

The Nether Edge Primary School

Glen Road, Sheffield, South Yorkshire, S7 1RB

Inspection dates 28–29 January 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Good	2

Summary of key findings for parents and pupils

This is an outstanding school.

- The headteacher, senior leadership team and governors have a very clear view of how successful the school can be. Their vision is shared by all staff so that the school is continually improving.
- Throughout the school, the majority of pupils make outstanding progress from low starting points and reach above-average standards in reading, writing and mathematics by the end of Year 6.
- The quality of teaching is outstanding. Teachers set high expectations and plan learning that inspires, challenges and engages pupils so that they make rapid progress.
- The school's work to keep pupils safe is outstanding. Pupils report that they are very confident and happy at school and the vast majority of parents agree.
- Pupils' behaviour is outstanding. They are polite, interested and curious about the world around them. Pupils quickly develop key values such as respect, tolerance and resilience.
- Leaders at all levels rigorously check on the work of all pupils to make sure that they are making the maximum progress.
- Governors ensure that the curriculum offers a broad range of subjects, including personal and social education, assemblies, visits and clubs, in order to develop pupils' spiritual, moral, social and cultural education. Pupils have a sound understanding of British values which will enable them to play a full part as future British citizens.
- A new leader in the Early Years, supported by the headteacher and governors, is rapidly improving the provision and rate of progress of children in the Nursery and Reception classes.

Information about this inspection

- Inspectors observed learning in all classes. They heard pupils read and attended a school assembly.
- Inspectors looked at the work in pupils' books in all classes, especially in their writing, mathematics and topic books.
- Meetings were held with senior leaders, members of staff and six governors, including the Chair and vice-chair of the Governing Body and groups of pupils. The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors gained the views of parents from the 34 responses to Parent View, the online questionnaire, and from conversations with parents bringing and collecting their children.
- The views of staff were gained from responses to the staff questionnaire and conversations with individual teachers.
- Inspectors looked at a range of school documents. This included information relating to safeguarding and child protection, development planning, subject planning, tracking information on pupils' progress, performance management systems and procedures for checking on the quality of teaching and learning.

Inspection team

Judith Straw, Lead inspector

Additional Inspector

Catherine Beeks

Additional Inspector

Sheila Loughlin

Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school. The Nursery offers flexible hours of attendance.
- Almost all pupils come from minority ethnic backgrounds, of which about 80% are of Pakistani heritage. Most pupils speak English as an additional language. A few pupils come from White British backgrounds, although this number is increasing.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is just above average. The pupil premium provides additional funding for pupils known to be eligible for free school meals and children that are looked after by the local authority.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the previous inspection a new headteacher took up post in September 2014, supported by two assistant headteachers.

What does the school need to do to improve further?

- Further improve the progress and achievement of children in the early years by:
 - establishing securely and refining the new assessment systems
 - supporting leadership in the expert use of data to decide on future planning.

Inspection judgements

The leadership and management are outstanding

- The headteacher, senior leaders and governors set the highest standards and lead a relentless drive for continuous improvement.
- Pupils are assessed on a regular basis and the information gathered is used to inform pupil progress meetings held twice each term. Staff reflect carefully on each pupil's progress and challenging, but achievable, targets are set.
- Leaders at all levels take their responsibilities seriously. Leaders report outcomes to governors who hold the school rigorously to account to make sure that no pupil is left behind.
- The performance of teachers is managed tightly and progress against targets is tracked to ensure that teaching continually improves. Teachers who occasionally fall short of the high expectations set are supported and coached.
- Governors and leaders have a very accurate understanding of the school's strengths and areas which can still be improved. The school self-evaluation recognises that more can be done to develop the provision for children in the early years and to further accelerate the progress of the youngest children.
- The school has developed a creative approach to learning and delivers an exciting range of subjects. Specialist teachers provide expert French, music, physical education and computer lessons. The school offers a rich variety of clubs from knitting and cooking to multi-skills and basketball. Assemblies based on the school's nine core values promote tolerance and respect for individuals from all sections of society. These, as well as the programme to develop thinking skills, prepare pupils exceptionally well for life in modern Britain. Consistently well-planned learning experiences support pupils' spiritual, moral, social and cultural development very effectively. Pupils have a well-developed sense of right and wrong, make a substantial contribution to their local community and behave exceptionally well.
- The school manages the additional funding for disadvantaged pupils extremely well. It is used to provide extra teaching in English and mathematics where necessary and full participation in all extra-curricular activities, including residential trips. As a result, the gap in attainment between these pupils and others is narrowing and, in some years, there is no gap at all.
- The sports premium is used to provide expert tuition and additional resources. The quality of physical education teaching has improved as a result of the expert coaching the staff receive.
- The school is very much a hub of the local community; it takes a leading role in producing a community newspaper and hosting local community events. For example, Year 6 pupils regularly perform at the local farmers' market.
- An excellent partnership with parents is developing because the school provides many opportunities for parents to see their children at work, celebrate their achievements and enjoy seeing them perform in shows, plays and concerts.
- Equality of opportunity is promoted with vigour by ensuring all groups of pupils have the chance to succeed and consequently all groups make good and often outstanding progress. Pupils are kept free from any kind of discrimination or bullying, and leaders ensure that good relations throughout the school are a priority.
- The school's safeguarding arrangements fully meet statutory requirements and are exemplary.
- The school has good links with the local authority.
- Leadership and management of the early years are good. A new leader is being supported and coached by senior colleagues, particularly in the use of data to accurately measure children's progress. The development plan for the early years is creative and effective and is already leading to stronger progress for all children. A new assessment system is being introduced and, as yet, not enough detailed information is being gathered to fully inform future planning.
- **The governance of the school:**
 - Governors are highly skilled and bring a range of professional experience to their role. They are ambitious to make the school the best it can be and to increase the life chances of the children in the neighbourhood. Governors keep up to date through regular training and have the necessary skills to compare the school's performance with that of others. They monitor the curriculum, progress and assessment procedures and ensure that the promotion of pupils' spiritual, moral, social and cultural development is at the heart of the curriculum. They have recently implemented a new far-reaching policy for the promotion of traditional British values.
 - Governors have a clear strategic plan for the school's further development. The successful appointment of a new headteacher was made after he had worked as co-headteacher with the previous leader for 12 months, which made for a seamless changeover. Governors regularly visit the school and know it well

from their own direct experience. They oversee the appraisal system and make sure salary increases are linked to the better achievement of pupils in class. Governors have ensured that any underperformance has been rigorously tackled and they continue to monitor the progress of pupils very closely. Finances are managed effectively so that the school receives value for money.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are polite, friendly, courteous and confident when speaking to visitors. They enjoy sharing their work and take great pride in their achievements. Pupils are considerate of each other and adults and show high levels of tolerance and respect.
- Attitudes to learning are outstanding. Pupils are enthusiastic, often competitive and keen to succeed. Their positive attitudes to learning are one reason for their rapid progress. They are trained to be resilient when faced with problems in their work and always follow the procedure for 'What to do if I am stuck' before seeking help from the teachers. In this way, they build up confidence in their own abilities to solve problems. All classrooms have 'learning menus' which help pupils to take responsibility for their learning.
- There are many opportunities for pupils to develop leadership skills and experience democracy. The school council is active and reports to every class on a weekly basis. Members are involved in staff recruitment and helped to develop the code of conduct in school. Pupils help to edit and write the community newspaper and are keen to be involved in local events. For example, they invited the local member of parliament and the local councillor to visit the school. Inspired by this, Year 3 pupils researched the key differences in the agendas of the main political parties in Britain. Additionally, the school council organised a visit to see Parliament in action with other local schools' councils.
- Pupils enjoy opportunities for public speaking. For example, they were runners-up in the 'Speaker's School Council' award. Pupils in Years 3 and 4 recently took part in a debate at the town hall on 'Are computers bad for you?'; they decided that there is room for both books and computers and that the most important thing is to read.
- Attendance has been rising steadily for three years, although remaining below average. The proportion of pupils who are persistently absent has decreased markedly. The school has a wide range of strategies in place to encourage attendance and celebrate it. Attendance has a high profile on all newsletters and in displays around the school.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- The school site is secure and rigorous procedures are in place to check and monitor visitors to the school.
- Pupils report that bullying is not a problem in school because they feel very safe and have full confidence in the adults to deal with any issues which might arise. The school's records confirm that bullying incidents are extremely rare. Racist or homophobic language is not tolerated in school.
- Pupils have an excellent understanding of the importance of leading a healthy lifestyle.
- Pupils are well aware of how to keep safe in different situations. Pupils as young as those in Year 2 are able to clearly explain the rules for safe use of the internet.
- Respect is the first and most important of the school's values and is taught at the start of every year. The school sees preventing any form of radicalisation as a core safeguarding duty. Any opinions contrary to fundamental British values are challenged.

The quality of teaching is outstanding

- Teachers are enthusiastic about their work and have a love of sharing their learning which they communicate to pupils. They use their excellent subject knowledge to challenge, inspire and fire the imaginations of their pupils. As a result, most lessons are stimulating and keep pupils on their toes, interested and involved.
- The teaching of mathematics is strong. Pupils develop skills in mental mathematics, calculation and problem solving. Teachers often help pupils to visualise problems and calculations so that they see for themselves what is correct rather than just accepting a teacher's 'tick'. They learn techniques to help them to check their own work and respond to the very high expectations of teachers for the presentation of work in their books.

- Reading and writing and communication skills are taught effectively and reinforced well in other subjects. School displays celebrate pupils' excellence in writing; for example, there are some wonderful, new Dr Who scripts, and every classroom, as well as communal areas, has enticing displays of books for quiet reading.
- Classrooms are busy, active and well-organised places to learn. All classes have the school's values on display so that respect, ambition, confidence, resilience and determination are key themes in every class.
- Relationships between adults and pupils are very positive. Teachers establish a rapport with their pupils and treat them with respect. Pupils respond positively so that classrooms are calm and purposeful.
- Pupils of all abilities, including the most able, as well as those who are disadvantaged, disabled or who have special educational needs, and the vast majority who speak English as an additional language are challenged to produce their best effort and achieve high standards. This generates pride in pupils and their work.
- Teachers manage behaviour skilfully. They set high standards and expect pupils to work hard. They make sure that pupils understand the purpose of learning and know what is expected of them. The school's high expectations of the quality of pupils' presentation of their work and their handwriting are applied consistently well by all staff.
- Teachers and teaching assistants are highly skilled and collaborate well together to plan pupils' learning. Disabled pupils and those who have special educational needs receive good support so that they make good and often outstanding progress. Adults build pupils' confidence in their own communication skills.
- Marking is consistently good and often outstanding. Teachers apply the school policy and mark classwork and homework accurately and regularly. They expect pupils to complete corrections, sometimes to attempt extra challenges, and make constructive comments on how pupils can improve their work.

The achievement of pupils

is outstanding

- Following their time in the early years, most pupils are prepared well for Year 1 in personal and social development so that they are ready to learn. About half still need to catch up with reading, writing and mathematics.
- In Key Stage 1, pupils acquire knowledge, understanding and skills quickly. They use and accurately apply phonics (letters and sounds) to their reading and writing. Their attainment in the phonics screening test has improved rapidly over the last three years and is now close to the national average.
- Attainment in Key Stage 1 has been significantly below average in the recent past but now pupils are catching up so that in the last two years, pupils in Year 2 have achieved close to average standards.
- In 2013, pupils in Year 6 were in the top 250 of schools in the country for their attainment and progress. In 2014, they did not do quite as well but this was because many of the pupils joined the school later in Key Stage 2. They attained well above the national average in reading, writing and mathematics for the proportion achieving Level 4 and were in line with the national average for the proportion achieving Level 5.
- In 2014, the proportions of pupils achieving the expected rates of progress and better-than-expected rates of progress were well above average. The school's tracking data have convincing evidence to show that this trend is set to continue to even higher proportions in 2015. The school plans to raise the level of challenge for pupils even higher this year in the drive to help more pupils achieve the highest possible standards by the end of Year 6.
- The most able pupils are supported by extra tuition and tutoring from secondary specialists so that the proportion achieving the higher Level 6 in reading, writing and mathematics is increasing each year.
- The proportion of those eligible for the pupil premium varies each year. School data show that where these pupils are in the school from the start of Year 1, they achieve at exactly the same level as other pupils. Where they join later in Key Stage 2, there is still a gap in their attainment.
- In 2013 there was no gap. In 2014, disadvantaged pupils were behind others in school in mathematics by about 10 months, in reading by 11 months and in writing by one year. The gap in English grammar, punctuation and spelling was seven months. Disadvantaged pupils were behind all pupils nationally by eight months in mathematics, 11 months in reading, 11 months in writing and just three months in English grammar and punctuation.
- Disabled pupils and those who have special educational needs make good progress given their starting points. This is due to well-directed help from all adults, including teaching assistants, which provides effectively for all individuals and ensures that each pupil is equipped with appropriate knowledge and skills by the time they leave.

The early years provision**is good**

- Children of all abilities make good progress owing to the good provision and teaching that they receive. Learning is well planned so that the needs of all are met. By the end of Reception, children are generally prepared well for Year 1.
- Children start in the Nursery with weak skills and abilities in almost all areas of learning which are consistently below, and often well below, those typical for their age. The vast majority of children speak English as a foreign language. Nevertheless, these children make good progress in reading, writing and mathematics and outstanding progress in personal and social development.
- Teaching is very good and often outstanding. Adults understand the needs of individuals. However, the new assessment system needs to be further established before it accurately reflects the small steps in progress made by individual children in all aspects of learning so that staff have a very accurate awareness of each child's progress.
- Good use is made of the outside areas to stimulate children's imagination and natural sense of curiosity, to encourage them to explore learning in depth and to develop their social and communication skills.
- Children have a good sense of right and wrong and are keen to behave well. They are given clear routines to follow, enabling them to settle quickly into school life and show good levels of cooperation with adults and other children.
- Links with parents are good. Parents are encouraged to involve themselves in their children's learning and progress from the outset.
- The leadership and management of the early years are good. A new leader is bringing creative ideas and strategies to the setting, for example, reading mornings to which parents are invited. Adults aim to give children confidence in their own abilities to gain knowledge and skills effectively. New leadership is being very effectively supported by skilled senior colleagues, especially in the better use of data to measure the success of each child and to accurately decide on future planning.

What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106983
Local authority	Sheffield
Inspection number	453284

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	344
Appropriate authority	The governing body
Chair	Rhona Dodds
Headteacher	Matthew Knox
Date of previous school inspection	6 December 2010
Telephone number	0114 255 0926
Fax number	0114 250 7387
Email address	enquiries@netheredge.sheffield.sch.uk

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