

Oughtibridge Primary School

Inspection report

Unique Reference Number	107061
Local Authority	Sheffield
Inspection number	309300
Inspection dates	8–9 October 2007
Reporting inspector	Ross Parker

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 on roll	
School	278
Appropriate authority	The governing body
Chair	Mrs Sarah Millard
Headteacher	Mrs Patricia Munt
Date of previous school inspection	1 December 2003
School address	Naylor Road Oughtibridge Sheffield South Yorkshire S35 0HG
Telephone number	0114 2863167
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Age group	4–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This larger than average school is situated in a rural area to the north of Sheffield where there is a broad mix of housing. The great majority of pupils come from White British backgrounds. A very small number of pupils is learning English as an additional language. The number of pupils entitled to free school meals is below average and the proportion of pupils with learning difficulties and/or disabilities is average. A new headteacher was appointed in 2004. The school has been awarded a Silver Artsmark, Investors in People, the Healthy Schools Standard, the Quality Mark in Basic Skills, the Activemark in Sport, the Chartered Standard in Football, full core provision for extended school and the school travel plan.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Oughtibridge Primary School provides a good standard of education and has improved significantly since the last inspection. Achievement has been improved, the curriculum re-designed, the environment upgraded, and management has been transformed. Extensive links with outside partners enable children of all ages to appreciate and contribute to the local community and help parents to understand and support their children's learning. A typical parental view of the school is that the children are very well cared for in a happy environment which is conducive to their learning.

Standards have risen steadily over the last three years, particularly in mathematics and English where the school identified problems and put very effective strategies in place to deal with them. Standards in science have not progressed as quickly. Overall achievement is good and, from a level broadly expected on entry to the Foundation Stage, pupils attain above average standards by the end of Year 6.

This good progress is built on through an outstanding curriculum. Parents and pupils comment frequently on the range of additional and stimulating activities that are available. Pupils really enjoy the variety and also appreciate the way different areas are linked together so that the learning 'makes more sense'. Teaching is of good quality and there are some superb, stimulating lessons, which really enthuse pupils of all abilities. Sometimes the pace in teaching is slower so that pupils lose some of their initial enthusiasm. Good links with other schools have introduced more opportunities for physical activities and a strong emphasis on healthy eating. Together with developing social and emotional awareness, this means that pupils have a good understanding of healthy lifestyles. The links have also included the use of up to the minute technologies that add to pupils' good collaboration skills and above average basic skills to prepare them well for success in later life. Pupils say that they feel very safe at school and always have someone to turn to for extra help. The pupils make a good contribution to the happy, positive environment. They are able to make constructive suggestions through the school council and give feedback to teachers and they work in a variety of roles to help each day to run smoothly. Pupils are well cared for and get good guidance; this helps them to behave well. The school has a new and effective system for tracking their progress, setting challenging targets for improvement and using marking to show them how to improve. The older pupils are making good use of this by evaluating their own level of success, but this approach is not as clearly established with the younger pupils.

There is a constant determination across the whole staff to continually improve the school and to meet challenging targets in all areas of its work. This came initially from the headteacher's outstanding drive, but the vision for the school spread quickly as staff became empowered to form a very strong team across all levels of management. The rapid improvement, whilst at the same time as reducing costs to manage a predicted fall in pupil numbers, represents outstanding value for money. The school has an extremely strong capacity to maintain its trend of improvement.

Effectiveness of the Foundation Stage

Grade: 2

When children join the Reception class their skills are typical for their ages overall, though in some years the spread of abilities is quite wide. The most recent intake, for instance, includes

several children who require additional support and a similar number whose skills are more advanced than expected for their age. The good teaching and good care means that the range of needs is effectively supported and children make good progress. They attain standards that are above those expected for their ages. Initial weaknesses in fine motor skills are successfully overcome through good teaching and well matched tasks to meet children's needs. Children are good attenders who enjoy school, behave well and are developing independence. The good curriculum is enhanced by visits and visitors and places a consistent emphasis on healthy living. There are good links with parents and transition into Year 1 is well managed.

What the school should do to improve further

- Improve standards in science to match the recent improvement in mathematics and English.
- Make the quality of teaching more consistent so that all pupils are enthused and stimulated to learn from the sort of outstanding teaching that exists in some areas of the school.
- Establish the arrangements for marking and target setting more effectively so that younger pupils are clear about how they can improve their work

Achievement and standards

Grade: 2

Pupils achieve well to reach above average standards by Year 6. Standards at the end of Year 2 have risen steadily and were well above average in 2006. The school's results in national tests at the end of Year 6 have risen steadily since 2004, shifting the school from amongst the lowest to one of the highest achieving local schools. Standards have been pulled up in recent years by English and mathematics. The school has identified that pupils' achievement in science is not as strong and is now focusing on raising standards in this subject. A strong initiative in collaboration with other local schools supported significant improvement in pupils' mental calculation skills in 2006, so that their progress was exceptional. A similar focus on writing, supported by good opportunities to develop writing in science or history, for example, led to a huge increase in the percentage of pupils reaching above average standards in English in 2007. Pupils with learning difficulties and/or disabilities progress well; more able pupils and those learning English as an additional language also make good progress.

Personal development and well-being

Grade: 2

Pupils behave well. They are welcoming, positive and respond well to good teaching. They show respect for each other in the classroom and the playground, where nominated 'playtime friends' are particularly helpful to younger pupils. Their helpfulness shows as they help in assemblies or set the tables for lunch. They contribute well to a range of community celebrations and regularly raise funds for charities such as to provide livestock for African villages. Spiritual, moral, social and cultural development is good. The strong emphasis on social and emotional development helps here. Pupils clearly enjoy examining how relationships work and say that they are using the skills they are learning to help in their daily lives outside school. Attendance is consistently above average. They clearly enjoy the good range of extra-curricular games and sports and fully appreciate the lengths the adults go to in order to ensure their safety.

Quality of provision

Teaching and learning

Grade: 2

Good planning matches tasks to the needs of different individuals. As a result, pupils make good progress in the bright, stimulating environment and say that teachers make lessons fun. Teaching assistants work well with teachers to support pupils with learning difficulties and/or disabilities. Skilful questioning and extensive feedback from pupils enables teachers to judge whether to move on, or to go back and consolidate pupils' understanding. The majority of learning is brisk, helped by effective use of electronic whiteboards and other carefully prepared resources. This means that pupils are constantly challenged and engaged, often working within tight time limits. There is some outstanding teaching which is lively, imaginative and makes pupils' learning exciting and rewarding. Where the pace is not so challenging, some pupils lose concentration and do not make the same good rate of progress. High attaining pupils are challenged effectively in mathematics, English and science but say that they are less conscious of this sort of challenge in their other subjects.

Curriculum and other activities

Grade: 1

The curriculum, which the school has developed over recent years, makes a very significant contribution to pupils' enjoyment, motivation and achievement. By carefully integrating basic literacy and numeracy into other subjects, teachers have made pupils' experiences very coherent. For example, pupils were almost unaware of using calculation when they confidently discussed different proportions of sugar in a recipe for scones which had been affected by a Second World War blockade. Enjoyment is particularly boosted by enrichment activities, for example, a whole week of creative work based on Indian culture. Pupils also get opportunities to start learning Spanish and French. A programme of increasingly strenuous residential visits provides pupils with some daunting challenges. Strong links with external partners provide innovative projects, such as sending homework from hand held computers to the teacher's laptop. A good range of extra-curricular activities is well supported by pupils from every year group. Support for pupils' personal development is used as an example by other local teachers and the school's provision for basic skills, arts, sports and healthy living has gained external awards.

Care, guidance and support

Grade: 2

Pupils feel safe and well cared for and safeguarding procedures are very rigorous. Assemblies, discussion time and the focus on social and emotional aspects of learning mean that pupils feel secure and confident. Pupils' behaviour is well managed and any problems, such as bullying, are quickly defused. There is good support for any pupil with additional needs, so that the school is very inclusive. The school monitors pupils' progress very thoroughly and sets challenging targets for every individual. The targets provide a stepped approach so that pupils can see what level they are currently working at and what they need to do next to improve their work. Teachers' conscientious marking and pupils' evaluation of their own work focuses on these targets, though this approach is more clearly established with the older pupils than it is in Key Stage 1.

Leadership and management

Grade: 1

The quality of leadership is outstanding and has supported the improvement in standards for all pupils over the last three years. The very strong team of senior and middle leaders is enthusiastic, openly accountable and extremely determined to maintain the rapid improvement in outcomes for children. Self-evaluation is accurate and used as a working tool to raise standards and to set the team's path towards further improvement. For example, a well established tracking system to monitor pupils' progress was replaced last summer after research identified a different approach which would provide a more effective check on progress. Expectations are high and standards are close to targets that would put the school in the top 25% nationally. Governors are closely involved in the work of the school and give regular feedback about the quality of the work that they are seeing. The use of resources has been outstanding to raise standards and achieve substantial improvements to the site, the playgrounds, the internal environment, modern technologies and staffing arrangements.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Oughtibridge Primary School, Sheffield, S35 0HG.

Thank you all for the very friendly welcome you gave the inspectors when we came to visit your school recently. We really enjoyed meeting you and having the chance to talk to you. The school gives you a good education.

Here are some of the really good things about your school.

By the time pupils are in Year 6 they have made good progress and are well prepared for secondary school. I was impressed by your considerate behaviour and by the friendly atmosphere in the school. You have good opportunities to help each other and you use them well. You make your views clear about how the school can be improved, and the headteacher and other adults have kept your views in mind as they have worked to improve the school in recent years. You understand well how the right food and the right amount of exercise will keep you healthy and you show great enthusiasm for both work and play. You also really appreciate the efforts that the teachers and other adults make to ensure that you are safe and enjoying yourselves. You value the target setting and the varied activities and different ways of learning that make school so interesting.

I have asked the school to do something which will make it even better.

Standards in science are not yet as high as they are in mathematics and English. The school is going to concentrate on science so that you do well in all of your subjects. There is some super teaching, where the lessons are really fun and you are interested for every single minute. The school is going to work to make most of your lessons like this so that you can make even better progress. Finally, they are going to concentrate even more on the target setting and marking, so that all of you know exactly what you need to do to improve your work.