

Watercliffe Meadow Community Primary School

Boynton Road, Sheffield, South Yorkshire, S5 7HL

Inspection dates 2–3 July 2015

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

Summary of key findings for parents and pupils

This is a good school.

- Standards across the school have improved significantly. By the end of Year 6, most pupils reach the expected levels of attainment.
- Provision in the early years is good. Children catch up quickly from starting points that are well below those typical for their age, especially in their communication skills. The large majority of children are well prepared for learning in Year 1.
- Between Years 1 and 6, pupils make good progress because they are well taught. Teachers set work that engages pupils effectively in their learning. They carefully check on pupils' understanding and mark pupils' work regularly. Pupils know what they need to do to improve.
- Disadvantaged pupils do as well as, and sometimes better than, other pupils in the school. The pupil premium is used effectively to support their learning.
- Pupils' behaviour and conduct around school and in classes is good. They respect one another and adults. Pupils show positive attitudes to learning; they relish the chance to work hard. Pupils say they feel safe and are kept safe.
- School leaders have a clear and accurate view of how well the school is performing and where it can do better. They work well together to check on pupils' progress and the quality of teaching regularly and carefully. Staff training is bespoke and is of high quality. As a result, the quality of teaching and pupils' achievement continues to improve.
- Governors are well informed about what happens in school. They challenge leaders well to ensure that all groups of pupils achieve equally well.

It is not yet an outstanding school because

- Pupils, including the most able, are not always given work that is hard enough to enable them to make the best possible progress and reach the highest standards.
- Teachers do not always insist that pupils give full answers when responding to their questions. Pupils do not always demonstrate a deep understanding of their learning.

Information about this inspection

- The inspectors observed a range of lessons. Three lessons were observed jointly with the headteacher, deputy headteacher and a middle leader. Inspectors carried out an extensive scrutiny of pupils’ work from each year group.
- Inspectors observed and spoke with pupils during lessons, at break times and at lunchtime. They also met formally with groups of pupils from Key Stages 1 and 2, the school council and the eco-group. In addition, they spoke with pupils who are librarians in the school library. Inspectors also observed an assembly.
- Inspectors held meetings with senior and middle leaders. A meeting also took place with members of the governing body and a representative from the local authority.
- Inspectors observed the school’s work and looked at a range of documents, including pupils’ work in their books, the school’s arrangements for safeguarding, performance management procedures, and attendance data. Inspectors also looked at information about pupils’ progress and attainment.
- Inspectors considered 29 parental responses to the online questionnaire (Parent View). They also considered the school’s recent survey of parents’ views and spoke to parents as they brought their children to school. Staff answered questionnaires, which were considered by inspectors.

Inspection team

Fiona McNally, Lead inspector

Additional Inspector

Elizabeth Lawley

Additional Inspector

Nigel Cromey-Hawke

Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The large majority of pupils are White British.
- A lower than average proportion of pupils speaks English as an additional language.
- A much higher than average proportion of pupils is disadvantaged. These pupils are supported through pupil premium funding, which is additional government funding provided to help support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is well above average.
- Children enter the school in Nursery on a part-time basis. The large majority move into the Reception class in the school on a full-time basis.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is outstanding, in order to further raise the standards achieved by the end of Year 6 in reading, writing and mathematics by ensuring that:
 - the work set is always hard enough so that pupils, including the most able, are consistently challenged to make the best possible progress and achieve the highest standards
 - teachers insist on pupils giving full answers to their questions so that pupils deepen their understanding of their learning.

Inspection judgements

The leadership and management are good

- Leaders have worked effectively to move the school's provision on following some weaker achievement and inconsistent teaching. Following the previous inspection, pupils' achievement dipped due to teaching which was not consistently good. Close monitoring of the quality of teaching since this dip has led to leaders gaining a very precise understanding as to why teaching was not always meeting pupils' needs. Training provided has supported teachers well to improve their practice. Teaching is now good and pupils are achieving well.
- Leaders' evaluation of the school's effectiveness is accurate. They know what improvements have been made and can identify why this has happened. Leaders are ambitious and have identified key areas for further improvement, which are again accurate. They know, for example, that at times the most-able pupils are not challenged as well as they could be.
- Leaders use the appraisal system to ensure that teachers are accountable for the achievement of their pupils. They use the system to ensure that teachers are well trained and that training is bespoke to individuals' needs. Teachers report that the system is rigorous but fair, and that the training they get is of a high quality.
- Leaders ensure that pupils' attainment and progress is regularly assessed. Expectations of the standards that pupils should reach in reading, writing and mathematics are high. Any underachievement is quickly identified so that extra support can be put in place so that all groups of pupils can achieve equally well. This demonstrates the school's commitment to promoting equality of opportunity.
- The leadership of the provision for disadvantaged pupils is good. The pupil premium funding is well spent. Leaders review the impact of different strategies to support eligible pupils and are shrewd in identifying where any adjustments are needed. As a result, disadvantaged pupils are making good progress.
- The leadership of disabled pupils and those who have special educational needs is good. These pupils' needs are varied and often very complex. Leaders work effectively with teachers and teaching assistants so that pupils' needs are well understood and learning is accessible. In addition, well-targeted extra support enables pupils to make good progress.
- Middle leaders have a clear understanding of their role. They work together effectively and this supports a strong curriculum where different skill areas are brought together and reinforced well. They can evaluate how well the strategies in place are working to ensure that pupils achieve well.
- The management of behaviour is good. Pupils are clear as to the sanctions and rewards in place. They strive to gain the rewards and avoid the sanctions. There is a strong atmosphere of celebration of pupils' individual and collaborative achievements. Disruption to learning is rare. The support for those pupils who find it difficult to overcome negative emotions and manage their behaviour is effective. The number of more serious behaviour incidents has reduced. Parents, pupils and staff agree that behaviour is managed well.
- The curriculum is broad and balanced. Pupils have the opportunity to focus on different topics, which they enjoy, such as the Ancient Greeks and space. Leaders plan the curriculum so that pupils can regularly use and apply the key skills of numeracy, literacy, communication and technology. Pupils know how these skills are relevant to all aspects of their future life.
- The promotion of pupils' spiritual, moral, social and cultural development is outstanding. There are many events provided to enhance pupils' interest in their learning, such as historical events, local and global places of interest and about different religions. Pupils enjoy learning about the differences and similarities of different world religions. They visit different places of worship. Religious leaders speak to them about different festivals and ceremonies. Very strong relationships are fostered between different groups of pupils in the school. Discrimination is not tolerated or evident. In this way, pupils have a strong understanding of tolerance and respect; they are well prepared for life in modern Britain.
- The primary school physical education and sport funding is used to very good effect. There is a wealth of sporting opportunities for pupils, and chances to take part in competitions with a wide choice of sports. Highly effective external sports coaches have not only developed pupils' sporting ability well but they have also supported teachers to be better placed to teach a wide variety of sports. This has all resulted in pupils taking part in local competitions and being successful in these.
- The school works positively with the local authority. The local authority knows the school's needs well. It has confidence in the school's leadership, recognising the improvements made in recent years and the positive approach of the headteacher and other leaders. It has supported the school well during this time. The local authority now uses school leaders to support other schools in the locality.
- The school's arrangements for safeguarding meet statutory requirements and are robust. Staff are trained

regularly and know how to keep pupils safe. Pupils feel safe and know how to keep themselves safe.

■ The governance of the school:

- Governors are committed and highly involved in the day-to-day running of the school. They are involved in checking on the quality of teaching and can do so with skill. They check how well pupils are doing regularly and use the data from assessing pupils to challenge leaders effectively where necessary.
- Governors understand the journey the school has been on and what has been needed to make improvements. They have supported leaders in the improvements to teaching and pupils' achievement.
- Governors understand the appraisal system and work with leaders to ensure that targets are challenging and lead to improved outcomes for pupils. They check that staff training is appropriate and enables them to improve their practice, as needed.
- Governors manage the school's finances well so that adults and other resources are well deployed and have a positive impact on pupils' achievement. They know how the pupil premium funding is spent and check on the impact on improving the achievement of eligible pupils.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well at all times. This is the case during lessons, during social times and in the dinner hall or when in assembly. Adults model respectful attitudes to all pupils and pupils learn well from this. Consequently, the school is calm and no time is wasted between learning activities.
- In class, pupils are clear about adults' high expectations of their behaviour. There are well-established routines in place. Pupils move efficiently between activities and make the most of learning time. They are always on time for lessons. Punctuality to school is very good.
- Pupils have positive attitudes to learning. They follow instructions immediately and relish the chance to work hard. Pupils make good use of the advice and feedback from teachers to move their own learning on. As a result, pupils make good progress.
- Pupils are proud of their school. They show respect for their school environment and present their work in books well. Pupils report that adults care about them and help them to do their best.
- Pupils appreciate the many roles of responsibility that they undertake, such as librarians, members of the school council and the school's eco-group. Other pupils are very respectful to those pupils with leadership roles. They say that they are good role models, especially to younger pupils.
- Attendance is below average. The school works very effectively with families of pupils who are regularly absent. Leaders do all that they can to encourage pupils to come to school. They use legal action where attendance remains too low. The number of pupils who are regularly absent is reducing well and attendance is starting to improve.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and they know how to keep themselves safe. Parents agree that their children are safe and happy in school.
- Pupils report that there is little bullying in school and parents confirm this. Where bullying occurs, it is dealt with quickly and efficiently so that it does not persist. Records show that there is little bullying and there have been very few racist or homophobic incidents in recent years.
- Pupils know how to keep themselves safe on the internet and know what to do if they are concerned about using the internet. They know about the potential dangers there are in using the internet and pupils report that these are very useful.
- Adults are well trained to know how to keep pupils safe and what to do if they have any concerns about any pupil's safety. Some teachers have received a more advanced level of training because they work closely with more vulnerable pupils.

The quality of teaching is good

- Teaching is good because it meets the needs of different groups of pupils well. Consequently, pupils make good progress and are increasingly reaching higher standards in reading, writing and mathematics.
- The teaching of literacy and numeracy is good. Pupils have the chance to reinforce their key reading, writing and mathematics skills regularly as part of work across different subject areas. As a result, they

apply their skills in a wide variety of ways, which enhances their development. Because of this, pupils make good progress in these areas.

- Teachers create a positive climate for learning. They know their pupils well and ensure that pupils always feel comfortable to ask questions and encourage them to work hard.
- Well-planned lessons enable pupils to learn new skills quickly. Teachers plan activities and tasks that keep pupils interested and engaged in learning. Consequently, pupils behave well and show good attitudes to their work. This has a positive impact on the progress they make.
- Teachers check on pupils' understanding regularly and use the information to plan activities that challenge most pupils and ensure that they have to think hard. Some tasks are very challenging and serve to push pupils very well so that they make rapid progress. However, this is not always the case. At times, work lacks challenge, especially for the most-able pupils.
- Marking of pupils' books is very regular and effective and is a key strength of the teaching across the school. Teachers consistently give pupils feedback so that they know how to improve their work. Pupils have a good understanding what is being asked of them and respond, often without any teacher support. In this way, pupils develop more independence in their learning.
- Most teachers use questioning effectively to reinforce pupils' knowledge, to check on learning and to encourage pupils to develop their oral communication skills. However, occasionally, questioning does not challenge pupils to give full answers. Teachers sometimes accept very basic answers from pupils. Occasionally, they explain the answers themselves too readily. Opportunities for pupils to deepen their understanding and for teachers to check on learning are missed as a result.

The achievement of pupils is good

- From their previous starting points, all groups of pupils make good progress during their time in school. This is the case across all year groups and key subjects.
- Following the previous inspection, the standards reached by pupils at the end of Year 6 dipped and were much lower than average in reading, writing and mathematics. However, over the past two years, there have been significant improvements in both the standards pupils reach and the progress they make in all of these subjects.
- In Year 6 in 2014, the proportion of pupils reaching the expected Level 4 in reading, writing and mathematics was at least in line with the national average. This represented good achievement from their previously much lower starting points in Year 3. Many pupils currently in Year 6 are working at levels above those expected for their age. This is because of good teaching. Increasingly, pupils are reaching higher standards in reading, writing and mathematics.
- In recent years, standards at the end of Year 2 have been well below average. Inspection evidence and school data show that the proportions of pupils currently in Year 2 who are working at or exceeding the expected levels of attainment are above average in reading, writing and mathematics. This is a significant improvement in achievement and reflects good progress from the start of Year 1.
- From their starting points, disadvantaged pupils achieve well. Their progress is sometimes more rapid than that of others in the school. In Year 6 in 2014, their attainment in reading and in writing was about a-term-and-a-half behind others in school and about two-and-a-half terms behind other pupils nationally. In mathematics, they were two-and-a-half terms behind others in school and other pupils nationally. The proportion reaching the expected Level 4 was above the proportion of disadvantaged pupils that did so nationally. The gaps between disadvantaged pupils in school compared to others in school and nationally have been significantly narrowed for pupils currently in the school across the year groups. School data and inspection evidence show that an increasing proportion of disadvantaged pupils is also now reaching the higher levels of attainment.
- Disabled pupils and those who have special educational needs achieve well. Staff place a strong emphasis on identifying and meeting pupils' individual needs. As a result, additional support is well targeted. Pupils become increasingly independent and make good progress.
- Pupils who speak English as an additional language achieve well. Much is done to ensure that they quickly develop their oral communication skills from when they arrive in school.
- In 2014, the proportion of pupils reaching the higher levels of attainment the end of Years 2 and 6 was much lower than average. School data and inspection evidence show that the achievement of the most-able pupils has improved. More pupils are now working at the higher levels than previously. Although expectations of what the most able can achieve are generally higher, this is not always the case. Work sometimes still lacks the challenge needed for the most-able pupils to reach their full potential.
- Achievement in reading is good. In 2014, the proportion of pupils in Year 1 reaching the expected

standard in the phonics screening check of pupils' skills in linking letters with the sounds they make was above average. This reflects good progress from their much lower starting points. Older pupils are also achieving well in their reading, seen by the rise in standards and the good progress they make throughout Key Stage 2.

The early years provision

is good

- The provision for children in the Nursery and Reception classes is good. From overall starting points that are below those typically expected for age, children achieve well and catch up quickly. In 2014, the large majority of children reached a good level of development and were well prepared for learning in Year 1.
- Children make good progress because they are well taught. Teachers monitor children's varied needs closely and adjust their planning and activities in order to meet them effectively. Activities are wide-ranging and capture children's interest very well.
- The learning environment is well thought out, offering children good opportunities to develop a wide range of skills. In particular, making sure that children quickly develop their speaking, listening and communication skills is an area of focus. Children often work with adults in small groups where they talk through what they know, what they are doing and, for example, how to overcome a problem. Children's communication skills are much improved when they leave Reception as a result. This is an area of particular strength in the early years.
- Children behave well. There are very clear established routines that are understood by children from early on in their time in the provision. They move around the setting calmly and with purpose. They demonstrate strong social skills and can share resources well. Children show their developing independence by making choices of the activities on offer that they enjoy. They also challenge themselves to try new things. Children's positive attitude to learning has a strong impact on their progress.
- Leadership of the early years is good. Leaders ensure that provision is well organised and learning is well adapted to meet children's particular learning needs. They ensure that children are kept safe. Children say they feel safe and understand what to do to stay safe. They know, for example, that they are not allowed to run inside the classroom, but that this it is acceptable to do so in the outdoor areas.

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	131082
Local authority	Sheffield
Inspection number	456123

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	550
Appropriate authority	The governing body
Chair	Lee Brammer
Headteacher	Ian Read
Date of previous school inspection	2 November 2011
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