

Inspection of Oughtibridge Primary School

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

Inspection dates: 28 and 29 November 2023

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Helen Adams. This school is part of Peak Edge Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jim Dugmore, and overseen by a board of trustees, chaired by Dave Cates.

Ofsted has not previously inspected Oughtibridge Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Oughtibridge Primary School to be outstanding before it opened as an academy.

What is it like to attend this school?

Oughtibridge Primary is a school where everyone thrives. All pupils, including pupils with special educational needs and/or disabilities (SEND), achieve extremely well. The trust's values of 'trust, collaboration, ambition, responsibility and innovation' run through each aspect of this school. The quality of education pupils receive is exceptional. Teachers have expert knowledge of the subjects they teach.

Pupils, parents and carers, staff and leaders are incredibly proud of their school. Parents share the view that this is a school where staff care for pupils exceptionally well. Staff encourage pupils to be the very best that they can be. Excellent relationships, with both staff and each other, help pupils to feel happy and safe.

Pupils say they love coming to school because 'teachers make learning fun'. They are curious, independent thinkers with a thirst for learning. Their behaviour is exemplary. They meet leaders' high expectations and follow school routines well. Staff skilfully support pupils to identify and manage their emotions.

The opportunities for pupils to take on leadership roles in school are numerous. Pupils complete these roles dutifully. For example, playground leaders make sure that all pupils play well together. No one is left alone. This helps all pupils to feel part of the 'Oughti' family.

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

Pupils benefit from a highly ambitious curriculum, which has been designed to meet the specific needs of the Oughtibridge community. The school provides pupils with learning that is engaging and exciting. Leaders have given careful thought to the important knowledge that pupils will learn and the order in which this content is taught. Pupils learn exceptionally well across the curriculum. The curriculum is similarly ambitious for children in the early years, where they get off to a flying start and are well prepared for Year 1.

Teachers have an in-depth knowledge of the subjects they teach. They skilfully check pupils' understanding before new learning is encountered. This means that teachers deal with any misunderstandings pupils may have quickly and effectively. Pupils' subject knowledge builds well over time. They can talk with confidence and clarity about what they have learned and how it connects to their prior learning.

Leaders are determined that every pupil will learn how to read well. In every class and around the school, pupils are immersed in a world of captivating books and stories. From the start of school, children quickly develop a thirst for reading. Staff build on this extremely well as pupils move up through the school. Children in Reception enjoy their story times. Older pupils also look forward to the daily treasured time when adults read to them.

Children learn phonics when they start in Reception. Leaders have ensured that staff have the training they need to teach phonics well. Staff use their expert understanding to provide pupils with books that contain the sounds they know. Staff provide effective support quickly for any pupils who need to catch up. Leaders' focus on this subject ensures that pupils, including pupils with SEND, achieve exceptionally well.

Leaders and staff are highly aspirational for pupils with SEND. Accurate identification of pupils' needs enables teachers to adapt learning and provide effective extra support. Leaders seek advice and support from specialist staff quickly when needed. They work closely with parents and staff to ensure that pupils with SEND achieve the same ambitious curriculum goals as their peers. As a result, pupils with SEND achieve exceptionally well.

Pupils' behaviour and attitudes towards their learning are exemplary. They show high levels of respect to adults and to one another. Pupils are keen to contribute what they have learned and enjoy having their thinking challenged. Pupils' attendance and punctuality are excellent. They are determined and resilient learners who thoroughly value and enjoy their time in school.

The school goes beyond the expected in providing for pupils' personal and character development. The school's personal development programme helps pupils to develop into responsible and respectful citizens. As a result, they have a strong understanding of right and wrong. Pupils are taught about treating everyone fairly and celebrating diversity. They know why fundamental British values, such as democracy, are important. Leaders have made sure that they have selected a diverse range of clubs for pupils to attend. These clubs are well attended, and leaders make sure that every pupil is included.

Trustees and governors complete a wide range of activities to assure themselves that the school's systems are working well. This has helped to ensure that the quality of education has remained exceptional over time. Staff are proud to work at the school. They appreciate how considerate leaders are of their workload. Parents are overwhelmingly positive about the school and the progress that their children are making. They appreciate the wealth of advice and support that they receive from staff. This helps them to support their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145832
Local authority	Sheffield
Inspection number	10315585
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	Board of trustees
Chair of trust	Dave Cates
Headteacher	Helen Adams
Website	www.oughtibridgeschool.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Oughtibridge Primary School converted to become an academy in May 2019. When its predecessor school, of the same name, was last inspected by Ofsted, it was judged to be outstanding overall.
- The school is part of Peak Edge Multi-Academy Trust.
- The school does not use any alternative providers of education.
- The local governing board operates a breakfast club and after-school provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors carried out deep dives in these subjects: early reading, mathematics, history, science and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspectors considered other subjects in the school's curriculum. They talked to the leaders of these subjects. They also spoke to pupils about their learning in these subjects.
- The inspectors held discussions with the headteacher, other leaders and staff.
- The inspectors met with representatives of the local governing committee, including the chair of the governing body. They also spoke with the chief executive officer and representatives of the board of trustees of the multi-academy trust.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors spoke with different groups of pupils to gather their views of the school and talked to them about their behaviour and learning. They also observed pupils' behaviour during lessons and around the school.
- The views of parents, staff and pupils were considered from meeting with them and from the responses to Ofsted's questionnaires.
- The inspectors considered a range of documentation provided by the school. This included the school development plan, records of the local governing board meetings, headteacher reports and leaders' self-evaluation document.

Inspection team

Julie Barlow, lead inspector	Ofsted Inspector
Deb James	Ofsted Inspector
Martin Featherstone	Ofsted Inspector

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