

# Stocksbridge Nursery and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107054
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	356079
<b>Inspection dates</b>	3–4 March 2011
<b>Reporting inspector</b>	Stephen Fisher

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>	322
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Eric Wright
<b>Headteacher</b>	Mrs Jane Townsend
<b>Date of previous school inspection</b>	21 February 2008
<b>School address</b>	Pot House Lane Stocksbridge, Sheffield South Yorkshire S36 1EJ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 18 lessons and 11 teachers. They held meetings with pupils, members of the governing body, staff and parents and carers. They observed the school's work, and looked at some of its documentation, including the school development plan, minutes of governing body meetings, School Improvement Partner reports, pupils' progress data, teachers' lesson plans, work in pupils' books and on display around the school and documents and policies relating to safeguarding. They scrutinised the responses on the 142 parent and carer, and 18 staff questionnaires that were returned.

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

- Pupils' achievement, particularly that of boys and of the more able.
- How well teaching and the curriculum meet the needs of all groups of pupils.
- How effectively the school uses information about pupils to promote their well-being.
- The effectiveness of steps being taken to promote pupils' cultural development.

## Information about the school

This is a larger than average-sized nursery and infant school. The proportion of pupils known to be eligible for free school meals is broadly average. The proportion of pupils with special educational needs and/or disabilities is above average. The proportion of pupils with a statement of special educational needs is below average. The percentage of pupils from minority ethnic groups is low, as is the percentage of pupils learning English as an additional language.

The school has gained a number of awards, which include the Activemark and Healthy School status.

**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

Stocksbridge Nursery and Infant School is a good school. It has a number of outstanding features; notably pupils' excellent behaviour in lessons and around the school, the quality of the school's safeguarding arrangements, with the result that pupils say that they feel very safe, and the exceptional care, guidance and support given to pupils. From starting points that are generally below those typical of three-year-olds, pupils make good progress as they move through the school. For the past four years, pupils have consistently reached standards that have been above those expected nationally in reading, writing and mathematics, although some of the writing and the work in mathematics seen during the inspection was of an average standard. The school has good relationships with parents and carers, many of whom made very positive spoken and written comments about the school to the inspectors. The following comment is typical, 'My children have both been to this school. My youngest is in the last year here and they have loved every minute of it, whilst getting a good, full and interesting education.'

The quality of teaching is good. Staff in the Early Years Foundation Stage promote children's learning well in a nurturing and stimulating environment. Lessons in Key Stage 1 make good links between subjects, successfully capture pupils' enthusiasm and tap into their interests. Teaching meets the needs of all groups of pupils well, including those of boys and of pupils who have special educational needs and/or disabilities. However, pupils are not always given clear advice about how well they are doing, shown what they need to do to improve or expected to present their work carefully and accurately. The curriculum is well-planned and makes learning purposeful, meaningful and enjoyable for pupils. It develops pupils' basic skills well and places a strong emphasis on creative and practical activity. However, pupils do not have sufficient opportunities to develop their investigative, problem solving and recording skills in science.

School leaders effectively monitor provision and outcomes, supporting and challenging where necessary. The areas for improvement from the previous inspection have been tackled successfully, the school's target-setting procedures are rigorous and school leaders ensure that no individuals or groups of pupils are disadvantaged. Self-evaluation is largely accurate and the school has a good capacity to improve.

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

- Raise attainment, particularly in writing and mathematics in Key Stage 1, by ensuring that teachers:
  - – give pupils clear and consistent guidance about how well they are doing and what they need to do to improve further
  - – make sure that pupils act on teachers' spoken and written guidance

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- – expect accuracy and high standards of presentation in pupils' work.
- In science, ensure that pupils in Key Stage 1 have sufficient opportunities to:
  - – carry out investigations and record the results
  - – systematically develop their knowledge, skills and understanding as they move through the school.

**Outcomes for individuals and groups of pupils****2**

Pupils throughout the school behave exceptionally well and demonstrate very positive attitudes to learning in lessons. They listen well, follow instructions properly, cooperate successfully when asked to work in pairs or small groups, and sustain concentration for long periods when asked to work independently. For example, groups of pupils in a Year 2 lesson were totally and happily absorbed in using plastic building bricks to construct transporters for dinosaurs. Pupils enjoy their lessons, are keen to talk about their learning and are productive. For example, in a Year 2 lesson where pupils wrote recipes for a 'Dinosaur Pizza', they enthusiastically composed lines such as 'forty-four jugs of terrible tomatoes' and 'twenty handfuls of mushy mushrooms' to demonstrate a clear understanding of alliteration, the use of adjectives and the ability to describe quantities.

Pupils' achievement is good. From starting points that are typically below those expected, all groups of pupils make good progress in the development of their literacy and numeracy skills. They make exceptional progress in developing their personal qualities. They reach standards in reading, writing and mathematics that are consistently above average by the end of Key Stage 1, although the quality of some of the oldest pupils' work in writing and mathematics examined during the inspection, lacked accuracy and was not well presented. Standards in science are broadly average overall. Pupils with special educational needs and/or disabilities make good progress as a result of thorough assessment and understanding of their needs, good communication with their families and carefully designed and effective programmes of support. The organisation of teaching and learning is such that it appeals to boys and girls, who make equally good progress. The needs of the more-able pupils are effectively met and they too, make good progress.

Pupils have a good understanding of how to keep healthy and stay safe. For example, they recognise what it means to have a healthy diet and know of the potential risks when walking near traffic or when using the internet. They say that 'children are nice' in the school and that the 'school is a safe place.' Pupils know what to do if they have concerns and they say that adults help them. They understand their targets and know that pupils with differing needs and abilities are set different tasks. Pupils show great respect for each other, for school equipment and the premises. Pupils' spiritual, moral, social and cultural development is good overall. Pupils' cultural understanding is not highly developed but the school has good curriculum development plans in place to improve outcomes for pupils in this area of learning. Attendance is broadly average and improving. Pupils are well prepared for their moves from the Early Years Foundation Stage into Key Stage 1 and then on to their junior school education.

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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>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
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>1</b>
<b>Pupils' behaviour</b>	<b>1</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>	3
<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 range of teaching styles meets pupils' needs well. Teachers provide a good mix of activities which involve pupils in listening, working independently, exploring, observing and working in groups. Teachers generally use lesson time well, though occasionally introductions are long and pupils have reduced time for their practical work. Teachers use a wide range of resources effectively to capture the imagination and interest of pupils and teachers make meaningful links between subjects. For example, during the inspection, the 'dinosaur' theme was used well to develop pupils' skills in literacy, mathematics, art and design technology. Teachers give pupils time to think and encourage them to speak in front of the class. Pupils appreciate this and respond well. One child in a Reception class said, 'Good listening means good learning, it makes you better so you don't need an adult to help you.' There are some good examples of teachers' spoken comments and written marking which help pupils to improve their work. At the other end of the scale, marking comments are not followed up by teachers to ensure that improvement is made and the expectations about the quality of pupils' written work are not high enough.

The curriculum provides pupils with good opportunities to develop their reading, writing and mathematical skills, although provision for the development of pupils' scientific knowledge, skills and understanding is less strong. The curriculum takes good account of pupils' needs and interests, including the more able and those who have special educational needs and/or disabilities. Provision for the latter includes carefully tailored

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programmes of work which ensure that they make good progress. The curriculum includes visits to places of interest, visitors to the school and a wide range of well-attended clubs for pupils, including cheerleading, gymnastics, football and recorders.

The school provides an outstanding level of care, guidance and support for pupils, whose well-being is at the heart of the school's work. The school can cite striking examples of where it has supported pupils and their families, often going beyond the remit of what would normally be expected in order to ensure that pupils feel safe, secure and well cared for. Staff have been trained to meet the complex medical needs of a number of pupils and to provide appropriate activities for pupils with specific learning difficulties. The school keeps comprehensive records of its provision for pupils and makes good use of information about them to promote their well-being. As part of the 'Achievement for All' programme, teachers have detailed discussions with the parents and carers of all pupils with special educational needs and/or disabilities each term. Although attendance is broadly average, the school does all it reasonably can to promote good attendance. Admission arrangements and those to ease the transition of pupils from one class to another, and on to their next schools, are good.

*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	3
<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>1</b>

## How effective are leadership and management?

Leaders and managers have high expectations of pupils. Their drive and ambition has resulted in consistently good outcomes for pupils. Leaders use information about pupils and pupils' performance data effectively to monitor pupils' progress, including that of those who need specific support. Senior leaders monitor the quality of teaching and learning thoroughly and ensure that realistically challenging targets are set for pupils. A number of the subject leaders are relatively recent appointments and their impact is less evident.

The governing body gives satisfactory support to the school. Governing body members know the school very well and have a good understanding of the school's strengths and weaknesses. They are rigorous in ensuring the health, safety and well-being of pupils but acknowledge that they rely heavily on the expertise of the headteacher and teaching staff for information about the school's performance.

The school promotes equal opportunities well and its procedures for tackling any form of discrimination are effective. Safeguarding procedures are outstanding. The school's Pupil Support Officer has a positive impact on the welfare of pupils, through the offering and organisation of support for specific individuals and their families. Links with other agencies are strong, risk assessments are very thorough and there is high quality record keeping.

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Community cohesion is satisfactory. The school is a very cohesive community and has good links with local schools and organisations. School staff have carried out audit of provision but the outcomes have not been evaluated by the governing body.

*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>3</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>2</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>1</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>

## Early Years Foundation Stage

Children make good progress and most work securely at the expected levels by the end of the Reception Year, with some more advanced than that. Children develop good relationships, play safely and behave well. There is a very stimulating range of activities that children can choose for themselves. The quality of provision for outdoor learning mirrors that for indoor learning and staff set out resources imaginatively to encourage exploration and play, and to enable children to practise and develop their skills. Children are cared for extremely well and effective steps are taken to ensure that they are kept safe.

Adults engage well with children to promote their thinking and language development. Adult-led activities are well focused to develop children's basic literacy and numeracy skills and their creativity. For example, children in Reception form letters correctly when writing and can read words such as 'short legs' and 'claws' when finding out about dinosaurs. They demonstrate good counting, adding and estimation skills. Some boys were captivated by the model dinosaurs and used them in a role playing game. Children are happy, at ease and they readily talk to adults. For example, two children in Reception confidently explained to an inspector how an x-ray could take pictures of a person's bones!

All the Early Years Foundation Stage staff contribute to self-evaluation, most recently in relation to the quality of outdoor provision and learning. Leadership is effective and clearly focused. As well as improving outdoor provision, leaders have introduced a speech and



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language programme which has helped to develop the fluency of children's spoken language. The system for recording and tracking children's progress is robust and staff make good use of the information when planning the next steps in children's learning. Team-teaching enables the Early Years Foundation Stage leader to informally monitor the work of colleagues, although the formal monitoring of teaching and learning is under-developed. Strong links with parents and carers ensure that they are well informed and involved in their children's learning. The 'learning journey' booklets are particularly effective in this respect.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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 of the Early Years Foundation Stage	2

## Views of parents and carers

The parents and carers of nearly half of the pupils returned an inspection questionnaire. Almost all agreed that their children enjoy school and that school helps them to be healthy. All agreed that their children are kept safe. A few raised concerns about the school's provision, including how the school deals with unacceptable behaviour and the discontinuation of the popular early morning 'Busy Bee' sessions. Inspection findings are that pupils' behaviour is outstanding and that the school has good procedures for dealing with the rare instances of unacceptable behaviour. However, inspectors raised the concerns with the school for it to consider. With regard to the Busy Bee sessions, the school has stated that the discontinuation is for a trial period, which parents and carers were informed about, and that a final decision will be taken by the governing body at the end of the trial.

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

Ofsted invited all the registered parents and carers of pupils registered at Stocksbridge 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 142 completed questionnaires by the end of the on-site inspection. In total, there are 322 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	103	73	38	27	1	1	0	0
The school keeps my child safe	91	64	47	33	0	0	0	0
My school informs me about my child's progress	67	47	65	46	6	4	2	1
My child is making enough progress at this school	81	57	53	37	5	4	1	1
The teaching is good at this school	90	63	46	32	3	2	0	0
The school helps me to support my child's learning	76	54	57	40	5	4	1	1
The school helps my child to have a healthy lifestyle	80	56	57	40	1	1	1	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)	65	46	60	42	3	2	0	0
The school meets my child's particular needs	75	53	63	44	2	1	0	0
The school deals effectively with unacceptable behaviour	78	55	56	39	8	6	0	0
The school takes account of my suggestions and concerns	67	47	61	43	7	5	1	1
The school is led and managed effectively	89	63	47	33	2	1	0	0
Overall, I am happy with my child's experience at this school	96	68	42	30	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.**



7 March 2011

Dear Pupils

**Inspection of Stocksbridge Nursery and Infant School, Sheffield, S36 1EJ**

Thank you for making the inspection team so welcome when we visited your school recently. We enjoyed talking to you in lessons, in the dining room and on the playground areas. We were very impressed by how much you like your school, by your friendliness and your appreciation of the lessons that your teachers plan for you.

We judged that Stocksbridge Nursery and Infant School is a good school. You play an important part in the school's success. Your excellent behaviour, when working and playing together or independently, and your obvious enjoyment of the activities provided for you help you to make good progress in each year group from Nursery to Year 2. Well done!

The school can improve still further and we have asked the headteacher, staff and governors to do a number of things to help you make even better progress and achieve higher standards in Year 1 and Year 2. These include to:

- give you clearer advice about how well you are doing, tell you what you need to do to improve further and to help you work as carefully and accurately as you can
- ensure that you have sufficient opportunities to carry out science investigations and develop your scientific knowledge and skills.

You can help this improvement by following your teachers' advice, continuing to show positive attitudes to school life and trying to do your best at all times.

Yours sincerely

Stephen Fisher

Lead inspector

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