

Inspection of a good school: Bradway Primary School

Bradway Drive, Sheffield, South Yorkshire S17 4PD

Inspection dates:

29 and 30 June 2022

Outcome

Bradway Primary School continues to be a good school.

What is it like to attend this school?

Pupils thrive in this warm, friendly school. The school motto is 'everyone's good at something.' Staff are engaging and passionate about their subjects. Pupils are enthusiastic about learning. They are proud to show their work and speak about their achievements. There is much to celebrate, particularly in sports and drama. During the inspection, some pupils were rehearsing for the school show, 'High School Musical.' They were excited to perform. There are many school trips. For example, Year 6 pupils visited Norfolk on a residential. The school also has an outdoor provision, 'forest school.' Staff use these extra-curricular opportunities to build pupils' confidence. Pupils learn a range of skills for life, including communication and teamwork.

Staff have high expectations of pupils' behaviour. Lessons are calm and orderly. Although some pupils have experienced bullying, incidents are rare. Most pupils would report bullying. Staff take it seriously. They manage incidents well. Pupils feel safe and happy at school. They have a trusted adult they can talk to if they need support.

Children in Reception Year are well cared for. Staff are highly effective in teaching pupils to read. Pupils have lots of opportunities to learn vocabulary. They are well prepared for Year 1. Pupils with special educational needs and/or disabilities (SEND) are extremely well supported. They learn well in this nurturing and ambitious school community.

What does the school do well and what does it need to do better?

Governors and leaders are highly committed to providing pupils with a great education. They have invested in lots of staff training, especially in relation to the science of learning. Leadership is strong at all levels. Staff are confident in delivering the curriculum. Most staff are proud to work at the school.

Curriculum planning is detailed. Staff know precisely what pupils need to learn to be able to move on. They prioritise the most important knowledge and skills pupils need. This ensures pupils learn crucial knowledge securely. In core areas, such as mathematics and

reading, teachers make effective use of assessment. They identify precise gaps in pupils' knowledge. They pick up on any misconceptions pupils might have. However, in foundation subjects, assessment is less effective in identifying gaps in pupils' knowledge.

Leaders prioritise reading. Staff are extremely well trained to deliver the early reading programme. Children start learning to read as soon as they begin Reception Year. Most quickly become confident and fluent readers. Those who fall behind are supported to catch up. Pupils read with enthusiasm and confidence.

In Reception Year, staff take every opportunity to deliberately increase children's knowledge of language. They prioritise reading and mathematics. Children enjoy a range of activities. Leaders plan these with precision so that children secure important knowledge.

Pupils who have SEND receive excellent support. They access the same curriculum as their peers. Pupils with the most complex needs are safe and happy. Staff are highly skilled at delivering new information so that all pupils learn well. Pupils from disadvantaged backgrounds learn well and feel supported.

Behaviour in lessons is purposeful. Pupils rarely disrupt learning. When this happens, it is usually caused by pupils' overenthusiasm. Pupils sometimes 'call out' answers during phonics lessons. Staff are patient but assertive. They get pupils back on track quickly.

Some pupils do not attend school as often as they could. They miss out on crucial learning. Leaders have effective strategies in place to address this. It is improving over time.

Pupils learn about life in modern Britain. They study an effective relationships, sex and health education curriculum. Pupils have frequent opportunities to express their opinions and listen to other people's views. They develop confidence in sharing ideas. They know how to disagree with someone in a way that is respectful and kind. Pupils learn how to take care of their mental and physical health. They learn about different types of family. They value people of all backgrounds. There are a range of clubs for pupils to attend, including gardening and a range of sporting activities. Sports are highly valued at the school. There is an impressive trophy cabinet.

Safeguarding

The arrangements for safeguarding are effective.

Staff know pupils and their families well. Leaders have built strong relationships with families to help keep pupils safe. Staff report all concerns about pupil welfare. Leaders act on concerns immediately. They work well with other agencies, such as social services. Most pupils tell staff straight away if they are worried about anything at school or at home. Staff have an 'open door' policy. They take the time to listen to pupils. Pupils feel safe.

When new staff join the school, leaders carry out checks to ensure pupils are kept safe.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils are persistently absent. They are not in school often enough to learn well. Leaders should continue their work with families and external agencies to make sure pupils, especially the most disadvantaged, attend school regularly.
- In foundation subjects, teachers do not use assessment as effectively as they could. They are not consistently able to identify and address gaps in pupils' knowledge. Leaders should improve their use of assessment so that foundation subjects are consistent with the strong practice already happening in core subjects.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107033
Local authority	Sheffield
Inspection number	10226859
Type of school	Primary
School category	Maintained
Age range of pupils	5 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair of governing body	Lucy Shaw
Headteacher	Paul Stockley
Website	www.bradwayprimary.co.uk
Date of previous inspection	2 March 2017, under section 8 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.
- The inspector held several meetings with the headteacher during the inspection.
- The inspector met with four members of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics and geography. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector observed pupils reading to a familiar adult.
- The inspector spoke to pupils formally and informally about their learning and experiences at school.

- Safeguarding documentation and records for behaviour and attendance were checked.
- The inspector spoke with some parents and reviewed the responses received through the Ofsted online questionnaire, Parent View, including the free-text responses. The inspector considered the responses received through Ofsted's staff questionnaire and the responses received through the Ofsted's pupil survey.
- The inspector observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. The inspector spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.

Inspection team

Zoe Helman, lead inspector

Her Majesty's Inspector

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