

Royd Nursery and Infant School

Inspection report

Unique Reference Number	107057
Local authority	Sheffield
Inspection number	363713
Inspection dates	09–10 May 2011
Reporting inspector	Stephen Fisher

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	3–7
Gender of pupils	Mixed
Number of pupils on the school roll	213
Appropriate authority	The governing body
Chair	Michael Denton
Headteacher	Margaret Lee
Date of previous school inspection	23 October 2007
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Introduction

This inspection was carried out by three additional inspectors who visited 15 lessons. The inspectors observed seven teachers and other staff and held discussions with members of the governing body, staff and groups of pupils. They observed the school's work, and looked at school policies, records of meetings of the governing body, assessment information, curriculum planning and safeguarding documentation. The inspectors analysed the responses contained in 90 questionnaires received from parents and carers and 11 received from staff.

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

- The quality of assessment and how effectively it is used throughout the school.
- The extent to which teaching and the curriculum meet the needs of all groups of children.
- The impact of curriculum teams on outcomes for pupils.

Information about the school

Royd Nursery and Infant School is smaller than the average sized primary school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion with special educational needs and/or disabilities is below average and the proportion with a statement of special educational needs is low. The percentage of pupils from minority ethnic groups is below average and there are none who speak English as an additional language. The school has gained a number of awards, including: Artsmark Silver, the Activemark, Healthy School status, Eco School Silver and the Information and Communication Technology (ICT) Mark.

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 1

Main findings

Royd Nursery and Infant school is a good school. It has many outstanding features. Children join the school with skills and abilities that are broadly typical for their age. They make good progress in the Early Years Foundation Stage and in Key Stage 1, so that by the time they leave the school, their achievement is outstanding and pupils' attainment is high in reading, writing and mathematics.

The school is very effective in keeping pupils safe. Pupils' behaviour is exemplary and this contributes significantly to the positive school ethos. Assessment practice is outstanding. Teachers use information from assessments of pupils' learning to plan challenging and interesting activities for all groups of pupils and according to their needs, so that all have an equal opportunity to succeed and do so. The school has an outstanding curriculum, which places a strong and successful emphasis on learning outdoors and the development of pupils' literacy, numeracy and information and communication technology skills. The school has highly positive relationships with parents and carers. The following is typical of their views: 'Royd is a special place with high standards and expectations but they still manage to meet every child's needs.'

Attendance is broadly average and in the last year, approximately half the pupils have been granted leave of absence for term-time holidays. There are good arrangements for the admission of children to Nursery and for their transition to the Reception classes and into Key Stage 1. Transition arrangements for when pupils leave the school are appropriate and the school has recognised the need to further develop its partnership arrangements with the adjoining junior school.

The school is ambitious for its pupils and it is very effectively led. Curriculum teams have developed strongly since the previous inspection and have a significant impact on the quality of pupils' learning and enjoyment. Teaching is good and there is a clear sense of purpose to see it improve further. Pupils work and learn together successfully. They take on responsibility enthusiastically and are actively involved in the life of the local community. Day and residential visits and the annual exchange visits with pupils in two inner-city Sheffield schools have had a strong impact on pupils' understanding and appreciation of the rich diversity of life in Britain. School self-evaluation is thorough and largely accurate. The school has continued to improve since its last inspection and provides outstanding value for money. It has very effective systems for developing the skills of its staff and the consistently high

standards achieved by its pupils demonstrate that it has an outstanding capacity for sustained improvement.

What does the school need to do to improve further?

- Make pupils' learning and achievement more effective by:
 - strengthening the Key Stage 1 to Key Stage 2 transition and partnership arrangements with the adjoining junior school.
- Raise pupils' attendance to above average by:
 - strengthening existing strategies for promoting the importance of school attendance
 - investigating and implementing additional strategies to promote attendance.

Outcomes for individuals and groups of pupils

1

Pupils throughout the school behave exceptionally well at all times. They clearly enjoy themselves in lessons and achieve well. Pupils collaborate enthusiastically in pairs and groups and have very positive attitudes to their work. For example, pupils in a literacy lesson worked very successfully in pairs to produce well-constructed examples of the use of adjectives, such as, 'Princess Elizabeth and Prince Ronald had the most fantastic, wonderful wedding they ever dreamed of.'

From their starting points, all pupils make good progress in the development of their reading, writing and numeracy skills as they move through the school and attainment is high by the end of Key Stage 1. Pupils with special educational needs and/or disabilities make good progress as a result of the careful analysis of their needs, the good support that they receive, and the high expectations placed upon them. The more-able pupils are given appropriately challenging work and make good progress as a result.

Pupils have a good understanding of how to keep healthy and an outstanding appreciation of how to keep safe. For example, they know of the potential risks when using the internet, understand what to do when the fire alarm sounds, know who to turn to if they have a problem and readily say that 'this is a good school because everybody looks after you.' From the Reception classes onwards they understand their learning targets. One child in a Reception class explained that her target was to write sentences beginning with capital letters and ending with full stops. She then independently wrote 'I lick going to the park.' (I like going to the park). By the time pupils reach Year 2, they regularly assess their own work, as well as that of their peers, against the intended learning outcomes of the lesson. Pupils develop a good range of personal qualities and social and academic skills as they move from the Early Years Foundation Stage into Key Stage 1 and then on to their junior school education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning

Taking into account:

1

Pupils' attainment ¹	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
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good and meets pupils' needs well. Teachers clearly explain to pupils what and how they will be learning in lessons. Pupils are expected to concentrate and work productively – which they do. Teachers make good use of opportunities for pupils to talk about their learning in pairs and small groups. For example, in a Year 2 literacy lesson, pupils listened to others reading their written work and could describe how well each had met the learning objective. However, opportunities for pupils to talk at length and in structured ways in front of the class are not highly developed. Support staff are generally effectively deployed to provide support for individuals and groups and to note examples of new learning. As well as expecting pupils to be able to assess their own gains in learning, teachers make it very clear to pupils how well they are doing and how to improve further. Teachers use assessment information very well to plan the next steps in learning.

The curriculum is highly successful in its strong focus on pupils' personal and social development, and improvement of their literacy and numeracy and ICT skills. Pupils spend a significant amount of time enjoying learning in the school grounds and on educational excursions. The school offers a good range of well-attended extra-curricular clubs for pupils, including, art and craft, choir, football, gardening and hockey. Pupils make their own films and the school is justifiably proud of its national award for film making.

The school provides good care and guidance for pupils in support of their personal development and well-being and in ensuring that all pupils make good progress. The school works effectively with families in support of pupils who have specific needs. The school has a range of strategies in place for promoting good attendance, but despite this, there is a high percentage of families who take their children on holiday during term-time. The school has strong links with a range of agencies, organisations and local schools in order to broaden pupils' experiences and promote their learning, though its partnership with the adjoining junior school is not highly developed.

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

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

School leaders set out their ambition and secure improvement outstandingly well with the result that teaching is consistently good, the curriculum meets pupils' needs and interests and pupils achieve consistently high standards. The school has high expectations and sets realistically challenging targets for pupils. Systems for monitoring and assessing the impact of the work of the school are robust and enable it to evaluate what is working well and where it needs to improve further. The curriculum teams have a strong impact on the development of teachers' leadership and teaching skills, as well as on pupils' performance. School governance is good. The governing body discharges its statutory duties effectively and ensures that pupils and staff are kept safe. Governors are actively involved in the life and work of the school and have a good understanding of the school's strengths and areas for development. The school keeps parents and carers well informed about their children's progress and school events. The parents' and carers' questionnaire returns confirm that they are informed and have many opportunities to offer their views and influence policy, such as through the termly parent forum.

The school has effective procedures for dealing with any form of discrimination. It promotes equality of opportunity exceptionally well and meets its aim 'for all children to have an enjoyment of learning and achieve their full potential.' The school is highly cohesive and has taken effective actions to contribute to community cohesion beyond its immediate locality. For example, pupils are proud to be sponsors of their 'additional pupil' in Lucknow, India. Safeguarding procedures are good. The school site is well-maintained and secure. Policies and procedures meet all requirements and health and safety checks are well established. Safe recruitment procedures are clearly understood by the governing body and the designated person for child protection has a good understanding of the role.

These are the grades for the leadership and management

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

The effectiveness with which the school deploys resources to achieve value for money	1
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Early Years Foundation Stage

Children make good progress in their learning and personal development and by the end of the Reception Year, their language and mathematical skills are above average. They behave very well, sustain concentration in self-chosen activities, play happily in pairs and small groups and readily follow instructions from adults. They are curious about the world around them and children in the Nursery and Reception classes particularly enjoy learning and playing outside. They play safely and take good care of the resources and equipment available to them, whether they are baking ‘cakes’ or playing in the ‘pirate ship’ in the Nursery or playing hockey or using magnifiers to look for ‘mini-beasts’ in the Reception outdoor area.

Adults have a good knowledge of how the children learn and plan interesting and stimulating activities for them, based on careful assessments of their differing interests, needs and levels of development. Provision takes good account of the views of parents and carers, who appreciate being able to spend time in class with their children each morning and to contribute to their children’s ‘learning journey’ books. Staff make good use of the indoor and outdoor accommodation and provide an appropriate balance of adult-led activities and those which children can choose for themselves. Reading and writing skills are taught well and adults promote children’s speaking skills appropriately, though in some role-play and adult-led activities, they miss opportunities to develop children’s spoken language skills more effectively.

Children are kept and feel safe and adults care for them well. Induction and transition procedures are good and help children settle quickly and make good progress. The Early Years Foundation Stage is well led and there is a clear focus on improvement, such as on the further development of children’s writing skills.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

Views of parents and carers

Questionnaires were received from the parents and carers of over 40% of the pupils. All stated that their children enjoy school and are kept safe. The overwhelming majority were positive about all other aspects of the school’s work. A few raised concerns of an individual nature. These concerns were discussed with school leaders and inspectors were satisfied with the responses. Inspection judgements endorse the very positive views of parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Royd Nursery and Infant 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 90 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	55	61	35	39	0	0	0	0
The school keeps my child safe	45	50	44	49	0	0	0	0
The school informs me about my child's progress	39	43	48	53	3	3	0	0
My child is making enough progress at this school	41	46	45	50	4	4	0	0
The teaching is good at this school	53	59	35	39	2	2	0	0
The school helps me to support my child's learning	42	47	45	50	1	1	2	2
The school helps my child to have a healthy lifestyle	40	44	48	53	1	1	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)	38	42	43	48	3	3	0	0
The school meets my child's particular needs	40	44	47	52	3	3	0	0
The school deals effectively with unacceptable behaviour	28	31	54	60	6	7	0	0
The school takes account of my suggestions and concerns	31	34	51	57	2	2	1	1
The school is led and managed effectively	38	42	49	54	3	3	0	0
Overall, I am happy with my child's experience at this school	51	57	37	41	1	1	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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">■ 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 pupils' 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.



11 May 2011

Dear Pupils

Inspection of Royd Nursery and Infant School, Sheffield, S36 2PR

Thank you for making the inspection team so welcome when we visited your school recently. We enjoyed talking to you in lessons and around the school. We were impressed by your excellent behaviour, your knowledge of how to keep healthy and stay safe and by how much you enjoy your lessons and the wide variety of activities that your teachers provide for you. Your positive attitudes play a big part in making Royd Nursery and Infant School a good school. Well done!

It is very important for you develop your reading, writing and numeracy skills well and we were pleased to see that you are doing so. You make good progress and your standards are high.

The school wishes to and can improve still further and we have asked the headteacher, staff and the governors to do two things to help you make even better progress as you move to junior school and beyond.

We know that some of you will become ill from time to time but we have asked that the school does all it can to make sure that your parents and carers send you to school more often so that you can make the most of all the stimulating activities that the school provides for you. We have also asked that the governing body and teachers work more closely with their colleagues in the junior school so that you can look forward to maintaining and building on your good progress.

We wish you success in the future so keep up the good work!

Yours sincerely

Stephen Fisher
Lead inspector

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