

Inspection of Netherthorpe Primary School

Netherthorpe Street, Sheffield, South Yorkshire S3 7JA

Inspection dates: 24 and 25 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils who attend this school come from a rich and diverse heritage. Their differences are celebrated. Pupils show respect for one another and get on well. They enjoy socialising with their peers at playtimes. Leaders have high expectations which are shared by all staff. Staff nurture and care for pupils. As a result, pupils are happy and confident.

The curriculum pupils follow is well considered and ambitious. Many pupils who attend the school speak English as an additional language. Leaders have ensured that every pupil who needs support receives it. Staff use well-chosen strategies to help pupils to learn to speak English. Leaders have made sure that staff know how to help pupils with special educational needs and/or disabilities (SEND). All pupils achieve well.

Leaders have given pupils the skills to talk about how they are feeling and why. This helps them to understand and manage their own behaviour and choices. Bullying is rare. When it happens, leaders deal with it well. In lessons, pupils behave well. They show determination and a positive attitude to learning.

Leaders welcome parents into the school community. For example, there are regular sessions for parents to read and enjoy books with their children in school. One parent summarised the views of many when they said, 'I am very happy for my child to be attending this school. The staff are very supportive'.

What does the school do well and what does it need to do better?

Leaders have recently introduced a new curriculum to teach pupils how to read. Teachers are well trained and teach reading effectively. They provide pupils with lots of opportunities to read the new sounds that they are learning in words, sentences and books. Pupils who need help to catch up in reading are quickly identified. They take part in regular additional sessions which help them to build their reading knowledge. As a result, all pupils quickly develop confidence and fluency in reading.

Leaders have introduced a new curriculum for mathematics. The curriculum provides opportunities for key knowledge to be revisited and links to be made with other areas of mathematics. This helps pupils to remember what they are learning. The mathematics subject leader has provided training for staff which has resulted in the curriculum being taught well. Teachers ensure that pupils revisit key vocabulary and develop their understanding of mathematical language. Pupils solve problems and are encouraged to explain their mathematical thinking. Teachers quickly identify where pupils have gaps in their mathematical knowledge. Pupils get the extra support they need to address these gaps and build their understanding.

Leaders have established a well-planned curriculum in Years 1 to 6 across a range of subjects. Teachers provide opportunities for pupils to revisit key knowledge and

vocabulary. This helps them to remember it and achieve well. Leaders are determined to make the curriculum even better. Some subject leaders, for example of geography and history, have had the support of senior leaders and a local authority adviser to develop their skills in evaluating and refining the curriculums for their subjects. This is leading to improvements.

The curriculum for children in the early years focuses well on developing their vocabulary, language and communication skills. For example, inspectors observed a snack-time session where adults skilfully built pupils' communication skills by encouraging them to ask for food using taught vocabulary. Teachers use rhymes and songs to help pupils develop an understanding of number. The curriculum in the early years prepares children for the next stage in their learning effectively. However, some subject leaders do not have a deep enough understanding of this curriculum. They have not made sure that the later curriculum for their subjects builds on what pupils learn in the Reception year.

Pupil with SEND are well supported. Pupils' needs and the strategies that staff should use to help them are clearly identified. Leaders have ensured that staff have the expertise needed to help these pupils achieve well. A small number of pupils with SEND access bespoke support in the school's 'Greenhouse' unit. Effective identification of pupils' next steps, along with the support of external specialists, ensures that these pupils are supported effectively and achieve well.

Leaders ensure that staff develop pupils' character. Pupils learn about people of different faiths and the different family relationships that exist in modern Britain. Pupils speak confidently about British values, such as tolerance and democracy. There are several clubs that pupils can participate in to develop their talents and interests. Visits, for example to a local art gallery and the library, enhance the curriculum further.

Some pupils do not attend school as often as they should. Leaders' systems to encourage good attendance are not as robust as they could be. As a result, too many pupils are persistently absent and do not benefit fully from the education on offer to them.

Governors have a good understanding of the effectiveness of the school. They provide appropriate challenge to school leaders. Staff are proud to work in the school. However, a small number of staff are concerned about their workload. Governors recognise how hard staff work. While school leaders have taken steps to reduce staff workload, governors could do more to ensure that the workload and well-being of all staff, including school leaders, is considered.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established robust systems to safeguard pupils. They provide regular training and updates for staff to ensure that they can recognise if a pupil is at risk of

harm. Staff demonstrate a thorough understanding of the potential risks to pupils' safety. They raise any concerns promptly. Leaders follow up these concerns diligently. They have undertaken appropriate checks of the alternative provision that a small number of pupils attend.

Pupils learn how to be safe when using the internet, when crossing the road and when riding their bikes. Safeguarding is woven into the curriculum for all subjects. For example, inspectors visited a lesson where pupils were learning about how to use electrical appliances safely.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders' actions to encourage good attendance are not as robust as they could be. Rates of persistent absence are high. This means that some pupils miss out on important learning. Leaders should strengthen their systems to encourage good attendance and ensure that the number of pupils who are persistently absent reduces.
- Some subject leaders, for example in science and physical education (PE), have not got a precise understanding of the early years curriculum. As a result, the curriculum for their subjects in key stage 1 and key stage 2 does not build as well as it could on what children learn in the early years. Subject leaders should ensure that the curriculum is planned so that pupils' knowledge builds progressively from the start of the early years through to Year 6.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107043
Local authority	Sheffield
Inspection number	10227185
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair of governing body	Kathryn Rangeley
Headteacher	Elizabeth Gray
Website	www.netherthorpe.sheffield.sch.uk/
Date of previous inspection	14 March 2017, under section 8 of the Education Act 2005

Information about this school

- The proportion of pupils who speak English as an additional language is above the national average.
- The proportion of pupils with SEND is above the national average.
- There is a high level of pupil movement to and from the school.
- The school uses one unregistered alternative provider: The Hugji Hub.

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in reading, mathematics, science and PE. For each deep dive, inspectors met with subject leaders, looked at curriculum plans,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors also looked at curriculum plans and some pupils' work in history and geography.
- Inspectors met with the headteacher and members of the school's leadership team.
- An inspector held a meeting with members of the governing body, including the chair of governors.
- An inspector met with a representative from Learn Sheffield.
- Inspectors scrutinised documents relating to safeguarding, including the school's single central record. They also spoke to the school's designated safeguarding leaders.
- Inspectors considered the responses to Ofsted's online questionnaire, Parent View, and spoke to parents informally on the playground.
- Inspectors considered the responses to Ofsted's online questionnaire for staff.

Inspection team

Tim Scargill-Knight, lead inspector

Her Majesty's Inspector

Dughall McCormick

Her Majesty's Inspector

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