

Inspection of Stocksbridge High School

Shay House Lane, Stocksbridge, Sheffield, South Yorkshire S36 1FD

Inspection dates: 4 and 5 May 2022

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

What is it like to attend this school?

Leaders have high expectations of pupils at the school. There is an expanding and ambitious curriculum offer. The number of vocational subjects for pupils to study in key stage 4 is increasing over time. Pupils are prepared well for their next steps after Year 11 and with their options in Year 9.

Pupils are challenged by their teachers to achieve their best. Pupils generally listen well in lessons. Most pupils behave well. There are a few pupils who find it difficult to meet the school's high behaviour standards.

Pupils are safe in school. Staff supervision is high at breaktimes and between lessons. Bullying is not tolerated. When pupils report bullying of any kind, leaders act. Leaders encourage all pupils to report their concerns. This includes any unkind comments from their peers.

The attendance of pupils is high. There is a wide range of activities for pupils to take part in at school, such as sports events and drama activities. Leaders make sure that there is equal opportunity for all pupils to participate. Pupils have many opportunities to have leadership roles in the school. This includes school council representation or working as sports leaders with younger children.

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

Trustees, governors and leaders have a clear ambition for the school and the curriculum. Leaders have accurately identified the school's strengths and areas for further improvement. Leaders effect change and improvement well. Subject leaders have correctly defined the end points of the curriculum. These include the knowledge that pupils need to know and its application. The end points also include preparing pupils thoroughly for their next steps after Year 11. The key learning points in the curriculum are not well defined in some subjects. Leaders' intent for the curriculum is not supported by its delivery in the classroom. The curriculum in every subject is moving forward. There is some inconsistency, with some subjects being further ahead with curriculum development than others.

Teachers revisit and build on the prior learning of pupils. Learning is sequenced. This is helping pupils to learn and remember more. Teachers have high expectations. Teachers provide challenge in their lessons and are knowledgeable.

The special educational needs coordinator has ensured that the needs of pupils with special educational needs and/or disabilities (SEND) have been carefully identified. Reviews are timely and extensive. Pupils with more severe SEND needs are well supported to access the curriculum. For pupils whose SEND requirements are less acute, support plans are less clear. Clear strategies are not noted in these documents consistently well. Leaders are reviewing the clarity of these documents. Improvements are being made.

Leaders prioritise reading in the school. How well pupils read is checked when they join the school. There is comprehensive help for pupils who need support with reading. This includes small-group reading sessions and one-to-one support. Phonics is taught well. Leaders are extending reading opportunities for all pupils across the curriculum and in pastoral time.

Pupils generally behave well in class. Some pupils hear inappropriate or hurtful language from a few others. Pupils do not report this to staff consistently. They are not confident that the use of inappropriate vocabulary would be addressed. Leaders have identified this issue as a key priority. It is being acted on.

The personal development curriculum is well planned. However, some older pupils do not have a deep understanding of other faiths. They have gaps in their learning. There is a wide range of personal development opportunities for pupils. These include how to keep themselves healthy, stay safe online and be aware of the inappropriate use of mobile phones. Pupils learn about democracy. There are many opportunities for pupil leadership, such as through the school council and sports teams. Extra-curricular activities are being redeveloped after the disruption caused by the COVID-19 pandemic.

The school meets the requirements of the Baker Clause, by providing careers advice to all pupils in each year group. Leaders place great emphasis on preparing pupils for employment, education and training when they leave the school.

Safeguarding

The arrangements for safeguarding are effective.

Governors and leaders place safeguarding as a priority for all. There is an effective culture of safeguarding in the school. The designated safeguarding leads receive training updates regularly. Staff are well trained and know how to report concerns about pupils who may be at risk. The safeguarding team liaises with the pastoral staff effectively. Leaders review safeguarding information to identify local risks. Leaders inform pupils of these risks through their personal development lessons. There is good communication with local support agencies. Support for the most vulnerable pupils is quickly requested.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- A few pupils do not behave consistently well. During the less structured times of the school day, they do not manage their behaviour as adeptly as their peers. Some pupils report that hurtful terms or derogatory language are heard. Leaders should work to ensure that they reduce the number of such incidents of poor behaviour and encourage pupils to be more confident to report their concerns.

- Some pupils have a sound knowledge of other faiths. Other pupils, particularly older pupils, seem to have gaps in their learning. Leaders are aware of these gaps and must now work to ensure that all pupils develop a deeper understanding of other religions in order to best equip them for life in modern Britain.

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	145274
Local authority	Sheffield
Inspection number	10227625
Type of school	Secondary comprehensive
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	795
Appropriate authority	Board of trustees
Chair of trust	Edward Wydenbach
Headteacher	Andrew Ireland
Website	www.stocksbridgehigh.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Minerva Learning Trust.
- The school is a smaller-than-average-size secondary school.
- A very small number of pupils attend alternative provision at 'The Unity Project,' 'SALTED,' and 'PASTways'.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with senior leaders and a range of staff, including subject leaders, support staff and pastoral staff.

- The lead inspector met with the chair of trustees, the chair of governors, the chief executive officer and other governors and trustees. Meetings were held with the school's designated safeguarding lead and leaders responsible for behaviour and attendance. Meetings were also held with leaders responsible for personal development, as well as leaders responsible for pupils with SEND.
- Inspectors carried out deep dives in English, mathematics, science and modern foreign languages. They met with subject leaders about their curriculum plans. Inspectors talked with pupils about what they knew and remembered in these subjects. Inspectors looked at pupils' work, visited lessons and talked with teachers.
- Inspectors checked safeguarding arrangements. They looked at safeguarding records to determine how concerns are recorded and followed up. They looked at how leaders ensure that all staff are suitable to work at the school. Inspectors spoke to several staff about the training they have received to keep pupils safe. The school's single central record of recruitment checks was reviewed.
- The inspection team considered 99 responses to Ofsted's pupil questionnaire, 42 responses to Ofsted's staff questionnaire and 152 responses to the Ofsted Parent View questionnaire, including 109 free-text responses.

Inspection team

Gordon Watts, lead inspector	Ofsted Inspector
Tim Johnson	Ofsted Inspector
Tudor Griffiths	Ofsted Inspector
Eleanor Belfield	Her Majesty's Inspector

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