



Stradbroke Primary School

Inspection Report

Unique Reference Number 107093
Local Authority Sheffield
Inspection number 277702
Inspection dates 24–25 January 2007
Reporting inspector Christine Graham HMI

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

Type of school	Primary	School address	Richmond Road
School category	Maintained		Sheffield
Age range of pupils	3–11		South Yorkshire S13 8LT
Gender of pupils	Mixed	Telephone number	0114 2399320
Number on roll (school)	395	Fax number	0114 2393430
Appropriate authority	The governing body	Chair	Ms S Beeley
		Headteacher	Mrs B Clarke
Date of previous school inspection	6 November 2000		

Age group 3–11	Inspection dates 24–25 January 2007	Inspection number 277702
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Stradbroke Primary School is a large primary school on the outskirts of Sheffield. It provides integrated support for 29 pupils with significant or complex needs. As a result, the number of pupils with a statement of special educational needs is much higher than in other schools. Nearly 30% of pupils have learning difficulties and/or disabilities. The number of pupils eligible for free school meals is about the same as in other schools but some pupils experience social and economic disadvantage. There are a small number of pupils who speak English as an additional language, but none are at an early stage of learning English. The school has Investors in People status, a Healthy School Award and an ECO School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Stradbroke Primary School gives pupils a satisfactory education. By the end of their time in school pupils reach standards which are below national averages but given their starting points this represents satisfactory progress for most pupils. However, this progress is erratic from year to year and from class to class. Teaching is satisfactory overall, although there is some which is better than this. In the best lessons teachers have a clear view of what pupils should achieve. New information is presented in interesting ways and pupils are given frequent opportunities to practise new skills and talk about their work. Lessons proceed at a brisk pace with a clear sense of purpose. In these lessons pupils make good progress. They are clear about what they have learned and work sensibly with others or independently. However, there are currently too few lessons of this type and, as a result, some pupils do not achieve as much as they could. In too many lessons all pupils are given the same work to do regardless of their ability and the only difference is in how well they do it. All the work that pupils do is marked, but marking does not always tell pupils how to improve. There are no systems in place to allow pupils to evaluate their own learning and identify where they might need extra support. The time available for teaching and learning is not always used effectively to maximise learning. Teachers often talk for too long and give pupils too little time to practise and consolidate new skills.

The school knows that the curriculum which is offered does not fully meet the needs of pupils. All statutory requirements are met but there are too few opportunities for pupils to develop skills and apply knowledge across all subjects. However, the curriculum is enriched significantly by the number of clubs, visits and visitors. There are good opportunities to develop musical, artistic and sporting talents both in lessons and in clubs and activities. Pupils particularly value opportunities to learn musical instruments and foreign languages and participate in drama and the yearly production at the Crucible Theatre.

The strength of the school is the very good personal development and well-being of pupils. The staff have worked hard to establish and maintain the positive, calm and welcoming ethos of the school. All staff work together very effectively to ensure that pupils are well cared for, supported and able to play a full part in school life. Staff do much more than is required to meet the needs of pupils. Pupils from the integrated resource are fully included in school life and seen as adding great value to the school community. Because of their presence, pupils learn what it is like to live in a diverse society. On the one hand accepting differences without comment but on the other offering thoughtful support where it is needed. Pupils show real care for one another. Assemblies help pupils reflect upon the world and their beliefs and the school does a great deal to help pupils develop social and personal skills. However, despite the very determined efforts of the school some pupils do not benefit as much as they should because their attendance is not good enough. For some, especially those who need more help with learning, their poor attendance and holidays in term time are holding them back.

The senior leadership team and middle managers are thoughtful and reflective. They manage the school well and have a clear view of what they want to achieve. They have done a great deal to improve the opportunities available to pupils and ensure that they are well cared for and supported. Much needed improvements to the building caused a great deal of disruption to the school last year and this coupled with changes to the leadership team mean that they have not had a clear enough focus on improving the quality of teaching and learning. Although lessons are observed and the plans made for teaching are checked, teachers get too little detailed feedback on how to improve their work and maximise the progress made by pupils. There is good practice within the school but senior leaders do not yet ensure that this is shared or used as a model for other staff. School self-evaluation is broadly accurate and the school has analysed a great deal of data in order to determine the factors that prevent pupils achieving more. However, this tends to focus on external factors and pays too little attention to identifying what might be done to prevent the inconsistencies which are apparent between classes and year groups. Although senior managers take on new ideas and initiatives which will benefit their pupils they have lacked the confidence to adapt the curriculum to make it more responsive to the needs of pupils. Governors have a good understanding of the school. They are kept well informed by the headteacher and feel able to ask challenging questions in order to hold the school to account. However, they do not have a clear enough view of what pupils might achieve.

What the school should do to improve further

- Improve teaching and learning so that pupils make consistent progress as they move through the school.
- Provide accurate feedback for staff on how to improve their work.
- Give pupils clear and accurate guidance on what they have achieved and how they can improve.
- Use the time available for teaching more effectively to maximise learning.

Achievement and standards

Grade: 3

The achievement of pupils is satisfactory overall, but the standards they reach by the end of their time in school are low. When children start school many can do less than other children. They make satisfactory progress in Nursery and Reception. Pupils enter the Reception classes at two points in the year and the school tracks the progress made by the younger children very carefully in order to ensure that they make the most of their two terms in Reception.

Pupils make good progress in Year 1 and 2 and by the end of Key Stage 1 many pupils achieve well. More pupils are reaching nationally expected levels than did so in previous years, although the numbers fluctuate from year to year. However, as pupils move through the school progress becomes more erratic both between classes and from year to year. By the end of Key Stage 2 the proportion of pupils achieving expected levels is below the national average particularly in English. The school has a large number of pupils with learning difficulties and/or disabilities and a high proportion of pupils

with a statement of special educational need. These pupils make at least satisfactory progress and sometimes better because of the good teaching, support and guidance they receive. However, even when those pupils with a statement of special educational need are taken out of the school data, the proportion of pupils reaching average standards or above is still low. The school is aware of this and analyses all available data in an attempt to improve learning. Pupils are assessed, especially in writing, and extra support is provided. Pupils are currently identifying personal goals and teachers are helping them to choose goals which will also improve their learning. However, too few pupils currently know what level they are working at or what they must do to improve and there is too little of the day-to-day checking of pupils' progress which would help teachers plan work which meets the needs of individuals.

Personal development and well-being

Grade: 2

The personal development and well-being of pupils are good. Staff do all they can to ensure that each pupil plays a full part in the life of the school. Pupils learn to live in a diverse society. They treat everyone equally and make allowances if and when they are needed. Parents value the school and the work of staff. Attendance is slowly rising because of the very good efforts made by the school, but some parents do not ensure that their children attend regularly. The school, rightly, ensures that unexplained absence or extra holidays in term time are not authorised and because of this the percentage of absence which is unauthorised is high. Most pupils are clear that they enjoy school and the very positive relationships between staff and pupils are evident. Pupils know how to keep safe and healthy and are aware that the lunchtime menu has changed in order to provide healthier choices. However, this has not been well received by some pupils and they have opted to bring packed lunches. More pupils now participate in the very good range of extra-curricular activities and these together with the taught curriculum enable pupils to develop their talents and interests, including performing at the Crucible Theatre each summer. Pupils are very enthusiastic about music and drama as well as sporting and other activities. There are courses for parents to help them play a fuller part in their children's education and a government grant intended to improve children's study skills will this year be used to help parents and children learn together. Pupils and parents are consulted about changes to school life and most feel that their views are listened to. Behaviour in school is good and pupils are thoughtful when talking to each other and to adults. The school does a great deal to promote moral, social and personal development. As a result pupils have a good understanding of why some things may be right or wrong and are able to reflect on spiritual or cultural issues. Pupils understand about environmental issues and play their part in saving the earth's resources.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory. Teachers understand what pupils should learn and establish a calm and productive atmosphere in classrooms. Some staff have taken on new ideas and where this happens pupils are receiving good opportunities to talk about their work and improve their understanding. However, while a small amount of teaching is carefully planned this is not the case in all classes. Where pupils are making good progress they know what is expected of them and work with a sense of urgency. Teachers have a very clear idea of what they want pupils to achieve, and structure teaching time carefully to ensure pupils receive a good mixture of explanation and activities designed to develop their understanding. When this happens pupils enjoy their work, try hard to answer questions and demonstrate real understanding as they move through the carefully structured lesson. However, in too many lessons the pace of work is slow and too little is expected of some pupils. Teachers do not check pupils' understanding at key points during the lesson or take the opportunity to work with smaller groups in order to help them make progress. As a result, the work given to individuals does not always meet their needs and too little is demanded of some pupils.

Most pupils like to learn. They are careful and thoughtful when undertaking practical work and handwriting and presentation are careful and neat. Teaching assistants are used effectively to support small groups and individuals and the work of the learning mentor adds value to all aspects of pupils' education. All the work that pupils do is marked, but the comments made do not always tell pupils what they have achieved or what they must do to improve. In many classes the time available for learning is not used effectively and although the school has identified that writing requires improvement some pupils do not write enough or in sufficient quantity to ensure this happens.

The pupils in the integrated resource make good progress because the work they are given is matched to their needs and every opportunity is taken to ensure that they learn. Pupils with learning difficulties and/or disabilities achieve at least as well as other pupils and sometimes better than that because of the good support they receive.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. It is greatly enriched by the many out-of-school activities which are provided and by a number of visits and visitors. The school works in partnership with other schools and organisations so that pupils can benefit from a wide range of additional opportunities. Because of this willingness to participate in new initiatives some pupils now learn how to play a musical instrument or how to speak a foreign language. The school ensures that pupils are well prepared for their future lives and gives pupils good opportunities to develop an understanding of environmental issues. The curriculum meets all statutory requirements but the school has identified

that it is not always organised in ways which would fully engage pupils and allow them to consolidate new skills. The senior leadership team have plans to deliver the curriculum in a way which is more meaningful to pupils and which will incorporate much of the additional learning which is so valuable.

Care, guidance and support

Grade: 3

The school cares for pupils very well. The individual needs of all pupils are carefully noted and all staff are informed about their requirements. Some staff do much more than they could reasonably be expected to do to enable pupils to play a full part in the life of the school. The pupils in the integrated resource and those with learning difficulties and/or disabilities receive a very good level of care both from staff and from other pupils. The school has good systems in place to keep pupils safe but has been a little slow in responding to some aspects of additional government guidance. The support given to individuals is well structured. Pupils are given enough support to help them to succeed but they are also expected to do things for themselves. Because of this pupils develop good independent skills. All staff know pupils well and pupils are welcomed as they come into school in the mornings and as they walk around during the day. However, although pupils receive good spiritual, moral and social guidance they do not yet receive enough guidance with their work to help them to improve.

Leadership and management

Grade: 3

Leadership and management are satisfactory. The budget is managed well and school leaders have a programme in place to improve the school buildings and grounds. Senior leaders have created a hard working and well motivated team of staff. Every child does matter in this school and all aspects of personal development are attended to. The school works in partnership with other schools and is part of a learning network. New members of the leadership team and middle managers have settled quickly into their new roles and school leaders and managers are thoughtful and reflective. However, although the leadership team are quick to take on new initiatives which will add value to the education of their pupils they have not been so prompt in tackling the improvements needed to teaching and learning. There has been too little effective monitoring of teaching and learning in the last few years and when lessons are observed teachers do not always receive the type of feedback which would help them to improve. Plans made to improve the school identify areas for improvement but do not identify how targets will be evaluated or reviewed and the same people are sometimes responsible for implementing and monitoring an action. Most middle managers have a good understanding of their subjects and what must be done to bring about improvement. However, they do not have opportunities to observe the work of colleagues and to gain an overview of provision in the school. Some do not have a sufficient sense of urgency about how quickly matters might be changed. Governors

are experienced and well informed. They hold the school to account but are not always sufficiently aware of how the progress made by pupils could be improved. Capacity for further improvement is satisfactory.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	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	3
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	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

How good is the overall personal development and well-being of the learners?	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	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

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

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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	4
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?	No
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 helpful to me when I visited your school with Mr Anderson and Mr Clark.

We very much enjoyed meeting you and we were very interested in everything you had to tell us. We could see how well you all work and play together and we were very pleased to see how well you looked after people who needed a little extra care and support. We think you behave very well and that you move around the school very safely and sensibly. We were delighted to hear how much you enjoy school and how much you value the extra opportunities you are given. It was particularly good to hear how enthusiastic you are about learning musical instruments and about being able to perform at the Crucible Theatre. You told us that your school looks after you very well. One boy said that no one had to be lonely because there is always someone to help you. We thought that summed up your school because everyone at your school really does work together.

Since most of you like school so much I was surprised to see that some people do not attend as regularly as they should. Mrs Clarke and the staff have found out that those people who miss school do not do as well with their work. This is because they miss so many lessons. We looked at your work and are very pleased to see how hard you try to improve your presentation and handwriting. Most of you do try to do your best in lessons but we thought that for some of you the work is too easy and sometimes your teachers do not make you work hard enough. We could also see that although your teachers always mark your work they do not always tell you what to do to improve. We would like your teachers to make sure that you work hard all the time you are in school but also to make your work interesting and enjoyable. To help them do this we have asked Mrs Clarke and other teachers to look at lessons and the work you do and then talk to your teachers to help them become even better. You will probably find you have quite a lot of visitors in lessons so you will all have to answer lots of questions and join in discussions so that everyone can see what you know and what you need to improve.