



Herringthorpe Infant School

Inspection Report

Unique Reference Number 106851
LEA Rotherham
Inspection number 277642
Inspection dates 24 April 2006 to 25 April 2006
Reporting inspector Mrs Lesley Clark CfBT Lead Inspector

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

Type of school	Primary	School address	Chatterton Drive
School category	Community		Rotherham
Age range of pupils	3 to 7		South Yorkshire S65 2JW
Gender of pupils	Mixed	Telephone number	01709 828 959
Number on roll	234	Fax number	01709 837 148
Appropriate authority	The governing body	Chair of governors	Mrs J Towriss
Date of previous inspection	30 October 2000	Headteacher	Mrs E Crowcroft

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is an average size infant school with a two year Foundation Stage provision, the first of which is part-time. Most children come from disadvantaged socio-economic circumstances. The number of children known to be eligible for free school meals is broadly average. The majority of children start school with well below average attainment in all areas of learning. From these, the school identifies an average proportion with learning difficulties and/or disabilities. Fifteen per cent of children learn to speak English at school and speak another language at home. Three per cent of children are vulnerable or come from refugee or asylum seeking families. In the last three years the school has received the Sport England Active mark, Investors in People, the Healthy Schools Award and the Basic Skills Quality Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 1

This is a highly effective school where children make outstanding progress. This is because children are expected to be independent learners from an early age. The school's self-evaluation is too modest for it judges itself as good overall. It does, however, recognise quite rightly that the Foundation Stage provision is outstanding. Children throughout the school make outstanding progress because they are exceptionally well taught in all classes. Standards are above average and consistently high in reading. The curriculum is outstanding and caters exceptionally well for children of all ages to learn through play and practical activities. This helps boys in particular to do really well. High levels of support, care and guidance contribute to children's outstanding personal development, excellent behaviour and enthusiastic attitudes to learning. Those children who are vulnerable or have learning difficulties receive very good help and care and so they make exceptional progress. As a result, achievement is outstanding. While the assessment of reading and writing is firmly based on national curriculum levels, this is not yet true of mathematics. Teachers' marking highlights the positives but children are not always aware of their mistakes and tend to repeat them. Children do, however, have an excellent understanding of what they have learnt and can articulate what they do not understand. Attendance is broadly average.

Leadership, management and governance are outstanding and enable children to develop the skills for confident, independent and lifelong learning. The school has made good improvement since the last inspection and has great potential. Parents and families are closely involved in their children's education and confidently say, 'This is a school with a future'. The school gives excellent value for money.

What the school should do to improve further

- Bring the assessment procedures of mathematics in line with those of reading and writing.
- Ensure that the marking of children's work helps them to understand what they need to do to improve its quality.

Achievement and standards

Grade: 1

Achievement is outstanding. This is because children can explain what they have learnt and what they do not fully understand. From a well below average starting point, children make considerable progress during the two Foundation years in all areas of learning, especially in developing skills which facilitate learning such as early reading and writing skills. At the start of Year 1, the majority are at the level expected and several children are beginning to forge ahead, particularly in reading. This fast rate of progress continues in Years 1 and 2. By the end of Year 2, standards are above average. Approximately half the children exceeded national expectations in reading and mathematics in the 2005 national tests and a quarter in writing. Standards in reading are consistently high because reading is seen as fun, necessary and useful right from

the start. Children are taught to use library skills and they borrow books regularly. Pupils, including those with learning difficulties and/or disabilities, or who are vulnerable, are given much individual help. Those whose first language is not English achieve exceptionally well because the school provides bilingual courses for their families to help support learning. All parents are therefore closely involved in their children's education. Boys do exceptionally well because they are taught to read and write through practical, purposeful play activities. The trend in the school's results is upward and results improve each year by a significant margin. The school sets and meets challenging targets.

Personal development and well-being

Grade: 1

Children's personal development is outstanding as is their spiritual, moral, social and cultural development. Attendance is broadly average, despite very good attendance by most, because a small number of families take extended holidays overseas. Children develop extremely good social skills and a firm understanding of moral issues because, from the start of the Foundation Stage, they learn to take turns and make independent choices. Older children readily take responsibility for themselves and enjoy helping others; for example, reading books with Foundation Stage children. Children feel safe and valued and this encourages them to have very positive views about their education. The joyful enthusiasm with which children engage in their learning is impressive. Children respond wholeheartedly to the opportunities to participate in the running of the school. Through involvement in the school council, or as individual members of the school, children develop a good awareness of school life and the community beyond school. They take great pride in the contributions they can make to both; for example, as playground buddies or when entertaining at the local hospice. Children are physically active and aware of the importance of healthy eating. They have astute economic awareness for their age, setting up a healthy food tuck shop, for example, which they run very efficiently. Children work and play very happily together without intimidation. They have a growing understanding of justice, tolerance and self-respect. Children's attitudes to learning and their behaviour are outstanding.

Quality of provision

Teaching and learning

Grade: 1

The quality of teaching and learning is outstanding. In this school, learning comes first. The involvement of children in assessing their learning is outstanding and children show remarkable self-awareness. In mathematics, for example, one child explained, 'I don't yet have enough confidence because I haven't had enough practice' whereas another declared 'I have achieved more because I found adding or taking away ten or one made a pattern in the tens and units'.

In the Foundation Stage, children learn extremely well because tasks both indoors and outdoors are imaginative, fun and intensely stimulating. This arouses their curiosity and children learn almost without realising it through asking questions and discovering for themselves, practising newly learnt skills. In all classes, developing skills in speaking and listening is paramount. Frequent opportunities to talk to each other and to large groups helps children to learn confidence and poise. Similarly with reading - children are expected to read together and follow written instructions. Teachers match work scrupulously to children's differing needs and high-quality teaching assistance ensures children learn rapidly. Teachers have extremely high expectations, using and expecting children to use sophisticated language. Marking is very encouraging but children are not made sufficiently aware of their mistakes and helped to correct these themselves.

Curriculum and other activities

Grade: 1

The curriculum is outstanding. Provision for reading, writing and mathematics is central to children's learning and they have many opportunities to use these skills in other subjects. For example, Year 1 designed and made shoes in a 'magic workshop' based on a famous folk tale, involving them in practical mathematics and also developing economic awareness as they organised work schedules and pricing in role play. Children have frequent opportunities to use information and communication technology (ICT), including interaction with a computerised screen. Extra-curricular provision is outstanding. A wide range of clubs and activities are provided, including sport and the creative arts. Within the creative arts, cultural awareness is enhanced through strong links with minority ethnic groups. The curriculum is further enriched through personal, social and health education which also focuses on emotional development through the use of puppets and toys. All strands of the curriculum come together to make an outstanding provision which develops the whole child.

Care, guidance and support

Grade: 1

The school provides outstanding care, support and guidance for all its children. Children feel safe and know that there are adults to turn to if they need help. If children are hurt or upset, their needs are swiftly and sensitively met. Child protection procedures are thorough. The systems for monitoring and tracking children's progress are comprehensive. Those in mathematics are less precise than those in reading and writing. The school uses assessment for learning very effectively to enable children to assess their own progress. Vulnerable children and those with learning difficulties and/or disabilities receive thorough guidance and support which enables them to make excellent progress. The school shows a very high commitment to the children and their families, and links between home and school are very strong. A particularly impressive feature of this is the provision for parents to spend the first ten minutes of the school day engaging in an educational activity with their children. This establishes an appropriate atmosphere which is conducive to work. Parents warmly praise the caring ethos of the school. As one parent put it, 'Even the youngest children are listened to

and are made to feel special'. The school has demonstrably effective systems in place to ensure excellent behaviour and racial harmony.

Leadership and management

Grade: 1

The outstanding and dynamic leadership of the headteacher has transformed the school into a model of very best practice in many areas. As a result, standards are above average and achievement outstanding. Teamwork and communications are excellent. Relentless attention to detail form the underpinning basis for the headteacher's vision for the school, which is to empower the independent learning of all children. The leadership of teaching is outstanding because of scrupulous monitoring and analysis of strengths and weaknesses. From analysing children's work, for example, the headteacher pointed out the 'inconsistent use of the marking policy'. The headteacher's clear and purposeful leadership is very well supported by the deputy headteacher. She demonstrates highly effective leadership qualities, guiding staff to help children assess their own learning. The leadership team is supported by a highly committed and dedicated staff and challenged, as well as supported, by a knowledgeable and energetic governing body. Highly effective self-evaluation procedures are firmly established. The school knows itself very well. Regular consultations are held with staff and governors to take account of their views. The school improvement plan highlights very well the school's priorities for its future development, and the issues arising from the previous inspection report have been successfully dealt with. Partnership with parents is a burgeoning strength. Parents and children are involved regularly in reviewing aspects of the school's work, including the children's performance. Parental and children's satisfaction is high. All the necessary legal requirements are met. Financial planning and management are very good. The school's capacity to improve is excellent.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	1	NA
The standards ¹ reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	3	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	1	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	1	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	1	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	1	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so friendly and helpful. We really enjoyed our visit and want to tell you what we thought about your school.

What we liked most about your school:

- we think that you are taught extremely well and that your teachers go out of their way to make lessons interesting and fun
- your behaviour is excellent and you really pay attention in lessons and learn a lot
- we like the fact that you understand how well you are learning and think you talk very well about what you have learnt and what you find difficult
- we are very impressed at how well you read and how well you use the library catalogue system
- we think you have a wide choice of interesting extra activities and that there is a lot going on both during and after school
- your parents and carers are very happy that you come to this school.

What we have asked your school to do now:

- we want your teachers to point out some of the mistakes you make so that you understand how to put these right
- we want to make your teachers' lives easier by making sure they record your progress in mathematics in as much detail as they do in reading and writing.

We liked meeting you and watching you learn and wish you all the best for the future.