

Stocksbridge Junior School

Cedar Road, East Whitewell Estate, Stocksbridge, Sheffield, South Yorkshire, S36 1AS

Inspection dates 11–12 February 2015

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Stocksbridge is a school where all leaders, managers and staff strive for excellence in order to provide the best education possible for all pupils. This results in the pupils' outstanding achievement.
- Governors are an extremely important part of the team and share the staff's ambitions for the school and, more importantly, for the pupils. They provide support and challenge in equal measure.
- Teaching is outstanding because pupils are set challenging tasks. The well-ordered yet lively atmosphere in classrooms enables all pupils to learn exceptionally well. Pupils are supported extremely well by skilled teaching assistants.
- Marking provides pupils with clear instructions on how to improve their work even more, with the consistent expectation that they will follow up teachers' comments.
- All groups of pupils, including disadvantaged pupils, disabled pupils and those with special educational needs, and the most able achieve exceptionally well. Standards at the end of Year 6 are above average in reading, writing and mathematics.
- Pupils say they are happy and feel very safe in school. Behaviour in class is exemplary and movement around school is orderly and well managed. Pupils are very keen to learn and enjoy the responsibilities they are given.
- Much thought has gone into designing a curriculum that ensures a wide range of stimulating and varied subjects are taught that will appeal to all learners. However, full advantage is not yet being made of the outdoor areas to promote learning or occupy pupils at break times.
- Pupils have many opportunities to develop their spiritual, moral, social and cultural awareness through an exciting range of topics and life-enriching experiences. Pupils are very well prepared for life in modern Britain.

Information about this inspection

- Inspectors visited several lessons or parts of lessons, four of which were observed jointly with the headteacher or deputy headteacher. Inspectors looked at a range of pupils' work and heard a number of pupils from Year 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met the Chair and other members of the Governing Body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed movement around the school, assemblies, playtime and lunch breaks. Displays in all areas, including classrooms, were scrutinised.
- Inspectors took into account 33 responses to the online questionnaire (Parent View), as well as the results of a recent parent questionnaire carried out by the school. An inspector also met with a parent.
- The 16 responses to the staff questionnaire were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Edward Price	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- Stocksbridge is larger than the average-sized primary school.
- Almost all pupils are from White British backgrounds. Very few speak English as an additional language.
- The proportion of disadvantaged pupils supported through the pupil premium funding, at 23%, is similar to that found nationally. The pupil premium is additional funding to support pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- Disabled pupils and those who have special educational needs make up 17% of the school population. This is also similar to the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the school was inspected in 2006, there have been significant changes in staffing, including the appointment of the headteacher, deputy headteacher and assistant headteacher. There have also been substantial improvements to the school premises.
- The school holds a daily breakfast club for its pupils and several after-school clubs.

What does the school need to do to improve further?

- Improve the use of the school's grounds to develop outdoor learning and provide activities for pupils at playtimes.

Inspection judgements

The leadership and management are outstanding

- The headteacher, supported extremely well by senior and middle leaders and governors, provides the school with very strong, highly effective leadership and clear direction. Staff morale is high and everyone shares the headteacher's high expectations and ambition. It is this shared understanding that has ensured high standards have been maintained since the previous inspection.
- Subject leaders and managers have a very clear understanding of their roles. They lead their areas of responsibility extremely well both by example, providing guidance and advice, and in working collaboratively with colleagues.
- Teaching is very well managed with an exceptionally strong commitment to providing opportunities for teachers to continue to develop their skills. This is also apparent in teachers' readiness to help one another through the sharing of ideas and resources. There is a clear link between targets and pay progression through rigorous arrangements to check teachers' performance.
- The school's lively, rich curriculum engages pupils' interests fully so they become absorbed in their learning and lessons. These appealing activities, that encourage pupils to think deeply and discuss their ideas with their classmates, promote outstanding progress. A wide range of clubs, visits and visitors enhance pupils' learning experiences.
- The school ensures that the range of subjects pupils experience allows them to make good use of literacy, numeracy and communication skills in many different situations. However, the school's grounds are not being put to full use to provide alternative learning activities where pupils can further develop these skills in practical situations in an outdoor setting.
- The school has an unquestionable commitment to ensuring every pupil has an equal opportunity to succeed. Senior leaders routinely collect information about individual pupils to identify those at risk of underachieving. The extra funding to support disadvantaged pupils has been used extremely effectively to ensure that these pupils make at least similar progress to their classmates.
- Assemblies are used well to promote pupils' spiritual, moral, social and cultural development through respectful behaviour, the celebration of achievement and the reinforcement of such British values as mutual respect and tolerance. The impact of this is clearly evident in the excellent relationships within school and the absence of discrimination.
- The school is making very good use of additional sport funding. More pupils are participating in a wider range of sporting activities and staff are benefiting from the expertise of the sports coaches who work alongside them.
- The school encourages the involvement of parents and takes their comments very seriously. Feedback from questionnaires was used to revisit the timing of parents' meetings. Parents' views were also sought when reviewing the behaviour policy. The very large majority of parents are supportive of the school.
- The school has a good relationship with the local authority who offer only light touch support for this outstanding school. However, support and advice are always available should they be required.
- **The governance of the school:**
 - Governors are extremely ambitious for the school and supportive of the headteacher. They are fully involved in the process of checking how well the school is doing through the school development plans, understanding strengths and areas for improvement exceptionally well.
 - Governors are very confident to ask challenging questions of the headteacher and other school leaders about pupils' attainment and progress as well as the targets set for teachers. They are fully aware of the links between achievement of progress targets and salary progression. Through regular contact with the headteacher and frequent visits to school, governors are very clear on the quality of teaching and work closely with her to reward teachers appropriately for their performance.
 - Governors are willing to take part in any extra training relevant to their needs so they know how to check if the school is maintaining the high standards that are associated with it, and are better able to challenge senior leaders. At their request, data have been presented in such a way as to make year-on-year comparisons uncomplicated yet extremely meaningful.
 - Governors keep a close eye on the school's budget and are fully aware of the impact that pupil premium funding has on pupils' progress. They also recognise the value of the sports funding and how it is being deployed for the school. The governing body ensures that all statutory requirements are met, particularly with regard to the safeguarding of pupils.

The behaviour and safety of pupils are outstanding**Behaviour**

- The behaviour of pupils is outstanding.
- Pupils are proud to be part of a school which they describe as being 'amazing', 'fun', 'friendly', 'caring' and 'loving'. They have extremely positive attitudes to learning because lessons are designed to hold their interest ensuring all pupils learn exceptionally well.
- Pupils across the school are enthusiastic learners who are quick to participate and very keen to do their best. They listen carefully when their classmates explain their ideas and are extremely conscientious when working alone.
- Pupils' polite, courteous and considerate behaviour ensures that everyone enjoys working in, and being part of, this harmonious community. Pupils are friendly yet visitors to school are treated with respect and comment on the warm welcome they receive as well as the excellent behaviour of pupils.
- Behaviour in and around school is consistently strong. Pupils are energetic and extremely active at playtimes. During the lunch break sports coaches engage in activities with a number of pupils. However, there is often too little to keep other pupils occupied. Pupils are aware of the high expectations of staff and in these situations are able to regulate their own behaviour extremely well.
- Pupils are keen and proud to contribute to the school. They willingly take on responsibilities such as being a member of the school council ('it's like being a real MP') or peer mediator. Pupils also have many opportunities to represent their school at sporting or musical events and the feedback the school receives is extremely positive.
- Pupils' attendance is broadly average and there are rigorous procedures in place to improve it further.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- The school site is safe and secure and well-established systems are in place to ensure pupils' safety at all times.
- Pupils say they always feel safe in school. One pupil described school as 'a good place to be'. Pupils have a good knowledge of different types of bullying including cyber-bullying. They say that bullying is almost unknown and, if it did occur, they have every confidence that it would be sorted out quickly.
- Pupils are taught how to keep themselves safe in different situations, including safety on the roads as pedestrians or cyclists, and e-safety. Talks given by visitors such as the Royal National Lifeboat Institution and Childline raise pupils' awareness of potentially dangerous situations.
- Parents' responses to Parent View and the school's own questionnaires show that the very large majority of parents feel that their children are happy and feel safe at school.

The quality of teaching is outstanding

- Teaching across the school is consistently good with much that is outstanding and contributes significantly to high standards and outstanding progress.
- Pupils thoroughly enjoy their lessons and want to learn. They experience a great sense of achievement in everything they do.
- The excellent relationships that exist between staff and pupils mean that pupils are confident learners, prepared to try hard and unafraid of making mistakes. Errors in pupils' thinking are quickly spotted and skilfully corrected.
- Staff's knowledge and enthusiasm for subjects, together with extremely high expectations, result in an excellent response from pupils to the challenges set for them. Teachers ask searching questions to make pupils think deeply and they ensure all pupils are involved in discussions. Different points of view are expressed clearly.
- Teaching assistants play an important part in all lessons. They model language extremely well and encourage pupils to think for themselves and not expect to be told an answer. This approach helps pupils to be highly successful learners.
- Vulnerable pupils are extremely well supported. Excellent systems are in place for disabled pupils and those with special educational needs and disadvantaged pupils. All benefit from targeted support tailored to their needs. The most able have the chance to be challenged to reach their full potential.
- Reading is promoted extremely well across the school. Pupils say they like reading and are given many opportunities to read in class. They have access to books in reading corners in classrooms and are looking

forward to using the recently refurbished library. Pupils are able to describe with great clarity how they would work out unfamiliar words using the different methods they have been taught and make good use of dictionaries to check on meaning.

- The teaching of writing is outstanding. Pupils write confidently, fluently and at length, benefiting from regular opportunities to talk through their ideas with partners.
- The teaching of mathematics is also outstanding. Pupils are given opportunities to apply their skills, knowledge and understanding to challenging problem-solving activities.
- The marking of pupils' work is extremely thorough and to a consistently high standard across all classes and all subjects. Marking makes it clear to pupils what can be improved as well as the strengths to be found in the work. They are given time to complete corrections and respond to teachers' comments.
- The presentation of work and the quality of handwriting are to a high standard. The exceptionally positive attitudes of pupils to their work are reflected in their books.
- Attractive displays of pupils' work around school and in classrooms reinforce learning and show how much their work is valued.

The achievement of pupils

is outstanding

- Pupils leave their infant school with skills that are a little above average in reading, writing and mathematics. From these starting points, pupils make outstanding progress.
- Over time, the results of national tests for Year 6 show attainment in reading, writing and mathematics to have been consistently above that found nationally.
- In 2014, virtually all Year 6 pupils reached the expected level of attainment in reading, writing and mathematics. The proportion reaching the higher Level 5 was above average in all areas and those reaching Level 6 compared very favourably with national averages, particularly in writing.
- The most recent test results show that from their starting points, by the end of Year 6, the proportion of pupils making expected progress in reading, writing and mathematics is above that found nationally. The proportion making better than expected progress in reading and mathematics is similar to that found nationally. However, in writing it is above.
- The school's own data and inspection evidence indicate that progress made by all groups of pupils in all year groups in the school is well above average and standards are on track to improve even further.
- Over time, as a result of the effective spending of pupil premium funding, disadvantaged pupils make similar or better levels of progress than other pupils nationally in mathematics and reading. Progress in writing is a little below.
- Results in national tests in 2014 show that there is no gap between the attainment of disadvantaged pupils and other pupils nationally in writing. In mathematics the gap is minimal. However, there is a gap of almost one term within school. In reading, disadvantaged pupils in school were almost a term ahead of other pupils nationally and marginally ahead of other pupils in school. The school has accurately identified where there are potential gaps in other year groups. Work in books and school data show these are closing rapidly.
- Disabled pupils and those with special educational needs make similar levels of progress to that of their peers. This is because their needs are extremely well met under the expert guidance of teachers and teaching assistants.
- The school also ensures that the most able are given every opportunity to achieve their full potential as seen in the high proportions of pupils reaching the highest levels.
- As a result of their outstanding achievement, pupils leave primary school very well prepared for secondary school.

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	107055
Local authority	Sheffield
Inspection number	453231

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	345
Appropriate authority	The governing body
Chair	Martin Booth
Headteacher	Samantha Gaymond
Date of previous school inspection	12 December 2006
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