

# Netherthorpe Primary School

## Inspection report

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<b>Unique Reference Number</b>	107043
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	336791
<b>Inspection dates</b>	8–9 March 2010
<b>Reporting inspector</b>	Jane Hughes

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	246
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sandra Robinson
<b>Headteacher</b>	Mrs Sarah LLOYD
<b>Date of previous school inspection</b>	2 October 2006
<b>School address</b>	Netherthorpe Street Sheffield South Yorkshire S3 7JA
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## Introduction

The inspection was carried out by three additional inspectors. Sixty per cent of the inspection time was spent on looking at learning. The inspectors visited 14 lessons or parts of lessons and observed eight teachers during the inspection. Inspectors held meetings with governors, staff, parents, and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Questionnaires from 37 parents, 80 pupils and eight staff were analysed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether a large enough proportion of pupils reach age-related expectations, particularly boys in writing
- whether current provision results in consistently good learning and progress for all groups of pupils, including children in the Early Years Foundation Stage
- how well the school promotes regular attendance among all groups of pupils
- if leaders at all levels have a consistently strong impact on pupils' outcomes
- the impact of improved parental engagement on children's work and school life.

## Information about the school

The school serves a highly diverse community. The proportion of pupils known to be eligible for a free school meal is more than twice the national average. More than 80% of pupils are from minority ethnic groups. Almost 75% speak English as an additional language. A larger than average proportion of pupils has special educational needs and/or disabilities. A far higher than average proportion of pupils joins or leaves the school at other than the usual times.

**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

Netherthorpe Primary is a good school. The exceptionally strong care, guidance and support it provides for all pupils are enhanced by exemplary practice with regard to the safeguarding of pupils. Parents appreciate, 'the hard work, dedication and commitment of the whole staff.'

The school has improved rapidly since its last inspection as a direct result of the relentless determination of the headteacher. This is particularly apparent in the Early Years Foundation Stage, which now ensures a strong start to children's learning and development. Even so, there is still occasional over support by adults and too little has been done to improve the outdoor learning environment. Outcomes for pupils are better as a result of more effective provision, particularly for boys, and excellent support for individuals. The school compiles detailed evidence of each pupil's progress so that staff can identify what is working well and what needs to be changed. As a result of this highly personalised learning, the needs of each pupil are met exceptionally well. This ensures that all pupils, including the vulnerable, those who speak English as an additional language and those with special educational needs and/or disabilities make equally outstanding progress. Pupils' attainment is low overall but their achievement is good. Behaviour is good and the school functions as a harmonious community.

Overall attendance is low despite persistent and escalating efforts by staff. Excellent teamwork among staff underpins the highly successful leadership of teaching and learning. All staff are motivated to improve their professional skills and to take responsibility for the progress of pupils in their classes. Excellent individual feedback from senior leaders about the quality of teaching supports these improvements. The headteacher sets the bar high and it is up to every member of staff to meet the challenges she throws down in her determination to improve every aspect of the school's provision. Coupled with detailed, individual monitoring of how well each pupil is doing, this stimulates good and better teaching throughout the school. Good capacity for sustained improvement is reflected in the school's accurate self-evaluation, rapid pace of change and the efficiency with which the school continues to develop. Staff have a good grasp of immediate and longer-term priorities and are encouraged to develop their professional skills accordingly. The school is well regarded in the locality. There is excellent engagement with parents and carers who value the work of the school and the increasing part they now play in it. Extremely high quality partnerships with other organisations and schools promote pupils' learning and well-being particularly well, especially in terms of improved punctuality and in developing creative and scientific skills. Governors are supportive and have the school's best interests at heart. They do not yet monitor or evaluate effectively enough the work of the school, nor do they take

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enough of a lead in terms of promoting issues such as community cohesion. The leadership promotes equality of opportunity and tackles discrimination exceptionally well. The school is highly inclusive and works assiduously to break down barriers to learning.

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

- Improve children's learning and development in the Early Years Foundation Stage, by:
  - developing the outdoor learning environment and its resources to reflect the good quality found inside
  - increasing opportunities for children's independent learning.
- Raise pupils' attendance by promoting higher attendance among of all groups of pupils through more innovative procedures.
- Develop the role of the governing body, by:
  - increasing the range of governors' monitoring and evaluation
  - expanding the role governors play in promoting specific aspects of the school's work, such as community cohesion.

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

Pupils thoroughly enjoy lessons, particularly those that involve practical activities. They benefit from bright and fun phonics sessions that engage them actively from start to finish. Excellent relationships with adults aid the progress they make. Pupils work hard, persevere well and complete a good volume of work. They behave well and show respect for others. Despite the fact that a large majority of pupils are learning English as an additional language, their work shows that by Year 6 their writing is increasingly imaginative and accurate. Boys respond well to the themed approaches and this is helping them, as well as the girls, to reach higher standards, particularly in their writing. Pupils achieve well. Although overall standards in English, mathematics and science are low, this is due to the high proportion of pupils who join or leave the school throughout the year and because most new arrivals speak little or no English on arrival. School data and pupils' work show that for the core group of pupils who remain in school throughout Key Stage 2, attainment is rising and is much closer to the national average. This represents outstanding progress from their starting points. Pupils of all abilities, including those with special educational needs and/or disabilities, those with gifts and talents, and those who only spend a brief time at the school, make equally outstanding progress because of the individual support they receive. This enables them to engage well in their learning because their individual needs are very well met, often through working in small groups with bilingual support. Pupils leave the school well prepared for the future.

Pupils know how to live safe and healthy lives. They participate regularly in sporting activities, although many also have other important commitments at the end of the

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school day, such as attendance at faith school. Older pupils and those who start and finish their education here, present strong role models to the younger or newly- arrived pupils. Pupils say, 'We are all one family – Arabic, Christian or any religion'. Many parents send their children to school regularly. However, a significant minority take their children out of school for extended periods. Usually, these absences are due to religious or work-related issues.

*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>	4
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teachers are knowledgeable and enthusiastic. As a result, lessons interest and quickly engage pupils in tasks. Strong relationships and high levels of respect lead to pupils' producing good quality work. Teaching is almost always good. Approximately one third is outstanding. Coupled with high quality pastoral support, this enables pupils to make outstanding progress in their learning. Teaching assistants are highly skilled and well deployed to meet exactly pupils' needs. The school compiles a wide range of assessment information that shows clearly what each pupil knows, understands and can do. Groups are tracked meticulously. Staff use this information well to devise stimulating learning

<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.

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programmes for pupils, no matter how long they have been part of the school or how brief their stay.

The curriculum is based around themes that integrate subjects and enliven pupils' learning experiences. The themes centre on a key questions such as, 'Gruesome Greeks – fact or fiction?' and are often supported by an exciting range of practical activities. Literacy, numeracy and thinking skills have a high priority. Staff regularly assess pupils' needs and ensure that programmes are tailored to meet these. Visits out of and visitors into school provide good enrichment opportunities. They also make sure that pupils consider school a 'fun place' through experiences such as Bollywood sessions' and the Samba band.

Pastoral care, guidance and support of the highest quality create an inclusive and nurturing learning community. Vulnerable pupils do as well as their peers because of well-targeted support programmes that reduce barriers to learning. Pupils are very well cared for and flourish both academically and personally. Parents value this element of provision. The school uses mentoring very effectively to improve attendance. The most recent figures are encouraging, but the nature of the school's intake means that low attendance by some groups of pupils requires constant attention. Key messages about attendance are provided in diagrammatic forms that make it absolutely clear what the parent needs to understand. The school accepts that some aspects of its work are not yet sufficiently innovative to raise further the attendance of all pupils

*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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The inspirational headteacher maintains a distinctively lighthearted presence around the school which engages pupils and other stakeholders equally well. Together with the assistant headteachers, she motivates each member of the school community to do their best and to reach for ambitious targets. Morale is high. Conscientious administrative, ancillary and lunchtime staff provide strong role models for pupils and ensure that the school runs smoothly day-to-day. Governors bring enthusiasm and varying expertise into school. They understand the school's priorities. Currently, they do not take enough responsibility for checking or promoting various aspects of the school's work such as community cohesion. Nonetheless, the school promotes community cohesion very effectively because senior leaders closely evaluate its context. As a result, pupils from different backgrounds get on noticeably well with each other and community links

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continue to develop.

Parents and carers praise the school. They receive frequent updates on school news and on their children's progress and are kept well informed through the school's effective use of new technologies. First-class partnerships with other organisations add greatly to pupils' learning and well-being. For instance, strong links with a local secondary school make sure that pupils develop a keen interest in the arts and sciences as well as substantially easing transition to Year 7. A national bakery chain sponsors the daily breakfast club which helps pupils to be punctual and provides a positive start to the day. The school goes far beyond meeting the current statutory requirements for safeguarding and works conscientiously to ensure the security of all. Procedures are exemplary and very carefully considered. They reflect a clear understanding of the advantages and potential pitfalls associated with new technologies. To the detriment of its overall attendance figures, the school keeps long-term absentee pupils on roll and tracks where the pupils are, thus ensuring their safety. Highly inclusive practices are at the heart of the school's work so that 'everyone can shine'. As a result, pupils reach their potential, irrespective of ability, background or need

*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	1
<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>1</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>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

There is a keen 'buzz' of purposeful activity throughout the Early Years Foundation Stage. Children settle quickly and clearly feel happy and safe in school. The many children from different cultural backgrounds benefit from the skills of the bilingual support staff. They effectively interpret stories, songs and what teachers say as part of



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their role. There is a key focus on children's communication and social skills and this is helping to raise children's skills by the end of Reception, as a far greater proportion now reaches an average standard. Staff are skilful communicators and model spoken English well. Children behave well, share and take turns. They relish the time they spend outdoors, although the outdoor learning environment lacks inspiration and the resources do not reflect the good quality found inside. In most instances, staff promote children's independent learning skills well. Occasionally, there is too much adult support. For example, children do not always choose resources for themselves, write their own names on their work or decide for themselves when to finish a task.

The Early Years Foundation Stage is well led and managed. This is an improvement from the last inspection. There is a close regard for the required learning and development programmes and welfare provision replicates the high quality found elsewhere in school. Assessment procedures are well established and focus on each child's individual needs. The next steps in their learning are clearly identified and this ensures that they make good progress through the Early Years Foundation Stage.

*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**

Fifteen per cent of all parents and carers returned the inspection questionnaire. They are very supportive of the school and their responses reflect the feedback from the school's own surveys during the year. Parents and carers who met with inspectors also praised the work of the school. A few parents and carers raised a variety of individual concerns but there was no underlying pattern to these. Inspectors did not find evidence to support these minority opinions during the inspection.

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

Ofsted invited all the registered parents and carers of pupils registered at Netherthorpe 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 246 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	58	15	39	0	0	1	3
The school keeps my child safe	22	58	13	34	0	0	1	3
The school informs me about my child's progress	15	39	20	53	1	3	1	3
My child is making enough progress at this school	13	34	22	58	2	5	0	0
The teaching is good at this school	18	47	18	47	1	3	0	0
The school helps me to support my child's learning	10	26	23	61	2	5	1	3
The school helps my child to have a healthy lifestyle	15	39	21	55	1	3	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)	6	16	20	53	2	5	1	3
The school meets my child's particular needs	9	24	26	68	1	3	1	3
The school deals effectively with unacceptable behaviour	13	34	20	53	1	3	1	3
The school takes account of my suggestions and concerns	10	26	25	66	2	5	1	3
The school is led and managed effectively	13	34	18	47	2	5	1	3
Overall, I am happy with my child's experience at this school	21	55	14	37	1	3	1	3

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 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 inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

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 were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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 pupil's 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 March 2010

Dear Pupils

Inspection of Netherthorpe Primary School, Sheffield, S3 7JA

Thank you for being so friendly when I inspected your school recently with two of my colleagues. We were very impressed with how helpful and kind you are. I am writing to let you know what we found out.

We judge that Netherthorpe is a good school. It does several things exceptionally well and is improving fast as those of you who have been at the school for sometime told us. This is because your headteacher and all the adults know exactly what needs to be done to get better. Your teachers work very successfully to make learning fun. They organise exciting themes, trips and practical activities. The joint arts and science activities with the secondary school are particular favourites. Your teachers also care, guide and support you extremely well and you say that you feel safe. Although standards are low, far more of you who spend some years at the school are leaving Year 6 with average or close to average attainment. The Early Years Foundation Stage is also much improved so that young children at Netherthorpe now do well right from the start in school.

Part of our job is to see what your school could do even better. We have asked your headteacher to improve the provision outside for children in the Nursery and Reception classes and to help them become even more independent. We have also asked your school to help even more of you to come to school regularly. You can help with this by reminding your parents and carers about how much work you miss after just one day off. Finally, we would like the governors to check what happens in school more closely and to help the school to develop in particular areas.

Carry on enjoying the Samba and banging those drums! I send our very best wishes for the future

Yours sincerely

Jane Hughes

Lead Inspector

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