

# Waterthorpe Infant School

## Inspection report

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<b>Unique Reference Number</b>	107064
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356081
<b>Inspection dates</b>	10–11 November 2010
<b>Reporting inspector</b>	Linda Murphy

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>	Community
<b>Age range of pupils</b>	3–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	166
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Bradford
<b>Headteacher</b>	Mrs Helen Stokes
<b>Date of previous school inspection</b>	1 March 2007
<b>School address</b>	Thorpe Drive Sheffield South Yorkshire S20 7JU
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<b>Email address</b>	headteacher@waterthorpe.sheffield.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Twelve lessons were observed and five teachers seen; meetings were held with parents, groups of pupils, the Chair of the Governing Body and staff. The inspectors observed the school's work, and scrutinised documentation which included the school's development plan, pupils' work, safeguarding policies and protocols, and data relating to pupils' attainment and progress. In addition, 49 questionnaires from parents and carers and nine staff questionnaires were analysed.

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

- Why pupils' attainment in mathematics is consistently stronger than in other subjects.
- The quality of achievement in writing to help to determine improvement since the last inspection.
- The impact of leadership and management since the last inspection.

## Information about the school

This is a smaller than average school of its type. About half of the pupils travel from out of the area to attend the school, which has fewer pupils on roll than at the last inspection. Most pupils are White British. A few pupils learn English as an additional language. The proportion of pupils known to be eligible for a free school meal varies greatly year-on-year from below the national average to much higher than average. The proportion of pupils with special educational needs and/or disabilities is mostly above average. Awards attained include Healthy Schools status, Basic Skills Quality Mark, Gold Artsmark and Gold Flag eco award. The school extends its services in that it provides a breakfast club and some flexibility in nursery times. A privately managed out-of-school club on the site is subject to a separate inspection.

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

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

## Inspection judgements

**Overall effectiveness: how good is the school?**

**1**

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

**1**

## Main findings

The school provides an outstanding education for its pupils from the day they enter the Early Years Foundation Stage to the end of Year 2. Pupils' excellent personal development has a first-rate impact on their exceptional achievement. Pupils' behaviour and attitudes to learning are impeccable. This is because they enjoy school immensely and everyone wants to learn: pupils are bubbly and inquisitive and have much fun in lessons. Why is personal development outstanding? The key is the excellent care, guidance and support the school provides and the way in which this is uplifted by outstanding links with parents, carers and external agencies. Even so, a very few families do not ensure that their children attend regularly.

Pupils enter the Nursery at levels mostly well below those typical for their age. Extremely fast progress ensures that by the time they join Year 1 their attainment is increasingly higher than is usual for their age. The same rapid rate of progress continues through Key Stage 1. Year 2 pupils have yet to fully benefit from the good improvements in the Early Years Foundation Stage that have occurred since the last inspection. Even so, by the end of Year 2, pupils mostly attain above average in reading, writing and in mathematics in particular. When they join the school, a significant proportion of pupils have speech difficulties, so much so that even though a speech therapist regularly visits the school, some difficulties persist. Although this does not deter the pupils from being extremely confident in speaking, it means that their speech at times lacks clarity.

The curriculum is exceptionally rich, relevant and rewarding. It supports pupils' personal development to high levels, has exceptional impact on their first-rate learning and underpins excellent teaching. Leaders and managers listen very carefully to the views of pupils, staff, parents and carers and take appropriate and timely action. Parents and carers are overwhelmingly supportive of the school and praise it highly. The leadership team is highly talented, leads by example and ensures that monitoring and evaluation are regularly acted on to raise pupils' attainment. A clear vision is shared by all those connected to the school. Teamwork is excellent, ideas flow and are carefully considered for their impact on pupils' well-being and progress. The school has an outstanding capacity to maintain the rapid pace of improvement because its self-evaluation is sharp, priorities are exceptionally well focused and there are high expectations of pupils' academic and personal achievement.

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

- Maximise pupils' attainment in speaking and listening by:
  - improving pupils' clarity of speech and extending their fluency

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- building on strategies used by speech therapists with individuals so that all pupils benefit.
- Meet the school's challenging targets for attendance by:
  - ensuring the very small proportion of persistent absenteeism is addressed successfully.

## Outcomes for individuals and groups of pupils

**1**

Pupils are alert, attentive and very keen to succeed. They thoroughly enjoy learning. They work with significant concentration, resilience and resourcefulness. For example, pupils in Year 1 retold a fairy tale carefully sequencing events and writing individual versions. Higher attainers required little recourse to adults and much of the spelling was at least phonetically correct. Pupils' exemplary behaviour is a most significant factor in their sparkling learning and high achievement.

Pupils' above average attainment in basic skills has notable strengths in mathematics: parents and carers are particularly supportive in this respect which helps explain pupils' success. A continuous area to develop for some pupils is their pronunciation of words and phrases so that all can be understood the first time. Pupils' attainment declined a little in 2010: the year group had almost a third of pupils with special educational needs and/or disabilities. The present Year 2 is similar. However, pupils with special educational needs and/or disabilities make outstanding progress, often amazing themselves with what they achieve. Support is unobtrusive yet very reliable and pupils generally meet challenging targets. Pupils learning English as an additional language very quickly develop basic linguistic skills on which to build further learning.

Pupils rapidly develop a very strong awareness of rules and understand these are in their best interests and for their own safety. They regard classmates and the adults they work with highly. Pupils thrive on responsibilities and are conscientious and independent beyond their years. For example, they collaborate to sort and collect registers from the office and set off back to classes singing as they go. They have a generosity of spirit and are very proud of their school and local community to which they contribute enormously. They take great care of the environment and thoroughly enjoy opportunities in the adjacent 'Forest School' with its straw hut and woodland walks. Weekly 'WOW' days (walk to school on Wednesdays) encourage enjoyment in regular exercise. Even pupils attending the breakfast club who may have travelled to school very early by car have a walk in the fresh air after a healthy breakfast. School meals provide pupils with a very healthy diet. Pupils' preparation for their next school includes highly developed personal qualities and above average basic skills. Unfortunately for a very small number it is let down by erratic attendance. However, data must be treated with caution because the very few poor attenders can seem to constitute a high percentage in this small school.

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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>	2
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</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>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</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?

Teachers promote a very positive atmosphere in classrooms. Relationships are first-rate and praise has clear links to learning. The grouping of pupils by ability for basic skills has an exceedingly positive impact and is very smoothly and sensitively organised. It ensures that work is matched extremely closely to pupils' needs. Through very good deployment of teaching assistants, students and volunteers, much direct teaching occurs. Very high expectations and a wide range of practical resources of very good quality all play their part towards the overall outstanding teaching. On occasion the pace of teaching is too fast and when this occurs so also does some lack of concentration on the part of pupils. A key strength of the school is the outstanding curriculum. It is crucial to the fantastic enjoyment and excellent achievement. Creative and imaginative use of the environment extends pupils' appreciation and joy in nature. Extra-curricular activities have a high take-up.

The school uses a mixture of skills from its own staff and from external agencies to provide individual academic and personal support to families and pupils. The school is very proactive in tackling absence with good results, for example, increasing attendance of individuals by as much as 15% to 20% through the year. Although persistent absence is much lower than in many other similar schools in the local authority, the school is working closely with parents and carers to improve the attendance of a very small number of pupils.

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*These are the grades for the quality of provision*

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

## How effective are leadership and management?

Leaders and managers are visionary. They have great ambition and passion for the school which is transmitted to colleagues. As a result, teamwork is tremendous and the impact is that pupils usually meet exceptionally challenging targets. Excellent systems for tracking pupils' progress are used to check that individual pupils make the progress of which they are capable. This ensures that pupils have superb equal opportunities for success because the school identifies any pupil in danger of underperformance and takes very prompt action, for example ensuring the weaker attenders catch up with work missed through absence. Adults work together extremely well to ensure that all pupils, whatever their difficulties or disabilities, are able to take full advantage of all that the school has to offer. Stringent monitoring and support from senior leaders and managers have ensured good improvements in the quality of teaching. The school's very rigorous approach means that its judgements on itself are very self-critical: it continuously and very successfully strives for improvement.

Procedures and systems to safeguard pupils are very up to date and very regularly checked. Training is paramount in the school's provision and understanding of how best to keep pupils safe. The school is very good at building relationships with families from a range of backgrounds including those new to the school and country to support each other. Through first-hand experiences in the curriculum pupils attain an excellent understanding for their age of their local community, many religions and different cultures across the world. Governance is supportive and challenging. Although the governing body is working without its full complement, it continues to improve. For example, well-established subject links between individual governors and subjects have been built on and governors now have links with classes.

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*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<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>1</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>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

Children get off to a flying start in the Nursery and Reception classes because of the outstanding leadership and management and all that it provides including health and safety arrangements which match those in the main school. The learning provision is first-rate inside and outside. It is built around themes that stem directly from children's interests such as space and rockets. Frequently, high-quality discussions develop because of staff's excellent questioning which challenges children to think deeply. Staff provide a multi-sensory approach to teaching and learning, for example, in role play a child peddled a tricycle to the 'petrol station'. The counting linked to payment for the 'petrol' was discussed, numerals abounded for reference and an adult's tapping on the child's palm all helped to reinforce an understanding of the value of five. Children find much joy and satisfaction in learning, such as mixing colours of delicate shades to paint pictures of high quality and then openly talking about their successes and feelings. Routines include a mixture of self-choice and adult direction which enable children to know what to expect and so feel confident. They take great delight in self-registering at the beginning of a session and deciding which activities they are going to concentrate on. They wave 'goodbye' at the end chattering to adults about their day and looking forward to the next with anticipation. The use of assessment to support learning is first rate. Tasks are based on the next steps in children's learning which are very carefully checked and recorded and shared with parents and carers.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>1</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

## Views of parents and carers

Almost a third of parents and carers responded to the questionnaire which is a broadly average proportion. Of these, the vast majority are highly positive in their responses. They are particularly pleased with their children's enjoyment of school, the way the school helps parents to support children's learning and how well the school helps their children to have a healthy lifestyle. The inspection supports these views. A very few parents and carers felt that the school does not deal effectively with unacceptable behaviour, keep parents well informed about their children's progress, help prepare children well for their future or take account of suggestions and concerns. Inspectors followed up these aspects and found that the needs of all pupils are considered very carefully and managed exceedingly well and that the school has excellent systems for keeping parents and carers informed.

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

Ofsted invited all the registered parents and carers of pupils registered at Waterthorpe 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 49 completed questionnaires by the end of the on-site inspection. In total, there are 166 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	65	15	31	0	0	0	0
The school keeps my child safe	35	71	11	22	0	0	0	0
My school informs me about my child's progress	26	53	19	39	1	2	0	0
My child is making enough progress at this school	29	59	17	35	0	0	0	0
The teaching is good at this school	38	78	8	16	0	0	0	0
The school helps me to support my child's learning	37	76	10	20	0	0	0	0
The school helps my child to have a healthy lifestyle	25	51	22	45	0	0	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)	25	51	15	31	1	2	0	0
The school meets my child's particular needs	29	59	14	29	0	0	1	2
The school deals effectively with unacceptable behaviour	25	51	17	35	3	6	1	2
The school takes account of my suggestions and concerns	22	45	22	45	1	2	0	0
The school is led and managed effectively	28	57	18	37	0	0	1	2
Overall, I am happy with my child's experience at this school	37	76	10	20	0	0	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><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.**



12 November 2010

Dear Pupils

**Inspection of Waterthorpe Infant School, Sheffield, S20 7JU**

Thank you for your kindness and delight in helping with the inspection. Your school is outstanding and you and most of your parents think so too. Well done everyone!

There is a long list of excellent features to your school which include:

- a first-rate start in the Nursery and Reception classes
- your very accomplished knowledge of how to keep safe and healthy, beautiful behave and the way you add a great deal to your class, school and the area where you live
- brilliant teaching and exciting learning that fully matches your needs
- an excellent curriculum including your Forest School
- the care that the adults in school give you
- leaders and managers who make sure the school keeps getting better.

Because of this you attain above average levels in reading, writing and especially in mathematics. You have good skills that will help you as you grow older.

To make your school even more fantastic I have asked the adults to make sure:

- you all get good help in speaking clearly
- those of you who sometimes miss school are helped to attend every day.

You can help by listening carefully to words. The families of those of you who do not attend well enough can help by ensuring their children get up for school each day.

Keep up the excellent work and play!

Yours sincerely

Mrs Linda Murphy

Lead inspector

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