviour	50	34	77	53	8	6	1	1
The school takes account of my suggestions and concerns	55	38	67	46	10	7	0	0
The school is led and managed effectively	73	50	59	41	5	3	0	0
Overall, I am happy with my child's experience at this school	84	58	53	37	4	3	0	0

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



30 March 2011

Dear Pupils

**Inspection of Ecclesall Church of England Junior School, Sheffield, S11 7PQ**

Thank you for the welcome you gave the inspectors when we came to visit your school recently. I would like to thank you for the help you gave us with our work and let you know what we found out about your school.

You are fortunate to go to a good school where the staff care for you well. You are taught well overall and this helps you to make good progress with your learning. As a result, by the end of Year 6, you attain high standards when compared to pupils of a similar age. Your achievement is outstanding. Your behaviour is good overall, but there are a few occasions when some of you could be more attentive in lessons. This would help you to make even better progress.

The headteacher leads the school well and she works alongside the deputy headteacher, the staff and the governing body to ensure that you receive a good education. You are given many opportunities to work together, for example, when Year 5 worked on the 'Dragons' Den' project. The school has developed an excellent range of links with other schools and industry to help you to develop your skills and knowledge well.

In order to make your school even better, we have asked the headteacher, staff and governing body to:

- make sure that the teaching you receive is good or better at all times
- make you more aware of the mix of cultures in this country and across the world.

You can help by continuing to work hard and by being attentive in lessons at all times.

Yours sincerely

John Foster

Lead inspector

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