

# Stradbroke Primary School

## Inspection report

---

<b>Unique Reference Number</b>	107093
<b>Local Authority</b>	Sheffield
<b>Inspection number</b>	336808
<b>Inspection dates</b>	21–22 July 2010
<b>Reporting inspector</b>	Carmen Markham

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	431
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Sue Beeley
<b>Headteacher</b>	Mr Martin Fallon
<b>Date of previous school inspection</b>	24 January 2007
<b>School address</b>	Richmond Road Sheffield South Yorkshire S13 8LT
<b>Telephone number</b>	0114 2399320
<b>Fax number</b>	0114 2393430
<b>Email address</b>	headteacher@stradbroke.sheffield.sch.uk

---

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

The inspection was carried out by four additional inspectors. They visited 20 lessons and observed 16 teachers. Inspectors spoke to pupils about their learning and looked at learning in lessons and in pupils' books. Inspectors held meetings with governors, staff and groups of pupils and spoke informally to parents and carers. They observed the school's work, and looked at the school's improvement plan, policies, safeguarding documents and details of the progress made by pupils. The responses to 63 questionnaires from parents and carers, and those from pupils and staff, were scrutinised.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The progress made by some pupils with special educational needs and/or disabilities.
- Whether the remodelled Early Years Foundation Stage has made a real difference to the outcomes for children.
- The accuracy of the school's own evaluation of its performance.
- Pupils' attendance and the effectiveness of the school's steps to improve it.

## Information about the school

Stradbroke Primary is a large school. It serves its local community and also provides integrated support for a small minority of pupils with significant or complex needs who come from a wide geographic area. The number of pupils with a statement of special educational needs is much higher than in other schools and the proportion of pupils with special educational needs and/or disabilities is above the national average. The proportion of pupils known to be eligible for free school meals is average. A small minority of pupils are from minority ethnic groups. Very few speak English as an additional language and none are at the early stages of speaking English. The headteacher was appointed two years ago. The school holds a number of awards, including the Healthy Schools and Eco-Schools status and the Financial Standards Award. The after-school club that uses school premises will be subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

### Main findings

Stradbroke is a good school. It has significantly improved since its previous inspection. Pupils' behaviour is good; they feel safe and make choices that help them to remain healthy. By the end of Year 6, attainment in English, mathematics and science is broadly average. As pupils start school with skills below age-related expectations and leave Year 6 with average attainment, their achievement is good. The overall effectiveness of the Early Years Foundation Stage is good and it provides a sound foundation for the future success and well-being of pupils.

Crucial to improvement has been the accurate, although modest, evaluation of the school's performance and good action planning. The headteacher and his team have been very thorough in their monitoring of performance of staff and of pupils. An excellent database ensures that the progress of pupils can be effectively tracked and that support strategies are put in place quickly where need is identified. Staff and governors have been fully involved in the process of change. This involvement has given them new skills, developed effective teams and improved morale. The school has good capacity for further sustained improvement.

Teaching has improved significantly since the previous inspection, as there has been a strong focus on providing the conditions in which pupils can learn effectively. Teachers make satisfactory use of assessment information to plan lessons to meet the needs of all pupils. Pupils understand how much progress they are making. However, the quality of marking is inconsistent and pupils do not systematically use teachers' comments to improve their performance. A curriculum based on enquiry and independent learning is developing well and is effectively used by teachers. Almost all pupils in school are benefiting from this change and their progress is accelerating. However, some of the pupils with significant and complex learning needs have not benefited much from this change. They have some opportunities to work with their mainstream peers. The curriculum for them has not recently been reviewed and these pupils have made satisfactory rather than the good progress made by their peers.

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

- Develop the curriculum to effectively meet the needs and ensure the progress of pupils with significant and complex needs by:
  - reviewing and implementing a range of effective practices
  - identifying those pupils who are better integrated into school
- Improve pupils' understanding of how they can improve their work by:

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

- ensuring that the marking policy is consistently implemented
- providing time in lessons for pupils to read teachers' comments and to respond to them.

**Outcomes for individuals and groups of pupils****2**

Almost all pupils enjoy school and have positive attitudes to their learning. They are increasingly actively involved in their learning and enjoy working in groups and cooperating together on areas of enquiry. They respond particularly well to visits and to visitors who provide them with new experiences. Pupils are quick to identify further areas that they can research. Pupils want to learn. This was seen in all lessons and is reflected in the increasing number of pupils who attain the higher levels in English, mathematics and science. The large majority of pupils in mainstream classes make good progress but some with special educational needs and/or disabilities, particularly those with significant and complex needs, make satisfactory progress. They enjoy learning but their needs are not fully met by the curriculum.

Pupils in Key Stage 1 have not had the benefit of the current good Early Years Foundation Stage provision. Therefore, they have generally started Year 1 with below average attainment. By the end of Year 2, despite good progress, pupils remain below the national average in reading, writing and mathematics but the gap is narrowing rapidly. In Key Stage 2 progress accelerates and by the end of Year 6 attainment is in line with the national average in English, mathematics and science. This represents good progress overall. There is little difference between the performance of boys and girls by the end of their primary education.

Pupils' spiritual, social, moral and cultural development is good. The curriculum and an exciting range of visits and visitors enhance pupils' cultural development. Their behaviour is good; pupils are confident, articulate and polite. They make a very positive contribution to a cohesive community, as they are prepared to undertake many responsibilities in and around school enthusiastically, including through the 'Job Squad' where they apply for jobs in school. Through this, they develop skills that prepare them their future well-being. These skills are also enhanced by pupils' involvement in a range of enterprise activities and supported by their sound basic skills in English, mathematics, and information and communication technology (ICT). Many pupils make a strong contribution to the local community as junior wardens and through activities to reduce humans' impact on the environment. The school is currently the national Change Champion for pupils' work in this area. Pupils' attendance is average and improving.

*These are the grades for pupils' outcomes*

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Most teachers have high expectations of pupils and use assessment well to identify pupils in need of specialist support or extension work. They make good use of the learning mentor and skilled teaching assistants to support learning. Lesson planning is good and ensures that the needs of almost all pupils are met. Teaching styles and resources are usually suitable to sustain the interest and motivation of pupils. Teachers have made good progress in helping pupils to understand how well they are doing in school and what they need to do to improve. However, this process lacks consistency in relation to marking and, in particular, to the quality of teachers' comments and the use pupils make of these comments. Too often they are not read by pupils and teachers do not check that suggested targets have been met.

The new curriculum is flexible and provides pupils with a purpose to learn. There is appropriate coverage of English, mathematics and science. The curriculum is enhanced by a thematic approach that enables basic skills, including ICT, to be applied in a variety of contexts, for example the exciting Year 2 work with a professional artist who uses the outdoors as a stimulus for enquiry and learning. Strong partnerships promote learning well while the curriculum makes a strong contribution to the personal development of pupils. The school's 'children's university' provides high-quality activities after school. However, although the school is successful in ensuring that most pupils with special educational needs and/or disabilities have full access to the curriculum, it is less successful in relation to providing a suitable curriculum for the small minority of pupils with significant and complex needs. These pupils do have some links with their mainstream peers to develop their social skills and provide them with a range of

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

out-of-school experiences and, as a result, they make satisfactory but not good progress. Most of the time they are taught in their key stage group where the basic skills curriculum is sometimes lacking in stimulation and not always age related.

The school creates a welcoming environment for pupils by celebrating their ambitions and many achievements. There are rigorous systems to care for pupils and the school makes good provision for their personal development and well-being. Through the effective deployment of good specialist staff, resources and outside agencies, the school ensures that pupils whose circumstances make them vulnerable and all those with special educational needs and/or disabilities are well supported and guided. Strategies to encourage regular attendance are becoming increasingly effective and attendance is improving. Good transition arrangements prepare children well for their entry to school and their move to secondary and sometimes to special schools. Excellent initiatives ensure that parents and carers are fully informed about their children's learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The school's success in raising attainment and improving provision is a clear indication of the effectiveness of its leaders, managers and governors. They work very effectively as a team and have created a strong climate for mutual respect, high staff morale and continuous improvement. They are driven by their shared vision of the school family working together to enable all pupils to achieve their potential. However, although most pupils have benefited from these strategies, the school has not recently reviewed or evaluated provision for pupils with significant and complex needs. Staff have high expectations of pupils and generally set them challenging targets. Most of these targets are met and sometimes exceeded. Robust systems ensure that teachers are monitored and accountable for the progress of their pupils. Teachers have benefited from well-planned training opportunities to develop their professional skills and strong links to their family of schools. Governors have ensured that all statutory requirements are met and that safeguarding arrangements are in place. Safeguarding is good, as provision is monitored well and the school goes beyond requirements in ensuring the suitability of staff and volunteers. Child protection arrangements are exemplary. The school has ambitious strategies to support pupils who may be subject to discrimination or require additional support to ensure that they can access all the opportunities that the school can offer. The promotion of community cohesion is good. It is systematically planned as

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

part of the school's curriculum and included in the school's development plan. Links with the local and global communities are particularly strong.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Most children enter the Nursery with skills and knowledge that are well below age-related expectations. They make good progress in their learning in the Early Years Foundation Stage because of good teaching and a good curriculum. The curriculum is well resourced both indoors and outdoors; both are used very successfully for teacher- and child-focused activities. This means that when they leave Reception, children's knowledge and abilities are just below those that are nationally expected. There is no difference between the performance of boys and girls as a result of the school's initiatives to improve boys' writing. This demonstrates the positive impact of the remodelling of the provision a year ago. Prior to that, progress had been slower. Progress is particularly good in the development of personal and social skills but not as strong in communication, language and literacy, although this is improving with the introduction of the teaching of sounds and letters. Children with special educational needs and/or disabilities benefit from activities to improve their physical skills and coordination. Children demonstrate real joy at learning through play. They are involved in planning their own learning, for example at the end of the summer term holiday destinations became the topic for their learning. Children are well cared for and there has been a significant improvement in attendance in the past year. Arrangements for transition to Year 1 are good.



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Leadership and management are good. Staff work well as a team and plan together. The progress of children is monitored effectively. Their progress is recorded daily and reviewed in detail half termly so that support can be provided for children who are not making enough progress. Family learning is developing well to enable parents and carers to support their children's learning and parents and carers are very welcome in the setting.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

**Views of parents and carers**

Parents and carers who responded to the questionnaire were overwhelmingly positive about the school and welcome the recent developments in school that help their children to make better progress. They feel welcome in school and involved in their children's education. They all say that they are well informed about their children's progress.

A very small minority expressed concerns about the school not managing unacceptable behaviour well. Inspectors could find no evidence of this and overall the majority of parents and carers responded positively to this question. A typical comment was: 'The majority of pupils are courteous to adults, they are kind to each other and behaviour in general has improved. Children have pride in the school and value initiatives like Learner of the Week and Citizen of the Week'. The school has a good behaviour policy and records of incidents are kept.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Stradbroke Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 63 completed questionnaires by the end of the on-site inspection. In total, there are 431 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	60	24	38	1	2	0	0
The school keeps my child safe	41	65	21	33	1	2	0	0
The school informs me about my child's progress	32	51	31	49	0	0	0	0
My child is making enough progress at this school	33	52	26	41	2	3	1	2
The teaching is good at this school	40	63	19	30	3	5	0	0
The school helps me to support my child's learning	28	44	32	51	3	5	0	0
The school helps my child to have a healthy lifestyle	24	38	35	56	4	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	35	37	59	1	2	1	2
The school meets my child's particular needs	30	48	28	44	4	6	1	2
The school deals effectively with unacceptable behaviour	21	33	33	52	5	8	1	2
The school takes account of my suggestions and concerns	18	29	33	52	8	13	0	0
The school is led and managed effectively	30	48	27	43	4	6	0	0
Overall, I am happy with my child's experience at this school	37	59	20	32	4	6	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



23 July 2010

Dear Pupils

Inspection of Stradbroke Primary School, Sheffield, S13 8LT

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. A special thank you goes to the pupils who gave up some of their time to talk to us about their work and interesting activities in school.

In your discussions with inspectors you said that Stradbroke is a good school and we agree with you. The headteacher and all the staff work hard to make sure that teaching is good and you are well cared for so that you make good progress. By the end of Year 6 your attainment is average in English, mathematics and science. Your behaviour is good; you all feel safe in school and know how to stay healthy. You are kind and considerate to each other. You enjoy taking on responsibilities in school and the 'Job Squad' is helping your school to be well cared for and organised. Your clubs, activities, and projects like the art/enterprise project, 'Ready, Steady, Grow' and 'Let's Get Cooking', are all so interesting we can understand why you enjoy your school.

One of the reasons for our visit was to see how your school can improve. Therefore, we have asked your school leaders to:

- help pupils with special educational needs and/or disabilities to be more involved in their lessons
- help teachers to improve your understanding of how to improve your work by marking your work carefully and telling you what you have done well and what you need to do to improve. We have also asked them to give you more time in lessons to read, think about and act on their comments.

You can help your school improve by trying very hard to improve your work as your teachers suggest and meeting your targets.

Yours sincerely

Mrs Carmen Markham

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**