

Arbourthorne Community Primary School

Eastern Avenue, Sheffield, South Yorkshire S2 2GQ

Inspection dates

4–5 July 2017

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

Summary of key findings for parents and pupils

This is a good school

- The excellent leadership of the executive headteacher is ensuring that Arbourthorne pupils get off to the best start possible. She is uncompromising in her leadership and determined that every child will do well.
- The head of school has robustly supported the executive headteacher to improve teaching. Teaching over time is effective, so pupils make good progress throughout the school.
- Governors are knowledgeable about the work of the school. They are effective in their challenge to school leaders and ensure that money is well spent to help pupils overcome barriers to learning.
- Children start school with skills well below those typically seen. Outstanding teaching in the early years is helping children to make rapid gains from very low starting points.
- The bespoke curriculum provided for some pupils through Red Robin House is highly effective in developing pupils' self-confidence and independence. The promotion of pupils' spiritual, moral, social and cultural development is very successful.
- Leaders are meticulous in tracking the progress of pupils. Despite this, the proportion of pupils who attain national standards at the end of key stage 2 is low. This is because pupil mobility and the proportion of pupils who have special educational needs and/or disabilities are much higher than average.
- Middle leaders are monitoring the impact of teachers' work but have not always used this information to support teachers in developing their skills.
- Teachers' planning in phonics is not always precise enough to build on what pupils already know.
- Although pupils are developing their knowledge of calculations well, not all teachers are consistently challenging pupils to apply their learning to problem-solving and reasoning in mathematics.
- Pupils benefit from an inspiring curriculum. Leaders ensure that pupils receive many opportunities to develop their knowledge of subjects beyond English and mathematics. However, learning in science is less well developed.
- Pupils' behaviour is good. However, the number of pupils persistently absent from school is above national figures.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching across key stages 1 and 2 to ensure that pupils make the accelerated progress needed to diminish the attainment gaps with their peers nationally, by making sure that:
 - lessons in phonics always build securely on pupils' prior learning
 - pupils are provided with frequent opportunities to fully develop reasoning skills in mathematics
 - lessons in science enhance pupils' scientific knowledge and enable them to use and apply their scientific skills.
- Improve the quality of leadership and management, by
 - further developing middle leaders to more effectively influence the work of others to improve pupils' learning across all subjects
 - improving the attendance of those pupils who are persistently absent to increase their chances to attain well at school.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher has been resolute and determined to provide an inspirational curriculum and wrap-around care to enable pupils at Arbourthorne to learn. She employs a problem-solving approach, putting pupils' interests at the heart of everything she does. Staff and governors rate her leadership highly and enjoy being part of the Arbourthorne team.
- The head of school works closely with the executive headteacher. Together, they are meticulous in checking each aspect of the school's work, ensuring the quality of teaching continues to improve and that it meets the very specific and complex needs of pupils. Targets set for teachers are challenging and illustrative of senior leaders' resolve to maintain a spotlight on pupils' progress.
- Leaders have worked intently to ensure that pupils receive rich experiences and meaningful learning in subjects other than English and mathematics. Pupils have been consulted about what they would like to find out about. This has resulted in pupils coming up with a challenging question, such as, 'How much would you pay to go into space?' Questions lead to pupils developing research skills in history and geography. Visits out of school, for example to the local mosque, or to a local farm, are helping pupils to gain first-hand knowledge that supports their wider understanding of the world.
- The primary school physical education (PE) and sport funding has been well spent to enable pupils to take part in a wide range of activities that would normally be inaccessible to them. Pupils are excited to participate in climbing, curling, judo, and cycling, for example. Pupils' involvement in regular sports has been increased through participation in local cross-country, netball or football tournaments.
- The leader for special educational needs and the inclusion manager work closely with families and external agencies to ensure that appropriate support and help is accessed where required. They use funding for pupils who have special educational needs and/or disabilities to good effect. Their belief in pupils and commitment to families is exemplary, so that pupils under their watch make progress in line with other pupils in school. The inclusion team is in daily contact with teachers, advising on ways to ensure pupils' needs are well met.
- Teaching assistants provide sensitive and appropriate support in classes. The leader for special educational needs described teaching assistants supporting vulnerable pupils as having 'love, a kind heart and resilience' and sees this as a prerequisite to supporting pupils at Arbourthorne.
- Pupil premium funding is used effectively to provide additional academic or pastoral adult support or resources for disadvantaged pupils. This money has been spent to support parents and carers in hardship, for example, but for the most part, pays for additional staffing. Because of a cohesive approach, disadvantaged pupils are making good progress from very low starting points.
- The school's work to promote pupils' understanding of spiritual, moral, social and cultural issues in very successful. Pupils are taught how to express their thoughts

appropriately through lessons at Red Robin House, the school's on-site 'home' space. Here, pupils are learning important life-skills, such as making up a bed and keeping safe in the home. Under the careful watch of the inclusion manager and staff, pupils learn the manners associated with sharing a meal together or holding a conversation.

- Middle leaders have successfully monitored the quality of teaching in their subjects. They have a thorough understanding of the strengths and have ideas about what they want to improve. However, middle leaders have not yet secured consistency of teaching so that pupils make rapid progress in all aspects of their learning, for example in the application of phonics or in developing deeper skills in mathematics and science.

Governance of the school

- Governors provide challenge and effective support for school leaders.
- The governing body is determined to improve the school's performance and to maintain the rich and varied experiences that pupils gain through school. Governors ensure that teachers' effectiveness is clearly linked to pay and career progression.
- Governors benefit from the executive headteacher's detailed reports so they have a secure understanding of how the school functions. Governors have a full understanding of how additional monies such as pupil premium and the PE and sport funding are used.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that rigorous systems and procedures are in place to keep pupils safe. A comprehensive set of risk assessments ensure that staff are aware of potential dangers in all aspects of school life.
- The culture of keeping pupils safe from harm permeates all aspects of the school's work. Staff receive regular training on safeguarding issues and have recently been trained to prevent harm to pupils at risk of radicalisation. The school has made good use of published resources to help educate pupils against hate.
- Arbourthorne School is providing a safe haven for many more pupils at risk of harm than is typically seen. The safeguarding officer is highly effective in her role to oversee the safety of pupils. She is in regular communication with social care, police and the community youth service to ensure everyone in the community is alert to pupils in need.

Quality of teaching, learning and assessment

Good

- Teaching over time is effective so that, overall, pupils make good progress from very low starting points. Teachers display good subject knowledge and have high expectations of pupils' behaviour and progress in lessons. Teachers are skilled in developing trusting relationships with pupils and are particularly successful in welcoming and including pupils new to the school and those who have special

educational needs and/or disabilities.

- The teaching of reading is effective in helping a large majority of pupils to read accurately and to develop understanding of what they are reading. Pupils are encouraged to read regularly through visits to class and community libraries. Pupils spoke happily about the authors they liked and described the books they read at home. Pupils who read to inspectors were reading texts appropriate for their age and ability but not all were confident in their use of phonics to work out unknown words.
- Teachers were observed using practical and active approaches to support pupils in writing. For example, in a writing lesson, pupils were encouraged to become characters from the book 'The great kapok tree', acting out the story prior to writing a poem. Pupils' work in books shows they are working at age-appropriate standards, writing with confidence and presenting their work with pride.
- Both teachers and teaching assistants take responsibility for teaching lower-attaining pupils and those who have special educational needs and/or disabilities. Adults support pupils' learning well through timely questions and appropriate resources that encourage pupils to develop independence.
- The teaching of mathematics is successful in helping pupils to develop fluency in number and to develop effective calculation skills. The least able pupils are supported with well-chosen resources and the most able pupils given additional number challenges. However, teachers are not providing most-able pupils with enough opportunities to develop their mathematical reasoning through application in a wider range of problems.
- Teachers are determined to provide interesting lessons that ignite pupils' interest. They plan for learning through a wide range of methods, including through hands-on activities. There are many illustrations in class books of pupils' successful collaborations in learning. In one design technology lesson observed, 60 Year 2 pupils had come together in the hall, accompanied by staff and parents, to investigate wheels and axles. Pupils' involvement was complete as they began to execute their plans to construct a vehicle that would include both fixed and moving axles.
- Teachers are ensuring that pupils learn key facts and are able to sort and classify in science. However, the teaching of science is not planned consistently well to enable pupils to develop scientific enquiry or experimental skills appropriately.
- Teachers have not consistently ensured that pupils' learning in phonics builds on what pupils already know, so some pupils are unable to use phonic strategies well enough in their reading and writing.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils who spoke to the inspectors said they really like school and particularly like going on trips. Large numbers of pupils take part in a wide range of clubs and activities, including visits to London, where pupils visit a child-only 'city', learning how to take on the job of firefighter, nurse or police officer, for example. These visits help

develop pupils' ambition and awareness of the world of work.

- Leaders ensure that pupils have every opportunity to learn how to keep themselves safe. For example, Year 5 pupils enjoyed taking part in the 'respect' project, run by the local basketball team, learning about fire safety, dealing with bullying, keeping safe online and eating healthily.

Behaviour

- The behaviour of pupils is good. All staff effectively promote Arbourthorne's core values and pupils are regularly rewarded for demonstrating good manners, aiming high, or showing they care, for example. Pupils look forward to the sparkle and shine assemblies, where parents are invited to see them receive certificates and prizes.
- Some pupils who attend Arbourthorne need sustained support to manage their behaviour. The inclusion team draws up detailed plans to support staff in this work, anticipating trigger points and laying out clear strategies that help pupils to do the right thing. Staff respond in a sensitive and skilful manner to support these pupils so that disruption to learning for other pupils is minimal.
- Leaders promote and recognise pupils' good attendance through rewards. They frequently liaise with the attendance consultant who has successfully improved attendance so that overall attendance is broadly in line with national figures. However, a few pupils are persistently absent from school, causing harm to the progress they are making in school.

Outcomes for pupils

Good

- The majority of children enter the school with levels of development well below those typically seen. There has been an improvement in the number of children achieving a good level of development, by the end of Reception, over the last three years so that this year around half of all children entered Year 1 ready to learn.
- The proportion of pupils who achieved the expected standard in the Year 1 phonics screening check has also improved over the last three years. In 2017, although below national figures, 55% of pupils passed the check – representing good progress from their entry to school.
- There has been a steady increase over a three-year period in the number of pupils who attained expected standards at the end of key stage 1. In 2017, around half of the Year 2 pupils achieved expected standards. This figure is below national averages but represents secure progress from very low starting points.
- Over 70% of Arbourthorne pupils are disadvantaged. The effective use of pupil premium ensures that disadvantaged pupils are making progress in line with other pupils in the school, but their attainment remains below that of other pupils nationally.
- Pupils who have remained at Arbourthorne have continued to make appropriate progress at the end of key stage 2. This is the picture for pupils from all prior attainment groups. Pupils' progress and attainment in writing is close to the national average. However, in 2016, below-average proportions of pupils achieved the expected standards in reading and mathematics. In 2017, the proportion of pupils on track to

achieve expected standards in reading and mathematics is also below average.

- Pupils coming into or leaving Year 6 over the course of key stage 2 amounted to one third of the cohort and high proportions of pupils were unable to meet the demands of the test due to substantial and often complex special educational needs and/or disabilities. Despite this, careful tracking of pupils' progress and work in pupils' books show that around two thirds of pupils are working at standards expected for their age and that pupils who started at Arbourthorne school in key stage 1 are making secure progress.
- Pupils at both key stages 1 and 2 who have special educational needs and/or disabilities made good progress overall, but the majority did not reach the levels expected for their age.

Early years provision

Outstanding

- A high proportion of children arrive with significant delays in learning, difficulties talking and in understanding what others are saying and with special educational needs and/or disabilities. A very high proportion of children arrive with much lower skills than are typically seen for their age.
- This is a setting that is highly responsive to children's needs. The leaders of the early years have a very clear view of the strengths of the provision. Staff use regular observations and accurate assessment to make daily changes to the tasks that children will do, so that all children make rapid progress.
- Teaching in the early years is leading to outstanding progress. Staff have excellent subject knowledge and are excited by their work. Teachers and teaching assistants sensitively question children to promote deeper understanding. Staff work with small groups of children to effectively model language, helping children to develop their vocabulary. For example, staff created high levels of excitement in learning when children discovered footprints, made in compost, in the classroom. Children hurriedly set about deciding which creature had made the footprints, how big it might be and where it might be now. This excellent learning opportunity provided many opportunities to talk, to theorise and to experiment and the sense of awe and wonder in the classroom was palpable.
- Leaders and governors have ensured excellent outdoor provision. Staff use growing areas to very good effect so that children are developing an understanding of where food comes from, for example. In one snapshot of learning seen during the inspection, children were describing and naming vegetables, then counting and sorting them to decide which might entice a chicken out of hiding.
- Leaders have helped children to begin to acquire language skills through innovative projects such as 'the little book of chatter', where parents and children have worked alongside an artist in residence to talk about and paint in styles reminiscent of famous artists.
- Staff have been quick to exploit opportunities for children to take part in creative physical activity. Reception children have taken part in ballet lessons, for example, helping them to build control and confidence. Because of excellent relationships with adults and a vibrant environment that ensures they are fully involved in learning,

children behave very well in the early years.

- Staff plan well to meet the needs of disadvantaged children and as a result, disadvantaged children progress at the same fast rate as other children. Equally, staff are considerate of the needs of children who have special educational needs and/or disabilities. Staff work in tandem with external agencies to ensure that children receive the bespoke provision they need to rapidly develop their skills. Children who have special educational needs and/or disabilities make good progress in the early years, sometimes from very low starting points.
- Staff are vigilant and minimise the risks to children and appropriate risk assessments and care policies are in place. They work closely within the school's safeguarding policy to ensure the safety of children in their care. Statutory welfare requirements are met.
- Teachers' work to involve parents in their child's education is highly effective. Parents are regularly invited into the setting to take part in learning activities alongside their children. Parents who spoke to one inspector had a strong affinity to the school, with some moving into the local area to secure a place for their child. Parents appreciate the homework given to Reception children and several mentioned the lengths staff will go to in ensuring that children receive the support they need.

School details

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| Unique reference number | 133994 |
| Local authority | Sheffield |
| Inspection number | 10001430 |

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 474 |
| Appropriate authority | The governing body |
| Chair | Caroline Beattie |
| Executive Headteacher | Vanessa Langley |
| Telephone number | 0114 2398163 |
| Website | www.arbourthorneprimary.co.uk |
| Email address | headteacher@arbourthorne.sheffield.sch.uk |
| Date of previous inspection | 16 February 2012 |

Information about this school

- Arbourthorne Community Primary School is a larger-than-average-sized primary school.
- The school is federated with Gleadless Primary School in Sheffield.
- The school has an integrated resource unit to support pupils with behavioural and emotional difficulties.
- The proportion of pupils who are eligible for support through the pupil premium is much higher than the national average and the school sits in one of the most deprived wards in the country.
- The proportion of pupils who have special educational needs and/or disabilities is twice the national average. Twenty-two per cent of pupils have complex special educational needs.
- The majority of pupils are from White British backgrounds. Twenty-seven per cent of pupils are from other minority ethnic groups, the largest of which is Black or Black

Caribbean.

- One fifth of the school population changes every year, meaning that more pupils arrive at or leave the school than is average for primary schools nationally. Mobility is higher in the current Year 6.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics.
- Children in the Reception class attend full time. Children in the Nursery attend part time.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Together with the executive headteacher and head of school, inspectors looked at pupil progress data, information about the performance of teachers, documents relating to behaviour and safety and documents relating to safeguarding.
- The inspectors looked at pupils' work in books and observed pupils' learning in parts of 30 lessons, some alongside senior leaders.
- Inspectors listened to pupils read and observed pupils learning in small groups. They spoke with pupils in lessons, in a meeting, at lunchtime and at playtimes.
- Meetings were held with the executive headteacher and head of school, senior and middle leaders and three members of the governing body. A meeting was also held with a representative of the local authority.
- Inspectors took into account 18 parents' views through Parent View (Ofsted's online questionnaire for parents), looked at letters from parents and talked to parents as their children entered school.
- Although no pupils completed the online survey, inspectors took account of pupils' responses to the school's own questionnaire.

Inspection team

| | |
|--------------------------------|-------------------------|
| Lesley Butcher, lead inspector | Her Majesty's Inspector |
| Nicola Walsh | Ofsted Inspector |
| Tracy Fulthorpe | Ofsted Inspector |
| Stephen Rigby | Ofsted Inspector |
| Nina Bee | Ofsted Inspector |

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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