

Watercliffe Meadow Community Primary School

Inspection report

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|--------------------------------|-------------------|
| Unique Reference Number | 131082 |
| Local authority | Sheffield |
| Inspection number | 381300 |
| Inspection dates | 2–3 November 2011 |
| Reporting inspector | Robert Jones |

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

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|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 446 |
| Appropriate authority | The governing body |
| Chair | Lee Brammer |
| Headteacher | Linda Kingdon |
| Date of previous school inspection | 22 June 2009 |
| School address | Boynton Road Sheffield S5 7HL |
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 25 lessons, taught by 17 staff, and held meetings with members of the governing body, staff and pupils. They observed the school's work, and looked at a range of documentation, including policies, the school improvement plan, records of pupils' progress and child protection records. The inspection team received and analysed 145 questionnaires from parents and carers, as well as a number of questionnaires completed by pupils and from staff.

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

- The progress pupils make in mathematics across the school.
- The accuracy of the school's assessments of pupils' work.
- How well teachers match work to individual pupils' needs in lessons.
- The measures the school is taking to improve attendance.

Information about the school

This is a larger-than-average-size primary school. The proportion of pupils known to be eligible for free school meals is considerably above the national average. The proportion of pupils who speak English as an additional language is average and average numbers of pupils are from minority ethnic groups. A small number of these pupils are of Turkish heritage. More pupils than average have special educational needs and/or disabilities. The school holds various awards, including Healthy School status, Every Child Counts accreditation and the Communication Friendly Schools Award.

The school opened in September 2008 following the closure of two infant schools and a junior school.

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

This is a good school. Parents and carers value the support and care provided for their children, making comments such as, 'The staff go beyond the call of duty'. Pupils stress how very safe they feel due to very caring adults and very rare instances of bullying.

The outstanding Early Years Foundation Stage provides a superb basis for learning. It is here that children learn the routines and habits they need to succeed throughout their time at school and where they develop into independent, confident young learners.

Attainment was low as pupils adapted to the new school, staff and routines. There is clear evidence that it has risen substantially. Similarly, the rates of progress pupils are making are increasing. Overall, the quality of learning and progress is good. It is clear however, that in the Early Years Foundation Stage, and in some classes in Key Stage 1, pupils make outstanding progress. Throughout the school, pupils develop a love for reading. The good and improving curriculum ensures there are ample opportunities for pupils to read individually and in groups, with visiting authors promoting reading. A distinctive feature of the school is the high-quality film making undertaken by pupils. This involves script writing and making storyboards, which engages pupils well with literacy through modern technology. While pupils make good progress in mathematics, it lags a little behind the progress pupils make in reading and writing.

There are examples of outstanding teaching but also some pockets of satisfactory teaching. This means that while pupils are making good progress during their time at the school, their progress is uneven due to some remaining inconsistencies in the quality of teaching and learning.

Achievement has improved substantially since the school opened in 2008. There is clear evidence that the outstanding practice in the Early Years Foundation Stage is being spread to other parts of the school. This is most notable in developing speech and language in Key Stage 1, which is having a direct impact on attainment in reading and writing. Incisive self-evaluation takes place at all levels of leadership with classroom teachers taking responsibility for the analysis of data relating to pupils' achievement. These factors illustrate well the school's good capacity to sustain its improvement.

What does the school need to do to improve further?

- Raise attainment in mathematics so that it equals that in English by:
 - ensuring there are sufficient opportunities for pupils to apply their mathematical skills right across the curriculum
 - improving the quality of assessment in mathematics so that pupils are aware of the next steps they need to take to improve.
- Ensure that the teaching in all classes is consistently good by:
 - asking questions that provoke thought and challenge pupils of all abilities
 - keeping teachers' explanations short and to the point, so that pupils can get on with active involvement in their own learning.

Outcomes for individuals and groups of pupils

| |
|---|
| 2 |
|---|

In lessons, pupils work well independently and in teams. This is because the good habits of collaborative working, listening to each other and good behaviour have been established early, forming a sound basis for effective learning. Furthermore, pupils develop a keen love of literature throughout their time in school. In one highly effective lesson, pupils used spelling 'mats', wall displays and dictionaries to correct each others' work when completing diary entries for characters from 'The Lion, the Witch and the Wardrobe'.

Children start school with skills that are below those expected of their age overall and for a small number, skills in communication, language and literacy are well below the levels typical for their age. They leave Year 6 with attainment that is broadly average. Pupils achieve well and enjoy the interesting activities that make learning fun. Attainment in mathematics is lower than it is in English. This is because, while pupils learn new mathematical skills, there are sometimes not enough opportunities for them to use and apply these skills right across the curriculum. Pupils with special educational needs and/or disabilities make good progress overall, with outstanding progress in reading due to the first-class support, often provided on a one-to-one basis. The progress of pupils whose first language is not English is outstanding, due to the excellent support to develop their speaking, particularly in the Early Years Foundation Stage and in Year 1.

Pupils are well aware of the need to keep fit and adopt healthy lifestyles, and many participate in the range of sports activities on offer during the day and after school. Pupils grasp the ample opportunities to make valuable contributions to the school and wider community, for example, by taking part in the Lord Mayor's singing festival or raising money in connection with the school's link with a primary school in Kenya. Attendance is satisfactory and pupils develop appropriate skills, attitudes and practices for the next stages of their education. Pupils' spiritual, moral, social and cultural development is good due to their well developed social skills and good opportunities to reflect on global issues during assemblies.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is good. Teachers question pupils effectively to ensure they develop their speaking and listening skills well. Work in lessons is very carefully matched to pupils' different abilities. For example, in one mathematics lesson, pupils were grouped by ability to solve puzzles that stretched the most and the least able, while greatly enjoying the work. Assessment of pupils' work is carried out frequently and accurately throughout the school. In English, assessments identify precisely the next steps pupils need to take to improve their work. However, in mathematics, marking does not identify these steps with as much precision. In lessons, there are good opportunities for pupils to mark their own and each others' work, which informs them about what they need to do to improve. While teaching is good overall, some satisfactory teaching remains. In these lessons, questioning sometimes does not provoke as much thought as in the good and outstanding lessons, and, therefore, does not challenge pupils as much. Additionally, where teaching is satisfactory rather than good, teachers tend to give long explanations, which can lead to pupils being passive and less closely involved in their own learning.

Throughout the good curriculum, there are excellent opportunities for pupils to develop their speaking skills. In Key Stage 1, this has a profoundly positive effect on the development of literacy, particularly reading where pupils make outstanding progress. Throughout the school, but mainly in Key Stage 2, pupils develop their literacy and information and communication technology skills well through film making. Inspectors saw very impressive examples of films made by the oversubscribed film club, which involved them in script writing. Initiatives, such as 'Every Child Counts' and the 'Reading Recovery' programme, have been instrumental in raising attainment across the school.

Good care, guidance and support ensure that pupils whose circumstances may make them vulnerable or pupils with special educational needs and/or disabilities receive carefully targeted support for their needs. Good working arrangements with a range

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

of outside agencies are in place and there is good collaboration with transition to secondary school. Attendance has improved due to very close partnership with outside agencies and improved liaison with parents.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher leads with energy and vision. Throughout the school, there is a palpable sense of shared responsibility. Leaders at all levels have established high expectations and driven improvements well. School leaders have adopted innovative approaches to improving provision which have successfully given a distinctive character to the school. Notable among these initiatives are film making to improve literacy, the structured programme of parent workshops within the Early Years Foundation Stage, and the development of talk through Key Stage 1.

The governing body holds school leaders to account well and is focused on raising achievement further. Equal opportunities for pupils to make progress in their learning and personal development are promoted well, with any differences between the achievements of different groups of pupils being addressed effectively. Discrimination is tackled decisively whenever and wherever it occurs. The school benefits from good partnership working with a 'family' of local schools. This has resulted in good staff development between the schools and opportunities for pupils to take part in sports and arts activities with pupils from different backgrounds. This, alongside good existing links with schools overseas has ensured that the school promotes community cohesion well. The safeguarding of pupils meets all requirements; it is promoted well and is particularly effective in ensuring risk assessments are reviewed systematically.

These are the grades for the leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| 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 | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Children thrive within the Nursery and Reception classes due to consistently high quality teaching, outstanding support for learning both indoors and outdoors, exemplary relationships with parents and a strong ethos that makes learning fun.

Children make at least good and often outstanding gains in their learning, particularly in communication, language and literacy, where skills on entry to nursery are sometimes well below expectations. This is a result of a highly structured programme for developing speaking. Children in reception talked enthusiastically to inspectors about the rockets they were making in the outdoor area. Children learn the essential personal skills needed for them to succeed throughout their time at school. Manners, teamwork and group-work skills are encouraged from the outset and, as a result, children of different backgrounds play and learn happily alongside each other. Those who arrive with little English, particularly those of Turkish heritage, make very rapid progress in language development due to the emphasis on team working and speaking.

The outdoor area is vibrant and enhances children's experiences across all areas of learning. Children learned about tally charts with the teacher, then extended this outdoors to keeping a tally during a basketball game. Record keeping is meticulous and all staff contribute to the recording of children's progress. Moreover, this keen attention to detail ensures that the precise needs of children are met and any children who need additional support are identified early and prompt action is taken. There are first-rate links with parents and carers, with a series of well-attended workshops running through the year to help them support their children's learning. These factors ensure that provision, outcomes and leadership of the Early Years Foundation Stage are outstanding.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation stage | 1 |
| 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 in the Early Years Foundation Stage | 1 |

Views of parents and carers

The overwhelming majority of parents and carers are supportive of the school's work. Many of their comments focused on the friendly and welcoming nature of the school and how well the school involves them as partners in their children's education. The inspection findings endorse the very positive responses from parents and carers.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Watercliffe Meadow Community Primary 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 145 completed questionnaires by the end of the on-site inspection. In total, there are 446 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 103 | 71 | 35 | 24 | 4 | 3 | 0 | 0 |
| The school keeps my child safe | 110 | 76 | 33 | 23 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 92 | 63 | 48 | 33 | 3 | 2 | 0 | 0 |
| My child is making enough progress at this school | 84 | 58 | 53 | 37 | 5 | 3 | 0 | 0 |
| The teaching is good at this school | 96 | 66 | 42 | 29 | 4 | 3 | 0 | 0 |
| The school helps me to support my child's learning | 87 | 60 | 54 | 37 | 2 | 1 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 84 | 58 | 57 | 39 | 2 | 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) | 82 | 57 | 55 | 38 | 2 | 1 | 0 | 0 |
| The school meets my child's particular needs | 84 | 58 | 52 | 36 | 3 | 2 | 1 | 1 |
| The school deals effectively with unacceptable behaviour | 76 | 52 | 58 | 40 | 7 | 5 | 0 | 0 |
| The school takes account of my suggestions and concerns | 72 | 50 | 58 | 40 | 9 | 6 | 1 | 1 |
| The school is led and managed effectively | 88 | 61 | 49 | 34 | 5 | 3 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 106 | 73 | 35 | 24 | 1 | 1 | 1 | 1 |

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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 08 April 2011 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.



4 November 2011

Dear Pupils

**Inspection of Watercliffe Meadow Community Primary School, Sheffield,
S5 7HL**

Thank you for the warm welcome you gave us when we came to inspect your school. Three big cheers are in order, because we found that your school is good. For children in the Nursery and Reception classes, we found that many things were outstanding. That is one of those 'wow' words that means 'really, really good'.

You told us how very safe you feel and how adults help you, for instance, if any of you feel you are being bullied. We were very impressed by how confident you all are and we loved looking at all the fabulous films that the film club made. Like everything in life, there are always ways to make things even better, so I have asked your headteacher and staff to do two things.

- That you make as much progress in mathematics as you do in reading and writing. To do this, I have asked that you have the chance to use your mathematics skills right through your school day, not just in mathematics lessons. Also, I have asked them to make sure that you know exactly what you need to do to improve your work in mathematics.
- To ensure that all of you are asked questions that really make you think hard, and that teachers make sure you get on with your learning without needing to listen to long explanations.

You can help by being the mature, well behaved young people you are today and asking, particularly in mathematics if you are not sure how to do something. I wish you all the very best for the future.

Yours sincerely,

Robert Jones
Lead Inspector

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