

# Stradbroke Primary School

Richmond Road, Sheffield, South Yorkshire, S13 8LT

## Inspection dates

23–24 October 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Leadership and management		Requires improvement	3
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards reached at the end of Key Stage 1 are variable and have been below average. This reflects slower progress for boys and for disadvantaged pupils based on their starting points.
- In Key Stage 2, disadvantaged pupils do not make as much progress as non-disadvantaged pupils in the school.
- Over time, the most able pupils at Key Stage 1 have not been given sufficient opportunities to extend their skills in reading and writing. However, they have made better progress in Key Stage 2 and are continuing to do so. When pupils are unsure of how to complete work or when they find tasks too easy, their attention levels fall and their progress slows.
- Sometimes pupils in the integrated resource unit do not learn as well as they could because they cannot always take a full part in learning activities.
- Teaching assistants are not always used effectively to support the learning of pupils in or out of the classroom.
- The monitoring of the quality of teaching and learning has not been effective in ensuring that all subjects are taught equally well to all year groups.
- School leaders have not yet ensured that the teaching of phonics (letters and the sounds they make) and reading helps all pupils to achieve as well as they could in developing their reading skills.

### The school has the following strengths

- Children in the early years provision are taught well and make good progress.
- Pupils make good progress across all subjects in Year 6 and in mathematics and writing in Year 5. In these year groups, girls make particularly good progress in reading and writing.
- The standards at the end of Year 6 are above the national average in mathematics. A few pupils achieve the highest Level 6, a standard well above that expected for their age.
- Pupils are happy, polite, enjoy taking on responsibility and feel safe. They care for their school environment and wear their school uniform with pride.
- The executive headteacher and current head of school have a clear view of how successful the school can be. School leaders have improved the quality of learning in mathematics and in information and communication technology.
- The governing body actively works to strengthen teaching and learning in the school and has contributed to improvements in Key Stage 2 and in mathematics across the school.

## Information about this inspection

- Inspectors held discussions with the executive headteacher, head of school, senior leaders, middle leaders, members of the governing body and a representative of the local authority. They had meetings with pupils from Key Stage 2 and talked informally with many pupils.
- Teaching was observed in 21 lessons, including five observations carried out jointly with leaders of the school. Inspectors looked carefully at the work in pupils' books and on electronic hand-held devices.
- Pupils' behaviour was observed in the classroom, corridors, playgrounds and assembly.
- Year 6 pupils and staff were attending a residential visit at the time of the inspection.
- The inspectors took account of the 22 responses to the online questionnaire (Parent View) and responses to a recent school-based parental survey.
- Inspectors reviewed a wide range of documents which included the school's view of its own performance and development planning, safeguarding, attendance and pupils' achievement. They also scrutinised performance management records and the minutes of the meetings of the governing body.

## Inspection team

Fiona Dixon, Lead inspector	Additional Inspector
Angela Shaw	Additional Inspector
Doreen Davenport	Additional Inspector

## Full report

### Information about this school

- Stradbroke Primary School is larger than the average primary school.
- The majority of pupils are from a White British background. A lower than average proportion of pupils is from minority ethnic groups.
- The proportion of pupils supported by school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is well-above average.
- The school has an integrated resource unit for 19 pupils with complex learning needs.
- The provision for two-year-olds in the early years provision was inspected in September 2014. The inspection report can be found on the Ofsted website. This provision did not form part of this inspection.
- Children in early years nursery provision attend the school part time, either for the morning or afternoon.
- The proportion of pupils who are disadvantaged and so eligible for support through the pupil premium is above average. The pupil premium is additional funding allocated to the school for pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The past year has seen a time of considerable change and upheaval in the senior leadership of the school. An executive headteacher is currently supporting the school while the school is in the process of appointing a new headteacher.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

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

- Improve the quality of teaching in Years 1 to 6 so that pupils, particularly boys and disadvantaged pupils, make faster progress and attainment is raised, especially in reading and writing, by:
  - developing the skills of all staff to improve the quality of the teaching of phonics and reading
  - making sure that pupils know how to complete their work independently and their interest is sustained in learning by providing tasks at the right level of difficulty for them
  - ensuring that the pupils in the integrated provision are always able to participate fully in learning activities
  - ensuring teaching assistants more effectively support pupils' learning, when working with them in and out of the classroom.
- Improve the quality of leadership and management so the school improves rapidly by making sure there is a sharper and more rigorous monitoring of teaching and of learning so that pupils achievement improves and is more consistent across subjects and year groups.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### The leadership and management requires improvement

- The leadership and management of the school have seen many changes in the past year and this has hindered the pace of school improvement. The school is in the process of appointing a new headteacher. Leadership and management are not yet good because the quality of teaching in Years 1 to 6 is not consistently good or better to secure good progress or the levels of attainment which all groups of pupils are capable of reaching.
- Over the past year however, the school's leadership has secured improvements in teaching and achievement in mathematics and in the use of information and communication technology across the curriculum.
- School leaders are aware of key weaknesses and are working to bring about rapid improvement in Key Stage 1 and in reading and writing.
- The school's procedures for improving the quality of teaching have not been as thorough in the teaching of reading and phonics as they have been in mathematics to make sure that teaching and learning is at least good for all year groups.
- Subject leaders are highly motivated to bring about improvements in their subject areas. There have been positive changes in the teaching of reading, particularly in Key Stage 2, and the 'Lesson Study' procedure is improving writing. The impact on pupil progress is starting to be seen, but the attainment of pupils in Key Stage 2 has not yet improved for all pupils, especially boys and the disadvantaged.
- The skills of leaders require improvement as they do not ensure that the teaching in phonics and reading in Key Stage 1 promotes good progress, particularly for boys.
- Leaders share a detailed vision of how successful the school can be and this is reflected in the school's plans for improvement.
- The school aims to promote equality of opportunity for all. However, with some groups not achieving as well as others, this aspiration is not yet realised. All teachers regularly check pupils' progress and effective support is given to individual pupils. They are actively working to improve the achievement of boys and disadvantaged pupils.
- Pupils enjoy a curriculum that often inspires their interests. The whole-school 'enterprise project' introduces all pupils to the world of commerce. The carefully planned spiritual, moral, social and cultural aspects of learning, for example, the 'Citizen of the week' awards, help prepare pupils, including in the early years, for life in Britain today.
- Senior Leaders are holding teachers more to account for their pupils' progress and their performance is now linked to salary progression. Performance management also reflects the school's priorities to improve further.
- The school are Sheffield City champions for orienteering and this reflects one effective use of the primary school sport funding. The funding has increased the quality of teaching of a wide range of sports and far more pupils regularly take part in physical activity for fun, such as ballet and karate, and in local and city wide competitions for football, cricket and orienteering. This increased participation reflects pupils' understanding of and wish to improve their health and well-being.
- The local authority has kept a 'watching brief' on the school since the previous inspection.
- Safeguarding arrangements meet statutory requirements and an issue raised during the inspection was discussed and fully resolved.
- **The governance of the school:**
  - The governing body is committed to supporting the further improvements of the school and are ambitious for all pupils to achieve their potential. The governors use their strengths well and the strategy group fully understands the strengths and weaknesses in the performance of the school compared to other schools. The governing body supports the school with attendance at 'phase reviews', helping them understand the quality of teaching, behaviour and achievement of pupils, as well as holding the senior leaders to account. They have been actively involved in the 'working party' to develop reading.
  - Governors make sure that staff performance is linked to pay and check that the process is consistently applied. They regularly undertake training to increase their skills to carry out their duties.
  - Governors are aware of the additional funding that the school receives including the pupil premium and the primary school sport funding. They know how it is used to support pupils and the impact on the social, academic and physical development of pupils. However, governors have not effectively closed all the gaps in achievement between disadvantaged pupils and others in the school.

- Governors ensure that financial management is secure.

## The behaviour and safety of pupils

## requires improvement

### Behaviour

- The behaviour of pupils requires improvement. Some pupils find it hard to pay attention to the teacher or to their work especially when the activities they are asked to complete are not closely matched to their ability. This slows the learning and progress of these pupils and sometimes those around them.
- Not all pupils respond quickly to teacher's or teaching assistant's instructions and so learning time is wasted while others wait for a minority of pupils to be ready for learning.
- Pupils are happy, polite and say they feel safe. They take care of the school environment and wear their school uniform with pride. 'Tribal leaders' monitor pupil movement down the stairs and encourage safe, sensible behaviour. Midday supervisors comment on how polite the pupils are.
- Pupils enjoy holding a wide range of responsibilities including being library monitors and representatives on the school council. They feel their voice is heard and have recently influenced the decoration of the school library and the resurfacing of a bumpy path.
- Pupils play well together and younger children enjoy the 'play buddies' organising games like hopscotch and 'What's the time Mr Wolf?' for them.
- Attendance overall has improved to be closer to but below the national average. The school actively encourages school attendance and has reduced persistent absence and it is now below average.

### Safety

- The school's work to keep pupils safe and secure requires improvement. Leaders took swift action to address a safety issue brought to their attention.
- Pupils know about many different forms of bullying. They can confidently talk about their understanding of cyber-bullying, name-calling, racism and the difference between falling-out with friends and bullying. Pupils and the vast majority of parents say that when bullying occurs it is well-dealt with by the school.
- Staying safe and healthy are areas that are actively taught. Pupils say they enjoy learning about the dangers they could face on the road, when there is a fire and from drug and alcohol misuse.

## The quality of teaching

## requires improvement

- Teaching requires improvement as teaching is not consistently good or better in Years 1 to 6. Pupils' interest, learning and progress reduce when they are unclear about what they need to do or have work that is either too easy or too difficult.
- The most able pupils work hard but are not given opportunities to rapidly extend their knowledge and skills. Too often, and especially in reading and writing, they have to wait for the teacher to explain a task to the whole class when they know what to do and could be working.
- Teaching assistants know pupils' strengths and weaknesses and are regularly well used to support the learning of an individual or small group of pupils. However, sometimes they are not effectively used during the start of a lesson and when leading groups. Here they can give too much support by answering questions or prompting pupils too quickly, which slows learning.
- The learning activities in the integrated resource unit are well planned to match the wide range of learning needs and the age-range of the pupils. For example, pupils were fully engaged in talking about, and the sequencing of the story of, 'What the ladybird heard'. Learning slows for some pupils when, as a result of poor positioning of pupils in relation to teachers or the interactive white board, they cannot easily see images or teacher hand actions.
- Pupils work is always marked and tells pupils what they have done well. Pupils are increasingly responding to the comments that are made to improve their work further.
- Pupils' learning is good when they are fully involved and confident in their tasks. In a Year 4 reading lesson, for example, pupils used a cartoon picture linked to their topic on the Vikings to develop their understanding of inference. Pupils shared their ideas through talking before confidently reporting back their own inferences which reflected a clear understanding of what was expected of them.
- Teachers' subject knowledge is usually good particularly in mathematics and used well to engage the interest and enthusiasm of pupils to learn something new. Teachers' understanding of how to quickly improve the teaching of phonics is less well developed.

- Children in the early years receive consistently good teaching that closely matches and supports their learning needs. For example, in the outdoor area a child in Reception drew a large chalk picture of a dog, with the support of an adult, sounded out the word and wrote it.
- Pupils learn literacy and numeracy in all subjects and enjoy using electronic hand-held devices to display and extend this learning.

### The achievement of pupils

### requires improvement

- The good progress made by children in early years is not fully sustained in Years 1 and 2. This means that over time standards and achievement have varied in Key Stage 1 in reading, writing and mathematics. In 2014 girls attained well above boys in reading, writing and mathematics. Overall the standards reached in 2014 at the end of Year 2 were broadly in line with national averages with more of the most able pupils reaching the higher Level 3 than seen nationally.
- Although pupils in Year 1 attained more closely to the national average in the national phonics screening check in 2014, achievement requires improvement from their starting points at the end of the early years. In Key Stage 2, most pupils make the progress expected of them from their starting points in Year 3 and in 2014 pupils made better progress than this in mathematics and reading.
- Standards at the end of Key Stage 2 are broadly average in reading, writing and English punctuation, grammar and spelling. Mathematics is consistently above average. The attainment of boys in reading and writing is consistently well below that of girls at the higher Level 5.
- The gap in attainment between disadvantaged pupils and non-disadvantaged pupils in the school is widening at Key Stage 1. In 2014, disadvantaged pupils were about two-and-a-half terms behind non-disadvantaged pupils in reading and writing and half a term in mathematics.
- The gap in attainment, in 2014, at the end of Year 6 had narrowed so that disadvantaged pupils were about half a year behind in reading, half a term in writing and a term behind in mathematics. The gap in attainment between disadvantaged pupils in the school and non-disadvantaged pupils nationally narrowed to just over two terms in reading, just under half a year in mathematics and widened in writing to over a year. Although gaps are generally narrowing by the end of Year 6, disadvantaged pupils did not make the same levels of better progress as non-disadvantaged pupils in reading, writing and mathematics by some margin.
- Disabled pupils and those with special educational needs make good progress in reading, writing and mathematics as they receive well-targeted support from teachers and teaching assistants that closely matches their individual needs.
- Pupils from minority ethnic groups attain and make progress similar to their classmates.
- The most able do not always reach their potential as they are not given enough timely opportunities to extend their learning. A very few of the most able pupils are now attaining the highest Level 6 in mathematics and English punctuation, spelling and grammar.
- Pupils in the integrated resource unit achieve well from their individual starting points. They make good progress when learning in mainstream classrooms and in their specialist unit. Pupils make especially good progress in their social and emotional skills.
- The school has significantly improved opportunities for pupils to develop a desire to read for pleasure as well as for study. Pupils talk enthusiastically about borrowing and reading books from the recently refurbished library. They enjoy exploring a shared class text each year and using non-fiction texts to explore many areas of their topic work.

### The early years provision

### is good

- Most children join the early years provision with skills and knowledge that are lower than those typical for their age, especially in reading, speaking, being imaginative, shape, measure and space and understanding the world. They make good progress, particularly in speaking, reading, writing, shape, measure and space and technology and are generally well prepared for learning in Year 1. In 2014 the children made good progress but were not ready for Year 1, especially in their writing, reading and number skills, as a larger proportion had lower skills and knowledge than is usual when they entered Reception.
- Children learn well in a highly nurturing and happy early years provision. This environment reflects the good leadership, consistently good teaching and exciting curriculum which allow children, including disabled children and those with special educational needs to flourish. Children move between activities

that enable them to work alone, with other children or with an adult. In Nursery, a group of children were enthralled to squirt colours into a water tray with an adult extending their language to be able to describe the swirling and mixing colours. In Reception a child had concentrated on building a dinosaur and eagerly wanted to share his creation with adults, others worked cooperatively together to build a wall 'so high the dinosaur cannot get away'.

- Children's skills and knowledge are extended by carefully planned learning opportunities. For example, children were encouraged to adapt the story of *The Three Billy Goats Gruff* and draw their own story boards. Individually, children had the opportunity to retell their story and develop their spoken language and skills in sequencing. Children are encouraged to take turns, share and learn how to keep safe.
- Parents are encouraged to be involved with their children's learning through taking story bags home to share with their children, regular 'stay and play' opportunities, sending in 'Wow' cards and joining in family learning events that show how early years are developing learning in, for example, reading.

## 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

<b>Unique reference number</b>	107093
<b>Local authority</b>	Sheffield
<b>Inspection number</b>	448341

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	2–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	483
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Sue Beeley
<b>Executive Headteacher</b>	Dave Smith
<b>Date of previous school inspection</b>	21 July 2010
<b>Telephone number</b>	0114 2399320
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