

# Sitwell Infant School

## Inspection report

---

<b>Unique Reference Number</b>	106858
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	356037
<b>Inspection dates</b>	8–9 February 2011
<b>Reporting inspector</b>	Kevin Johnson

This inspection of the school was carried out under section 5 of the Education Act 2005.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	5–7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Stuart Sheard
<b>Headteacher</b>	Mrs Jane Skupien
<b>Date of previous school inspection</b>	3 March 2008
<b>School address</b>	Grange Road Grange Estate, Rotherham South Yorkshire S60 3LA
<b>Telephone number</b>	01709 531855
<b>Fax number</b>	01709 701762
<b>Email address</b>	sitwell.infant@rotherham.gov.uk

---

<b>Age group</b>	5–7
<b>Inspection dates</b>	8–9 February 2011
<b>Inspection number</b>	356037

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by three additional inspectors. Fourteen lessons or parts of lessons were observed, taught by eight teachers. Inspectors held meetings with groups of pupils, staff and members of the governing body. They observed the school's work, and looked at a range of the school's documentation including that related to safeguarding, assessment, the curriculum, school policies and meetings of the governing body. Samples of pupils' work were also scrutinised. Inspectors took into account 57 questionnaires returned by parents and carers, as well as those completed by members of staff.

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

- Whether those pupils known to be eligible for free school meals make sufficient progress.
- If the quality of teaching and learning and the curriculum promote good, or better, achievement.
- Whether the school is doing enough to improve attendance.
- Whether language skills, particularly of children who speak English as an additional language, are developed effectively in the Early Years Foundation Stage.

## Information about the school

This as an average sized primary school which provides for pupils aged 5–7 years. The majority of pupils are White British. Since the last inspection in 2008, the percentage of pupils from minority ethnic groups has increased. Currently just under half of the school's roll has other than white heritage. A few are at early stages of English language acquisition when they join the school. The proportion of pupils known to be eligible for free school meals is average. A below-average number of pupils have special educational needs and/or disabilities.

Among the school's many achievements for curriculum development are Artsmark Gold, the Platinum Award for enterprise education and Global Schools award.

**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**

**2**

## Main findings

This is an outstanding school. It has made significant improvement since the last inspection. Pupils' overall achievement is exceptional. Attainment is high and pupils make good progress from broadly typical starting points on entering Reception. The few pupils who are at early stages of English language acquisition when they join the school make rapid progress because of the high quality of bi-lingual support provided for them initially and effective teaching as they move through the school. As a result, they attain levels expected for their age by the end of Year 2 and some attain a higher level. Pupils of all backgrounds are valued and the school's efforts to facilitate equality of opportunity are outstanding.

Pupils say that they feel entirely safe in school. The excellent quality of care, guidance and support provided endorses that view. Pupils have an extremely clear understanding of what it takes to maintain a healthy lifestyle and stay safe outside of school. They make an excellent contribution to everyday school life. The highly effective way in which school promotes enterprise skills and community cohesion means that pupils' contribution to, and links with, partners in the wider community are commendable. Pupils' attendance is average and improving. Their overall development of skills for their future lives is good.

The quality of teaching and learning is good. There is insufficient outstanding practice for the quality to be judged higher and it is an area which the school is seeking to improve. The school's work on curriculum development is a major success. Pupils have outstanding opportunities to develop skills and learn in different ways.

Leaders and managers at all levels are very effective in their drive to bring about improvements. Teachers and members of the governing body have improved their expertise in essential areas which enable them to evaluate the school's work accurately. The Early Years Foundation Stage provision has improved rapidly as indeed has the whole school curriculum. Strategies to boost the mathematics attainment of vulnerable learners are highly successful. All learning is underpinned by the effective use of systems for checking pupils' progress and maintaining challenging targets. Capacity for sustained improvement is good.

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

- Increase the proportion of outstanding teaching, and thereby improve learning, by:
- – ensuring that monitoring of lessons focuses clearly on the impact of what teachers do so that pupils' learning can be evaluated accurately

**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

- – improve the quality of teachers' marking, particularly in mathematics, so that pupils are given clear guidance as to their progress and how to improve the presentation of their work
- – ensure that all pupils listen effectively all of the time.

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

**1**

Pupils are keen to do well in lessons and develop their knowledge and skills at a good pace. They settle quickly to practical tasks, which they enjoy because they like working with a partner or as part of a group. There are some, however, who find listening difficult. They tend to miss what the teacher says or to call out before others have the chance to answer a question or give an explanation. Pupils enjoy challenges, such as spotting the 'mistakes' in the teacher's sentence, or using patterns to help solve number problems. This adds fun to their learning. The ideas they share in discussion are always valued by teachers and often explored further. As a result, pupils show greater enthusiasm and, in particular, those who speak English as an additional language are more willing to 'have a go'.

Attainment in reading, writing and mathematics at the end of Year 2 has been consistently significantly above national averages for four out of the last five years. It is improving further; taking the school's current assessments and the standards of pupils' work into account, all pupils are on track to reach at least the expected standard for their age and many are set to achieve the higher level 3. Those with special educational needs and/or disabilities make good progress because they are well provided for. For example, a wide range of learning programmes and skilled intervention by teachers and teaching assistants meet their needs well. Recently, programmes to boost the mathematical confidence and attainment of pupils in Years 1 and 2 who struggle with the subject have been highly successful. The lower attainment of pupils known to be eligible for free school meals has been identified and investigated by the school. The group's progress is being tracked carefully in comparison with all others and no group is seen to be underachieving.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils are generally polite, show respect for one another and behave well around the school. Pupils are very proud of their achievements and feel they have a strong voice in school affairs through the school council. Their work to develop enterprise skills, which begins in Reception class, has an immense impact on their attitudes towards such issues as recycling in school and using energy economically. The community and business relationships generated through their Christmas card enterprise, for example, have led to outstanding and productive learning links with a local printing firm.

**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

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</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>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?

Lessons are planned well and take account of pupils' varying needs. Relationships in lessons are often very good. Teachers' subject knowledge is good and the imaginative use of resources motivates pupils well. In the best lessons, pace and challenge keep pupils constantly on their toes. Pupils give their full attention and are eager to finish their work. Such practice, however, is not consistent throughout the school. Teaching assistants contribute well to pupils' learning and progress. They work effectively with individuals and small groups and are sensitive to pupils' different needs. In a small number of lessons, teachers take too long to settle pupils at the beginning, and occasionally, pupils are expected to sit for too long before beginning practical work. Teachers' marking is sometimes unclear and does not provide easily understood guidance about what is done well and what the next steps are, especially in mathematics.

The curriculum is rich and challenging for pupils and is a major factor in their overall outstanding achievement. Innovative planning has opened up the ways in which pupils learn and made it purposeful and relevant. Pupils write creatively across a range of subjects and use mathematical skills to great effect when planning a fund-raising scheme. Exciting use of information and communication technology (ICT) came to the fore when pupils swept the board recently, in an animated film competition, by winning three categories. The school's pursuit of various awards enriches pupils' learning by bringing a global dimension to their work in art, music and drama. An excellent range of activities

**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

outside of lesson time enables pupils to nurture their various skills and interests and to develop their personal qualities.

There is a very welcoming ethos in the school which ensures that pupils feel secure and can thrive academically and personally. Parents agree overwhelmingly that their children are very safe and well cared for in school. The school works very effectively with agencies to ensure additional needs are met, including one which specifically tackles the needs of Asian pupils. The support provided for the most vulnerable pupils and families is exceptional. There are excellent induction arrangements for when pupils join the school and equally well-organised systems for the transfer to Year 3. Pupils are known and valued by staff as individuals and trusting relationships mean that emotional difficulties are dealt with sensitively and quickly. The school works well with education welfare personnel to improve attendance and can show good improvement as a result. Some well-chosen incentives, which include attendance rewards, intervention by the learning mentor and prompt enquiries about absences, are having a positive effect.

*These are the grades for the quality of provision*

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

## **How effective are leadership and management?**

Leaders and managers at all levels are deeply committed to bringing about improvement. There has been no complacency in the drive to maintain the rising trend in attainment and provide a curriculum which challenges discrimination and ensures outstanding equality of opportunity for every pupil. Excellent work with partners within the wider community has enhanced those opportunities. Although good teaching and learning have been consolidated, leaders are now intent on further improvement to achieve outstanding quality. The governing body challenges and supports the school well. Governors have good insight as to how the school works and, through effective monitoring, they strongly hold the school to account for its quality and standards. Safeguarding procedures are good. Systems are reviewed regularly at governing body meetings and leaders ensure that all staff and pupils are fully aware of their responsibilities. The school's actions to promote community cohesion, both locally and further afield, are highly successful. Many local community events are supported so that religious and ethnic harmony is rooted in the school's values. The curriculum, which includes direct links with a school in Pakistan, supports pupils' mature understanding about the lives of different communities worldwide.

**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

*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	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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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**

Provision and outcomes in the Early Years Foundation Stage improved rapidly in the past year but this has not been consistent over time. Overall, children make good progress and most work securely at the expected levels by the end of Reception, with some more advanced than that. Children develop good friendships. They feel safe and behave well. They know that it is important to stay healthy and understand important rules about their hygiene, such as washing hands. There is a stimulating range of activities that children can choose for themselves and staff set out resources imaginatively to encourage exciting exploration and play. Adult-led activities are well-focused to promote basic number and literacy skills. However, there are some missed opportunities for adults to engage with children in their role play which limit, for example, the possibilities for language development. Teachers maintain high expectations and provide exciting follow-up activities so children can practise on their own. Robust steps are taken to ensure children's welfare and safety. Strong links with parents and carers ensure that they are well-informed and involved in their children's learning and development. Continuous observation by all staff provides a clear picture of children's progress, though not all of them share the planning of the next steps. Activities linked to the wider community are substantial and highly valued for the way in which they encourage children's independence, enterprise and understanding of the world.



**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

*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

A small minority of parents and carers returned questionnaires. Of those, the large majority were entirely positive about the school. Parents typically praised the staff for being approachable and commented on how happy they are with their children's progress. A few raised concerns linked to the management of behaviour and the progress children make. Inspectors found that behaviour is monitored carefully and incidents are well-documented by the school. These and all other concerns were discussed with school leaders.

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

Ofsted invited all the registered parents and carers of pupils registered at Sitwell 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 57 completed questionnaires by the end of the on-site inspection. In total, there are 211 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	67	19	33	0	0	0	0
The school keeps my child safe	38	67	16	28	2	4	0	0
My school informs me about my child's progress	29	51	23	40	4	7	1	2
My child is making enough progress at this school	30	53	24	42	1	2	2	4
The teaching is good at this school	31	54	22	39	2	4	0	0
The school helps me to support my child's learning	33	58	20	35	1	2	2	4
The school helps my child to have a healthy lifestyle	23	40	32	56	2	4	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)	18	32	30	53	4	7	1	2
The school meets my child's particular needs	22	39	30	53	2	4	1	2
The school deals effectively with unacceptable behaviour	20	35	28	49	4	7	4	7
The school takes account of my suggestions and concerns	19	33	31	54	2	4	3	5
The school is led and managed effectively	22	39	28	49	2	4	2	4
Overall, I am happy with my child's experience at this school	30	53	24	42	2	4	1	2

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.**



10 February 2011

Dear Pupils

**Inspection of Sitwell Infant School, Rotherham, S60 3LA**

Thank you very much for being so friendly and helpful when we came to inspect your school recently. We enjoyed talking to you because you are very well-mannered and able to explain so clearly all that you like about Sitwell. You really understand how to keep yourselves healthy and we were delighted to see that your attendance is getting better. It is very important that you keep that up.

You go to an outstanding school. You reach high standards in reading, writing and mathematics, though sometimes your work could be neater, and you make good progress. The grown-ups take excellent care of you and you feel very safe as a result. There are some fantastic ways for you to learn in school, as well as in other places such as printing shops. What stars you must be to win the animated film competition! Your teachers work hard to make lessons fun and we can see why you enjoy learning so much and why your achievement is outstanding.

That does not mean that your school cannot be even better and the inspectors have asked teachers to make all of your lessons as good as the very best so that you can be even better learners. We have asked teachers to check just how well you learn in lessons and whether it is enough. We have also asked them to make sure you know exactly what you must do next to improve your work and make progress. You could help by making sure you always listen very carefully to your teacher and to what other pupils say.

Yours sincerely

Mr Kevin Johnson

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**