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21 March 2017

Mr Paul Stockley
Headteacher
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Dear Mr Stockley

Short inspection of Bradway Primary School

Following my visit to the school on 2 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. The visit was the first short inspection carried out since the school was judged to be good in June 2012.

This school continues to be good.

The leadership team has maintained the good quality of education in the school since the last inspection. There have been several changes to the leadership team since the last inspection. Last academic year, your core senior leadership team was reduced from three full-time members and one part-time member to one full-time member of staff, supported by three newly appointed middle leaders. These quite considerable changes were well managed. Your team, along with governors and support from the local authority, took this as an opportunity to re-evaluate and ultimately strengthen leadership across the school. You have tackled areas for improvement from the last inspection well, for example the need to extend the role of middle leaders. Middle leaders now take effective and important roles in school improvement. Your monitoring processes have identified areas of weakness as they have arisen, for example differences in the progress girls and boys make in some year groups, the progress of disadvantaged pupils and achievements in writing across the school. You also recognise that some of these areas still need careful monitoring to ensure that steps taken lead to improvement.

You have created a cohesive team and a caring community who share your vision that 'Everyone is Good at Something'. Leadership is now apparent at all levels, including teaching assistants who use the passion and skills they have to take the lead in information communication technology and the outdoor space. Your staff comment on how proud they are to be a part of the team at Bradway Primary School.

You have benefited other schools in the locality by sharing your skills and those of your team. One of the assistant headteachers spent a full academic year supporting a school that needed to improve. You ensure that your role as chair of the Primary Leaders Partnership and School Forum helps schools in the city to improve. You and your team value highly the work you do with your local cluster of schools, for example in moderating standards and sharing good practice.

The number of governors on your governing body is considerable. They bring a wide range of different skills to help support and challenge leaders. They are well informed by yourself and your team and skilled at challenging this information so that improvements are being made continually. The governors welcome the support they receive from the local authority and comment on how at times, for example with staffing issues, their assistance has been invaluable.

Pupils behave well at all times of the school day. They comment on how disruption to learning due to poor behaviour in lessons is rare. Pupils who are new to the school say they settle in quickly as they are made to feel welcome. The school is a clean and tidy environment and pupils take pride in keeping it this way. Pupils take on a range of different responsibilities with aplomb, such as office duties and being young leaders, where they help organise games at lunchtime. Pupils comment on how much they love their school. Consequently rates of attendance are high. When asked how they could improve their school, pupils commented, 'That's hard.'

Parents and carers are exceptionally supportive of the work you and your team do for their children. They comment on how happy their children are and how you keep them well informed. Parents are appreciative of the workshops and information you give them so that they can more fully understand and be involved in their children's learning. Parents comment about what a vibrant and positive place your school is. They consider adults are committed and dedicated to helping make sure their children are happy and making good progress.

Safeguarding is effective.

Staff in the school are well trained and knowledgeable about processes and procedures to help keep pupils safe in school. Communication in the school is good and any concerns about the welfare of pupils are raised with the appropriate person. The designated safeguarding lead is exceptionally good at keeping detailed records that are of a high quality. All leaders and managers, including governors, ensure that safeguarding arrangements are fit for purpose. Your regular headteacher's report to governors ensures that all aspects of safeguarding take priority and are monitored well. Governors ensure that safeguarding is raised as an agenda item at every governors' meeting, thereby maintaining its high profile in your school.

Inspection findings

- Pupils say that learning in your school is fun. You and your team make sure your vision that pupils are 'learning through enjoyment' is implemented. Teachers go

to great lengths to make sure pupils are actively engaged and enthusiastic about learning. They also ensure that the skills they are learning equip them well for life, such as Enterprise Week, which last year culminated in an open day where pupils raised over £2,000 to purchase theatre lighting equipment.

- Pupils at the school who are disadvantaged did not achieve as well as others in the school or others nationally last year. You and your team have initiated several strategies to support these pupils so that they can make better progress. The individual needs of children in the early years have been identified and approaches such as play therapy and reading interventions have been put in place to support them. Older pupils have benefited from your more flexible deployment of teaching assistants and from the new marking and feedback policy which focuses on the needs of pupils. This has impacted well on progress and attainment with pupils beginning to reach expected levels of attainment.
- Last year in some year groups, the progress of girls was better than boys, particularly in English in the early years and key stage 2. Early years staff have reviewed the learning environment and adapted some areas to promote boys' better learning of literacy skills. Older boys have become more engaged in English through new topics, such as studying the life of Walter Tull and taking part in Spy Day and Evacuee Day. These initiatives have had considerable success in helping boys make better progress.
- You and your team recognise that pupil's progress and standards in writing were disappointing in July 2016. A number of strategies, such as more rigorous scrutiny of work in books, has highlighted pupils who need extra support and helped teachers improve the quality of their teaching. These approaches are beginning to have an impact but standards and progress still need further improvement.

Next steps for the school

Leaders and those responsible for governance should ensure that:

- the accelerated progress that some disadvantaged pupils are making is achieved more consistently across all year groups
- the standards pupils reach and the progress they make in writing more closely match those in reading and mathematics.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Sheffield. This letter will be published on the Ofsted website.

Yours sincerely

Jo Sharpe
Her Majesty's Inspector

Information about the inspection

During the inspection, I met with you and your core senior leadership team. I met with members of the governing body and a representative of the local authority. I also met with pupils formally and listened to some pupils read. One hundred and twenty one responses to the Ofsted questionnaire, Parent View, were considered, along with a considerable number of written comments from parents. You, one of the assistant headteachers and I visited classes together and looked at some pupils' books and spoke to pupils to consider the quality of teaching and learning across the school. Behaviour was observed throughout the day. A range of documentation was scrutinised including that relating to safeguarding, pupils' progress and the quality of teaching in school. I also considered school assessment information, school policies and information posted on the school website.