

Inspection of a school judged good for overall effectiveness before September 2024: Stocksbridge Nursery Infant School

Pot House Lane, Stocksbridge, Sheffield, South Yorkshire S36 1EJ

Inspection dates:

4 and 5 February 2025

Outcome

Stocksbridge Nursery Infant School has taken effective action to maintain the standards identified at the previous inspection.

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

What is it like to attend this school?

Stocksbridge Nursery Infant School is a safe and caring environment for pupils. The school places its pupils' best interests at the very heart of all they do. Positive and nurturing relationships between staff and pupils ensure that pupils are valued and supported. Pupils love coming to school.

Pupils know and respond well to the school's high expectations for behaviour. Pupils behave well in class and at less structured times, such as playtimes. Where appropriate, the school supports pupils who may struggle with managing their emotions and meeting the school's expectations of their behaviour. Pupils know staff in the school will listen to them if they are worried.

Leaders and staff share the same high aspirations for pupils. Pupils with special educational needs and/or disabilities (SEND) are particularly well supported in class, including in The Orchard provision.

A variety of enrichment opportunities encourage pupils to develop their talents and interests. Pupils particularly enjoy the range of sporting clubs on offer. A calendar of visits brings learning to life for pupils. For example, many pupils valued and benefited from the school trip to the seaside at Bridlington.

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

Pupils are highly motivated and show positive attitudes to their work. In lessons, they are captivated by their learning and are eager to reply to their teachers' questions. Subject curriculums are effective in helping pupils learn more and remember more over time. For example, Year 2 pupils can readily demonstrate their growing historical knowledge about a variety of significant figures and their achievements.

Staff use their strong subject knowledge to bring learning to life skilfully. Regular 'bring it back' activities help pupils to revisit and practise their learning so that, over time, they develop a secure body of knowledge. Teachers check carefully for gaps in learning and any misunderstandings. When these are present, they quickly intervene. Disadvantaged pupils make strong progress through the curriculum. This is because staff accurately identify pupils' additional needs and make suitable adaptations.

The school has prioritised the teaching of reading from early years. Effective phonics teaching is consistent across the school. Teachers quickly identify gaps in pupils' understanding and address them quickly. Extra support is prioritised to help pupils who find reading difficult. Published outcomes in the 2024 phonics screening check are low. This cohort of pupils had a significant number with low starting points, and some were pupils with high levels of SEND. The curriculum for reading is designed well to ensure pupils achieve well. Pupils develop a real love of stories and can talk about a wide range of books they have enjoyed.

The school has begun to review its approach to teaching writing. Throughout school, pupils do not learn the basic skills they need to be successful writers before they are expected to write longer compositions. These include accurate letter formation and spelling. This means that errors become embedded.

Children in the early years get off to a strong start. Staff ensure that children are encouraged to develop and learn what they need so they are prepared well for learning in Year 1. This includes strengthening children's language and communication using conversation, familiar stories, songs and rhymes.

Attendance figures so far this year are improving and are currently in line with the national average. The proportion of pupils who are persistently absent from school has reduced. The school is relentless in its approach and continues to keep this work high profile. It works closely with families to offer support and guidance where it is needed.

The school's programme for pupils' personal development is at the centre of learning. The curriculum for personal, social and health education is designed and sequenced with care. Pupils know the difference between right and wrong. This is reflected in how they treat each other. Pupils know how to stay healthy through diet and exercise and practise relaxation and mindfulness. The school ensures that pupils develop a clear understanding of diversity and equality. Pupils willingly volunteer to help their teacher and enjoy their weekly visit to the local care home to read to residents or play games. Pupils have been taught to stay safe near busy roads, and they know about the dangers they may

encounter online. This prepares them well for their future and to be active citizens in their communities.

Those responsible for governance know the school well. They provide effective support and challenge for school leaders. Staff are positive about the support they receive from leaders around workload and well-being. Parents and carers are full of praise for the school. They appreciate the care and education their children receive.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not ensured that the English curriculum sets out the fundamental writing skills pupils need as they move through the school. As a result, pupils do not secure the basic skills they need to write with increasing complexity, fluency and accuracy. The school should ensure that the curriculum for writing maps out clearly how to strengthen and build writing skills effectively over time.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the third ungraded inspection since we judged the predecessor school, Stocksbridge Nursery Infant School, to be good for overall effectiveness in March 2011.

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	149119
Local authority	Sheffield
Inspection number	10379423
Type of school	Nursery and Infant
School category	Academy converter
Age range of pupils	3 to 7
Gender of pupils	Mixed
Number of pupils on the school roll	218
Appropriate authority	Board of trustees
Chair of trust	Dave Cates
CEO of the trust	Jim Dugmore
Headteacher	Jane Townsend
Website	www.stocksbridgenurseryinfants.co.uk/
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Peak Edge Multi-Academy Trust.
- Stocksbridge Nursery Infant School converted to become an academy school in September 2022. When its predecessor school, Stocksbridge Nursery Infant School, was last inspected by Ofsted, it was judged to be good for overall effectiveness.
- The school does not currently use any alternative provision for its pupils.

Information about this inspection

- Inspections are a point-in-time evaluation 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 inspector discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other leaders.

- The inspector met with the CEO of the trust.
- The inspector met with trustees and members of the local governing board.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector 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' interest first.
- Throughout the inspection, the inspector met with groups of staff. She also reviewed responses from the staff survey.
- The inspector met some parents at the beginning of the day and had regard to the views expressed through Ofsted Parent View, including free-text comments.

Inspection team

Tracy Duffy, lead inspector

His Majesty's Inspector

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