

Stamford Bridge Primary School

Junior Dept, Stamford Bridge, East Riding of Yorkshire, YO41 1BP

Inspection dates

12–13 June 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most pupils learn well and attain well above average standards in reading, writing and mathematics by the end of Year 6. Since the previous inspection, the rates of progress made by pupils have increased, and are now securely good. As a result, pupils now leave the school well equipped to continue their education.
- Pupils who are behind with their reading, writing and numeracy skills, when they start school, catch up very quickly in the Early Years Foundation Stage. They make outstanding progress because of outstanding teaching.
- Pupils with special educational needs make the same rates of progress as other pupils, due to well-targeted support.
- Teaching across the school is usually good. Most lessons are stimulating and include interesting activities and relevant experiences.
- Pupils enjoy coming to school and say how safe and exceptionally well looked after, they feel. Their behaviour is outstanding. They show excellent respect for each other, and enjoy welcoming visitors to school. All are highly enthusiastic about their own learning, and take pleasure in the regular opportunities to work with their peers. Attendance is above average and rising.
- The headteacher and senior leaders exude high expectations and are effective leaders. Governors play their part in raising standards through rigorous analysis of information. They are confident in holding the headteacher to account. Much has been done since the previous inspection to improve the quality of teaching and pupils' writing skills.

It is not yet an outstanding school because

- Not all pupils make the progress they might across all years, in mathematics.
- In some lessons, teachers do not check carefully enough the understanding of all pupils.
- On occasions, some teachers do not change sufficiently activities and experiences, to meet individual pupils differing needs.

Information about this inspection

- Inspectors observed 20 lessons, of which three were joint observations with senior leaders.
- Inspectors looked at pupils' work and heard pupils from Years 2 and 6 read.
- Inspectors observed pupils at play, moving around the school and at lunchtime, and met with representative samples of pupils from Years 3 to 6.
- Inspectors met with staff, members of the governing body and a representative from the local authority.
- A number of documents were analysed, including the school's own data on current pupils' progress, planning and monitoring documentation, minutes of governing body meetings, records relating to behaviour and attendance, and documents pertaining to safeguarding.
- Inspectors took into account 25 staff questionnaires and 55 responses to the on-line questionnaire (Parent View).

Inspection team

Andrew Swallow, Lead inspector	Additional Inspector
Susan Smith	Additional Inspector
Barbara Hudson	Additional Inspector

Full report

Information about this school

- The school is an average sized primary school, located on two separate sites, one for infants and the other for juniors.
- The great majority of pupils are of White British heritage. There are very few from minority ethnic groups or for whom English is an additional language.
- The proportion of pupils known to be eligible for the pupil premium (additional funding for those pupils who are known to be eligible for free school meals, children from armed services families and children who are looked after by the local authority) is well below average.
- An average proportion of pupils with special educational needs are supported through school action. The proportion supported at school action plus, or with a statement of special educational needs, is lower than in most primary schools.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been several changes in the senior leadership team and staff.

What does the school need to do to improve further?

- Improve teaching so that more is outstanding by:
 - ensuring that all teachers systematically check all pupils' understanding in all lessons
 - ensuring that all teachers are flexible in adapting planned activities and experiences to meet learners' emerging needs, so that all are constantly challenged, and learn exceptionally well.
- Accelerate the rates of progress made by pupils in mathematics, across all years, so that more attain even higher standards at the end of Year 6 by:
 - using information on pupils' progress more astutely to pinpoint and tackle underachievement earlier
 - checking assiduously in all lessons the effectiveness of mathematical strategies used by all pupils in problem solving.

Inspection judgements

The achievement of pupils

is good

- Most children enter the Early Years Foundation Stage with skills that are generally typical of those seen nationally for their age. Some have lower mathematical competencies. Rates of progress have improved since the last inspection, and are now outstanding. This is due to the excellent teaching and highly stimulating learning experiences. As a consequence, many pupils now enter Year 1 working beyond national expectations.
- Standards in reading, writing and mathematics have risen recently by the end of Year 2, as a result of improved teaching and are now above average. These outcomes represent increasingly good achievement on the part of most pupils.
- Standards by the end of Year 6 have risen significantly since the previous inspection, as was evident in Year 6 lessons and pupils' work. They are now well above average overall.
- Some pupils do not yet make enough progress, in all years, in mathematics. This is because some teachers do not check carefully enough the impact of strategies, used by some pupils, to support independent problem solving. Overall, progress across Years 1 to 6 is consequently good, rather than outstanding.
- The regular sounding and spelling of common words, real-life contexts for learning, and opportunities for pupils to explore and share ideas, have enthused and motivated more learners to make good progress. They achieve particularly well in reading because they are encouraged to read aloud in lessons, read often to their peers and teachers, and take every opportunity to read at home.
- In 2012, the small number of pupils in Year 6 known to be eligible for free school meals attained standards similar to their peers in English, but not in mathematics. The pupil premium funding is being used wisely to make sure individual pupils receive even better targeted support. For example, the school has increased the amount of teaching assistants' time to provide one-to-one teaching. In addition, a range of enrichment experiences are helping to raise the confidence and self-esteem of individual pupils. These initiatives have resulted in gaps in attainment closing, with significant gains in the average points scores in mathematics and writing for current Year 6 pupils known to be eligible for free school meals.
- Pupils who have special educational needs, and the few from minority ethnic backgrounds, make good progress. This is because of well-targeted activities, in and beyond lessons, to develop key literacy and calculation skills.
- Almost all parents who responded to Parent View believe that their children are making good progress. The inspection evidence found this to be so. For example, in a Years 3 and 4 geography lesson, pupils watched enthusiastically a video about the water cycle, then eagerly pooled ideas to determine where water can be found on earth. Similarly, in a Year 6 English lesson, pupils were excited about working in teams, and persevered well to solve magic square problems.

The quality of teaching

is good

- Teaching has improved since the previous inspection and is now good. As a result, a large proportion of pupils make good progress and achieve well. The teaching of writing is now a particular strength.
- Teaching has particularly improved in Key Stage 1 where it is increasingly challenging, activities progressively matched to pupils' needs, and the checking of pupils' progress is used ever more carefully to plan for subsequent experiences.
- Most teachers plan for stimulating and relevant activities and experiences that motivate most learners. The vast majority of teachers have high expectations, promoting regular opportunities for pupils to think for themselves. As a result, they really enjoy their learning. Exciting resources and contexts for learning inspire pupils in all years. For example, Years 1 and 2 pupils were

engrossed in creating daring recipes for potions, based on the story 'Alice in Wonderland.'

- In the Early Years Foundation Stage, all children are enraptured by the huge choice of stimulating resources and experiences, including a palace, a castle, with knights and a swamp, that enhance their communication and mathematical skills.
- In the most effective lessons, teachers routinely check pupils' understanding, intervening when necessary to impact on the quality of learning.
- In some lessons, teaching falls short of outstanding because not enough care is taken to check on pupils' achievement. This results in activities that are not always adapted to meet pupils' changing needs. As a consequence, some pupils are provided with the same work, regardless of ability, or are left for too long working on the same activity. Both instances result in insufficient challenge and progress. This is especially the case in some Key Stage 2 mathematics lessons.
- Teaching assistants usually support lower attaining pupils, and those with special educational needs well, both in and out of lessons. Some teachers do not always communicate as effectively as they might with teaching assistants, to ensure that they have an accurate picture of the learning of all pupils.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exemplary around the school, and in lessons. They display outstanding attitudes to their learning, even when teaching does not necessarily challenge them to the full. On the whole, they show an eagerness to be involved in the planned activities and experiences, and always give of their best.
- Around the school pupils behave exceptionally well towards each other, and are extremely polite and courteous to adults and visitors. Scrutiny of records of behaviour shows that behaviour is outstanding over time.
- Parents are unreservedly positive about their children's attitudes towards school, and say how much they enjoy their learning. As a consequence, attendance is well above average. Pupils say that they attend regularly because they really enjoy their lessons, and because everyone is friendly all the time.
- Pupils have an excellent awareness of potentially unsafe situations, and are confident in dealing with them. They are assured in talking about cyber and homophobic bullying. Through their roles as school councillors and playground monitors, they take active steps to ensure that bullying does not happen in school. As a result, the school is a harmonious community.
- Teachers and assistants secure very effectively the well-being of pupils whose circumstances may render them vulnerable. Pupils say how they feel safe in school, and that adults are always there for them.

The leadership and management are good

- The headteacher inspires all key leaders and managers, and is aspirational on the part of all pupils. Since the last inspection, she has improved pupils' standards in writing, and improved the overall quality of teaching.
- Staff morale is good. All adults are fully committed to raising achievement, so that all pupils can make outstanding progress. New tracking systems have brought about more reliable and accurate information about all pupils' progress. However, they are not yet used rigorously enough, by all teachers, to spot early any possible underachievement in mathematics, particularly across Key Stage 2.
- The school's procedures for checking the quality of its work are reliable and accurate. Major improvements are concerted and well planned.
- Performance management of staff is well organised. Arrangements increasingly identify individuals' development needs. Leaders and managers evaluate the impact of training carefully. Areas for improvement are matched with appropriate training and support. The headteacher

makes the right decisions about teachers' movement up the salary scale, on the basis of accurate information about the quality of their teaching.

- The school's curriculum is thoughtfully built around pupils' interests and needs. Full advantage is taken of visits to local places of interest, and the many visitors to the school, to enhance classroom learning with real-life scenarios and experiences.
- The sponsoring of African children particularly deepens pupils' understanding of different cultures and faiths. High quality art and textiles work, widespread opportunities to play musical instruments, regular sporting activities, and after-school gardening and cooking sessions, make strong contributions to pupils' spiritual, moral, social and cultural development.
- Through all of these experiences, teachers raise pupils' self-esteem and successfully promote their personal qualities. At the same time, teachers ensure that they support well the school's drive to promote equality of opportunity, and to tackle immediately any discrimination that may arise.
- Parents are very supportive of the school's work and say how their children are cared for well. Safeguarding arrangements meet requirements. Good partnerships exist with a local cluster of schools, and with community services.
- The local authority provides good support through a school improvement adviser, and specialist practitioners, to assist the school in checking on its performance, and the accuracy of teachers' assessments of pupils' work.
- **The governance of the school:**
 - Governance is highly effective. Governors are provided with regular information about the quality of teaching and pupils' achievements, and have good knowledge of both of these aspects of the school's work, and are confident in challenging the headteacher and senior staff. As a result, they know exactly how well the school is doing. The headteacher makes sure that governors are perceptive in their discussions about the value of spending decisions and the impact these have on pupils' learning and progress. This has led to some good decisions about how the school spends the pupil premium funding. For example, governors have authorised one-to-one teaching for pupils who have not kept pace with others in their classes, and the funding of particular educational experiences to enhance the self-esteem of certain pupils. Governors are astute in managing the headteacher's performance, and in ensuring that similar rigorous procedures are in place across the school, so that any pay rises reflect performance. Equally, they are supportive of the headteacher in tackling any underperformance, should it arise.

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	117865
Local authority	East Riding of Yorkshire
Inspection number	401702

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	271
Appropriate authority	The governing body
Chair	Claire Townson
Headteacher	Alison Shaw
Date of previous school inspection	17 November 2009
Telephone number	01759 371430
Fax number	01759 371430
Email address	stamfordbridge.primary@eastriding.gov.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.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 assesses 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 0300 123 4234, or email 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 information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

