



# Netherthorpe Primary School

## Inspection Report

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**Unique Reference Number** 107043  
**Local Authority** Sheffield  
**Inspection number** 287688  
**Inspection dates** 2–3 October 2006  
**Reporting inspector** Joan McKenna

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 address</b>	Netherthorpe Street
<b>School category</b>	Community		Sheffield
<b>Age range of pupils</b>	3–11		South Yorkshire S3 7JA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	0114 2726834
<b>Number on roll (school)</b>	209	<b>Fax number</b>	0114 2726834
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mrs S Robinson
		<b>Headteacher</b>	Mrs Sarah Lloyd
<b>Date of previous school inspection</b>	25 November 2002		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This average size school serves a very diverse and deprived community. The large majority of pupils are entitled to free school meals. A high proportion of pupils are from minority ethnic groups, with around a quarter at early stages of speaking English. An above average number of pupils have learning difficulties and/or disabilities. A high proportion of pupils leave and join the school at other than the usual times. A new headteacher took up post at the beginning of this term. There has been a high level of long term staff illness over the past few years and currently there is one vacancy covered by a supply teacher.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school that provides satisfactory value for money. Its strengths lie in the way it caters for pupils' very diverse and often complex personal needs. Pupils are valued very much as individuals and they know that staff care deeply about their well-being. Strong efforts are made to engage with parents and outside agencies to help support them. As a result, pupils' personal development is good. Many children enter school with very weak social skills and find difficulty in working and communicating with others. Although it takes some time to tackle this successfully, by the time pupils reach Key Stage 2, they behave well and show good attitudes to their learning. Catering for pupils' academic needs is challenging. There is a steady stream of pupils leaving and joining the school and a significant proportion of pupils, especially younger ones, do not speak English fluently. Children enter school with attainment that is well below that expected for their age. They do not make the progress expected in the Foundation Stage. Provision there is inadequate because teaching does not focus sufficiently on developing specific skills and knowledge. Elsewhere teaching and the curriculum are satisfactory and improve higher up the school. This is because as pupils mature, teachers can concentrate more effectively on improving their academic learning. However, pupils' different learning needs are taken greater account of in some classes than others. Pupils' achievement is satisfactory overall in relation to their starting points, although standards in English, mathematics and science remain significantly below the national average. Leadership and management of the school are satisfactory and in a state of transition. Until very recently there has been little monitoring of teaching or tracking of pupils' progress. As a result, there has not been enough improvement since the last inspection. However, the new headteacher's evaluation of the work of the school is very accurate and her judgements are fully endorsed by the inspection findings. She has identified the areas that need to be improved quickly and decisively. With the full support of staff and governors, forthright action has been taken to raise standards. She has introduced appropriate systems for checking the quality of teaching, measuring pupils' progress and setting realistic targets for all concerned. This illustrates that the school now has a satisfactory capacity for improvement.

### What the school should do to improve further

- Raise standards in mathematics, English and science across the school.
- Ensure that teaching in the Foundation Stage focuses on promoting the specific knowledge and skills required for pupils of this age.
- Ensure that teachers take full account of the information gained from checking progress to meet their pupils' different learning needs and raise their achievement.
- Use the information gathered from evaluating the work of the school to improve teaching and raise standards.

## **Achievement and standards**

### **Grade: 3**

The language and personal skills of many children on entry to the school are particularly weak. Most do not meet the goals set nationally for them by the end of the Foundation Stage, partly because teaching does not always focus enough on developing the specific skills they need. Elsewhere, although standards reached by the end of Key Stages 1 and 2 remain significantly below average in English, mathematics and science, pupils' achievement is satisfactory overall, given their starting points. The school's results in national tests were lower in 2006 in both Years 2 and 6, than in 2005. However, these particular year groups contained an unusually high proportion of pupils with significant learning difficulties, amounting to almost half of the Year 6 group. Nearly a quarter of the group were at early stages of speaking English. In addition, many children left the school and others joined. A third of pupils in Year 2 entered the school during the course of last year. Most groups of pupils, including those with learning difficulties, those from different minority ethnic groups and those at an early stage of learning English, make similar progress. However, the school has identified Somali pupils as making a little less progress than others.

## **Personal development and well-being**

### **Grade: 2**

During the inspection one girl said, 'I think that all children should come to this school'. Others echoed this view and it shows how much pupils enjoy school. A key reason for this is the way they feel valued and the high quality of relationships that exist with adults and between pupils. Pupils' cultural development is excellent and the school is a harmonious, inclusive place. Spiritual, moral and social development are good. While younger pupils often find it hard to play cooperatively with others and do not have the social skills of the older pupils, their attitudes improve as they move through the school. By Key Stage 2 pupils behave well, work happily together and demonstrate pride in their successes. Pupils feel safe. They say bullying is rare, and any that occurs is always dealt with quickly. They have good awareness of how to keep healthy, and really enjoy physical education lessons in the new sports hall. Attendance is satisfactory overall. The school works hard with parents to reduce absenteeism.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory overall. However, it is inadequate in the Foundation Stage. This is because in both group sessions and when children are choosing activities for themselves there is not enough adult intervention to help develop their knowledge or skills sufficiently. Children are not as well prepared as they could be to start in Year 1. However, as pupils move through the school, teachers reinforce school expectations

and pupils mature, developing good attitudes to learning. They are model pupils at Key Stage 2, working hard and concentrating well. Teachers provide suitable tasks aimed at developing their literacy and numeracy skills and engage their interest through using practical activities. Some useful support is provided for pupils with particular requirements, but in lessons, attention to the varying needs of different groups or individuals is not always precise enough. Information gained from assessing pupils' learning is not used sufficiently in some classes to modify the tasks and teaching approaches used. These factors hamper children's learning.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum meets statutory requirements, with satisfactory coverage of literacy and numeracy and other subjects. A group of pupils talked with great enthusiasm and a good level of knowledge about 'Ancient Egypt' during the inspection. Provision for physical education, dance and drama is a strength because of the excellent new sports hall. Planning in the Foundation Stage does not always ensure a clear link between activities on offer and the requirements of the curriculum for children of that age. A suitable range of support is provided for pupils with particular learning or language needs. There are few visits to places of interest to enrich the curriculum. This reduces pupils' enjoyment and experience of the wider world.

## **Care, guidance and support**

### **Grade: 2**

The school gives high priority to ensuring pupils' care and well-being and these are strengths. It is vigilant in ensuring that all pupils are safe. Child protection procedures are well established, and pupils say they have adults in school they feel comfortable talking to. The learning mentor is very assiduous in her work in this area. Much time is valuably spent in contact with families, the community and agencies which provide extra support and care for the large numbers of vulnerable children in the school and those with learning difficulties, or at an early stage of speaking English. Academic guidance is satisfactory. Information is gathered on the standards pupils are reaching in their work. This has not been consistent however, and information is not analysed in sufficient detail to track how well individuals and groups of pupils are making progress. New arrangements have just been introduced for this.

## **Leadership and management**

### **Grade: 3**

The new headteacher has made a significant impact in a short space of time. Staff and governors value the insight and clear direction she has brought to the school. She has been rigorous and accurate in identifying areas requiring improvement and inspectors agree with her judgements. She has taken action that is already having a positive impact. For example, she has put in place performance management processes and systems for tracking pupils' progress across the school. Targets for raising standards

in mathematics have been introduced. These are at very early stages and have yet to demonstrate their full impact, but they do indicate sound capacity for further improvement. Other leaders are beginning to work more effectively as their roles have been redefined and training provided. Governors are supportive of the school and have asked questions of it, although until recently they have not had a sufficiently accurate and objective view of the school's effectiveness. They have recognised this and are taking steps to remedy it, working in good partnership with the new headteacher. A group has been set up which involves leaders and governors in closely monitoring the work of the school.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	4
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

Thank you for being so friendly and making us feel welcome when we visited your school recently. We enjoyed talking to you and watching you learn, very much.

What we liked most about your school

- You like school and enjoy your lessons.
- We especially like the way all groups of children get on well together.
- Your teachers and other adults in your school look after you very well. They make sure that you feel safe and well cared for and that you know how to keep healthy.
- Your new sports hall is excellent. We can understand why you like doing PE!
- Your new headteacher is doing a good job and she is working hard with other staff and governors to make your school better for you.

What we have asked the school to do now

- Help you to do better in your work in mathematics, English and science.
- Help those of you in the Foundation Stage to learn better.
- Improve the ways that teachers check how well you are doing so that they can help you learn as well as possible in lessons.
- Make sure more action is taken to make the school even better for you.

You can help your teachers by working hard in the future like you do now. We hope that you continue to be happy at school.