

Oughtibridge Primary School

Naylor Road, Oughtibridge, Sheffield, South Yorkshire, S35 0HG

Inspection dates

13–14 February 2013

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils of all abilities make excellent progress in English, mathematics and many other subjects. Standards are well above average by the time pupils leave school at the end of Year 6.
- The achievement of disabled pupils and those with special educational needs is also outstanding. They work with high levels of confidence and independence because of the purposeful guidance and strong support they receive.
- Children in the Early Years Foundation Stage make an excellent start to their learning and are extremely well-prepared for Year 1.
- Pupils read widely, write creatively and make increasingly effective use of information and communication technology (ICT) for many purposes in different subjects.
- The quality of teaching is outstanding. Teachers make highly successful use of their knowledge of pupils' progress to set challenging work which is precisely matched to individual needs and ensures that pupils of all abilities fulfil their potential.
- Teaching assistants and other adults make an extremely strong contribution to pupils' progress because they are well-informed and deployed very effectively.
- Pupils' behaviour is exemplary. They respond very positively to the many varied, imaginative and deeply engaging opportunities to learn about the world around them and to take responsibilities.
- The clear and sustained leadership of the far-sighted headteacher, with excellent support from senior leaders, other staff and the governing body has brought strong improvement to all aspects of the school's work, including the quality of teaching and pupils' achievement, since the last inspection.
- The tenacious drive and hard work of all leaders, managers, governors and staff mean the school has an excellent capacity to continue to develop.

Information about this inspection

- The inspectors observed 19 lessons including four joint observations with the headteacher and deputy headteacher. The inspectors also made a number of shorter visits to classrooms.
- Discussions were held with a group of pupils, the Chair and other members, of the Governing Body, a representative of the local authority, and members of staff including senior leaders and other leaders with particular responsibilities. The inspectors also heard pupils read.
- Inspectors took account of 76 responses to the on-line questionnaire (Parent View) and the outcomes from the school's own consultations with parents.
- Inspectors observed the school's work and looked at a range of documents, including data on pupils' current and previous progress, the school development plan, performance management documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Peter Jones

Additional Inspector

Jan Lomas

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- The large majority of pupils are from White British families.
- The proportion of pupils who are known to be eligible for the pupil premium is well below average. The pupil premium is additional government funding allocated to the school for pupils known to be eligible for free school meals, those looked after by the local authority or the children of forces families.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Strengthen pupils' already very good skills in the use of modern technology as a tool for learning in different subjects.

Inspection judgements

The achievement of pupils

is outstanding

- Children start school with skills and understanding which are generally typical for their age. They make excellent progress through the Early Years Foundation Stage in all areas of learning. Children concentrate extremely well and are very inquisitive and keen to learn. Their early reading, writing and number skills are especially well-developed and they make excellent use of these in all activities.
- Pupils' achievement through the rest of the school is outstanding. Pupils' progress is more consistent than at the last inspection. As a result, by the end of Year 6, pupils' attainment in reading, writing and mathematics is well above average and there is a strong trend of improvement.
- More-able pupils make excellent progress and the proportion reaching the higher levels in national tests and assessments is much higher than usual. Pupils are very keen to learn and have very good skills for improving their own work which contribute extremely well to their progress.
- Disabled pupils and those supported at school action and school action plus and those who have special educational needs make outstanding progress from their starting points. In particular, they acquire mastery of reading and writing skills which enable them to tackle a wide range of subjects and succeed well. This is because staff understand their learning needs and make rigorous efforts to meet them.
- The few pupils supported by pupil premium funding make excellent progress. There is no significant difference between the standards reached by pupils eligible for free school meals and those who are not. They reach at least average standards. The use of the funding to provide one-to-one support is very carefully reviewed to ensure that it has a maximum impact on these pupils' learning.
- Pupils read very fluently and widely. They tackle new and unfamiliar words well because they develop a thorough understanding of letters and their sounds. Pupils of all ages and abilities read with expression and enthusiasm. Their love of reading and depth of understanding of books makes a significant contribution to their overall achievement.
- Pupils' writing skills are outstanding. There is a strong focus on ensuring accuracy in basic skills such as spelling and grammar and using them in strikingly imaginative ways. For instance, pupils in Year 2 wrote at great length in well-organised paragraphs following a treasure hunt around school for 'The King of Tiny Things'.
- Pupils' mathematical skills are exceedingly well-developed. They rapidly and very securely develop good recall of number and mental calculation facts. They generate their own questions and investigations to solve problems and present their work accurately and imaginatively using, for example, line graphs and scattergrams.
- Pupils develop very good ICT skills and increasingly applying these to other subjects. The use of e-readers, for example, has had a significant impact on pupils' enjoyment and breadth of reading. The school is currently exploring ways to develop pupils' use of modern technology even further.

The quality of teaching

is outstanding

- Teachers inspire their pupils through highly imaginative and engaging activities. They use ICT, puppets, drama, games and quick-fire quizzes very effectively to grab pupils' interest and lead them into new skills and concepts.
- Literacy and mathematical skills are taught extremely well through direct, sharply focused lessons and very strong application in different subjects. For example, pupils in Years 3 and 4 investigate perimeters in mathematics through problems based on the shape of the Ancient Egyptian sarcophagus. They also write detailed accounts of the society of the time. In Year 5,

pupils' independent science investigations on different temperatures around school lead to high level data-handling in mathematics. The pupils then generate their own questions and problems for others to resolve.

- Teachers use very accurate assessments of pupils' progress to plan lessons. They set work which challenges all groups of pupils from the start. They involve pupils fully in assessing their own success and in working rapidly towards higher levels and constantly improving their own work.
- Relationships are excellent. Classrooms are very well-organised to provide a calm and academic environment. Teachers make outstanding use of high quality displays of pupils' work to set examples for others to follow and also to celebrate success.
- Teachers' expectations are very high. As a result, pupils are very independent, hard-working and productive.
- Teachers and teaching assistants consistently ask probing and open questions in English, mathematics and other subjects to deepen pupils' understanding and develop their thinking skills. Teaching assistants are extremely well-deployed to provide support and challenge where it is most needed, whatever the pupils' abilities may be.
- Reading skills are taught extremely well because teachers increasingly promote pupils' understanding of letters and sounds through fast-paced work closely matched to pupils' ability, regardless of age. Pupils have many opportunities to read to others during the day.
- Teachers make outstanding use of marking to guide pupils to improve their own work. They always expect pupils to respond to the comments teachers make and to set their own targets for further improvement.

The behaviour and safety of pupils are outstanding

- The school is calm, friendly and very orderly. Pupils are extremely well-behaved at all times. They listen very attentively to teachers and their peers. They move around the school with care and consideration for others. Attendance is high and pupils are punctual and well-prepared for the day.
- The school works very closely with parents of pupils who have social, emotional or behavioural concerns. These pupils make excellent progress in learning to manage their own behaviour. They are supported very well by the other pupils who are keen to offer all the assistance they can. Consequently, poor behaviour is very rare and there have been no exclusions.
- Pupils have an excellent understanding of different types of bullying, including cyber-bullying, and feel that very little goes on. They make a very good contribution to the maintenance of school rules through, for example, their roles as school councillors, eco-warriors and as playground friends.
- Pupils respond extremely well to the strong moral and social guidance they receive. They develop very positive attitudes to life and learning through the teaching of common values and expectations. They have a very good understanding of moral and ethical issues through their studies on conservation, free trade and other global topics which they express extremely well in their written and art work.

The leadership and management are outstanding

- The headteacher's excellent vision for improving on the school's success is fully shared by all staff, governors and parents. There is a continuous pursuit of high standards in every aspect of the school's work. This is very evident in the excellent environment for learning and exemplary policies, procedures and communication to parents and pupils.
- The systems to help teachers and leaders to be even better at their jobs are very challenging and applied consistently. The headteacher, deputy headteacher and other senior staff are excellent role models and highly skilled in observing teaching and setting targets for teachers to aspire to. Staff are held accountable for the progress their pupils make and are subject to

fulfilling stringent criteria to achieve the next salary level.

- The school receives appropriate, but challenging, 'light touch' support from the local authority. The headteacher is a local lead headteacher and several members of staff take key roles in developing the quality of education in the area.
- A key factor in the significant improvements made since the last inspection is the school's commitment to providing rich and exciting learning opportunities. Subjects are interwoven through central themes and supported by a very wide range of residential and other visits. There are many sporting, artistic and musical clubs and events in which all pupils may participate.
- The school works very closely with parents and keeps them fully informed through weekly diaries, newsletters and the school's website. As a result, parents rightly hold the school in high regard.
- Policies for safeguarding pupils meet legal requirements and are supported by excellent record keeping.
- **The governance of the school:**
 - The governing body is led extremely well and is very well-informed through high-quality reports from the headteacher and the governors' own frequent systematic checks on the school's work. The governing body makes extremely good use of training opportunities and provides strong support to others. Governors make a full contribution to the life of the school through the time and skills many of its members bring from analysis of data to design skills for displays and communication. They check the quality of teaching by asking questions about data which show how much progress is made by different groups of pupils. They make sure that decisions about how to use the funds available are rational and in the best interest of the pupils. They decide whether teachers and staff should be rewarded with salary increases and review targets for the headteacher.

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	107061
Local authority	Sheffield
Inspection number	403029

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	328
Appropriate authority	The governing body
Chair	Stephen Finley
Headteacher	Patricia Munt
Date of previous school inspection	8 October 2007
Telephone number	0114 2863167
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