

# Wibsey Primary School

## Inspection report

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<b>Unique Reference Number</b>	107233
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	309349
<b>Inspection dates</b>	9–10 July 2008
<b>Reporting inspector</b>	Kath Halifax

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	703
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Feather
<b>Headteacher</b>	Mrs Barbara Hillam
<b>Date of previous school inspection</b>	18 April 2005
<b>School address</b>	North Road Wibsey Bradford West Yorkshire BD6 1RL
<b>Telephone number</b>	01274 678016
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## Introduction

The inspection was carried out by four Additional Inspectors.

## Description of the school

Wibsey Primary School, which is larger than average, serves a diverse and changing community in which there is a high proportion of unemployment. This is reflected in the above average take up of free school meals. Far fewer pupils than would be expected spend the whole of their primary education in the school. Though the majority of pupils are White British, the numbers from Pakistani backgrounds, of mixed heritage and who speak English as an additional language are increasing, especially in the classes for younger pupils. The proportion of pupils with learning difficulties and/or disabilities is above average. Four pupils have a statement of special educational need. A few pupils are in the care of the local authority, some being from out of the area. The school has achieved the Healthy Schools Award, the Activemark, the Eco Bronze Award, Investors in People, and Investors in Pupils. The acting headteacher at the time of the last inspection has since been appointed to the permanent post.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory and improving school that provides satisfactory value for money. It has gone through an unsettled period that is still affecting the achievement of older pupils. Nevertheless, under the calm, purposeful leadership of the headteacher, the school is back on track and satisfactory progress has been made since the last inspection. The school is now full for the first time in five years, and the leadership now has the backing and confidence of parents and pupils.

Standards are average. Pupils' overall achievement is satisfactory, although in the Foundation Stage and in Key Stage 1 pupils are now achieving well. On entry to the Foundation Stage, children's attainment is below that expected, especially in communication, language and in their social development. Through good provision they make good progress, so by the end of the Reception year they are working comfortably at the levels expected for their age in all areas of learning. The good progress is built on in Key Stage 1. In Years 3 to 6 however, where there have been most changes, the rate of progress has been slower over recent years and by the end of Year 6 standards remain broadly average. While this represents satisfactory progress, the rate of which is increasing in some classes, pupils still do not yet reach high enough standards or achieve as well as they should. This is especially so in English and mathematics and for the more able pupils by the end of Year 6.

As a result of good care, support and guidance, and good provision for their personal development, pupils have improved their behaviour and are far more interested in their work. Their attitudes and behaviour are now good. Attendance is improving, although two episodes of a winter virus made the overall figure for this year just satisfactory. A clamp down on weak punctuality has resulted in far fewer disruptions to the first lesson of the day. Adults say this is a school where 'every child really does matter' and good links have been established with a host of health and other professionals to ensure pupils' well-being. Good curriculum links with the high schools have contributed to raising pupils' achievement in physical education and information and communication technology. These links, together with the annual barbeque for parents, pupils and staff from the high schools, assists the pupils' smooth transfer to secondary education.

Although the quality of teaching and learning is satisfactory overall, a pleasing number of good or better lessons were observed. Teaching in Years 3 to 6, however, is still too variable, especially in the planning of work for pupils of differing capabilities, in how pupils' work is assessed, and in the use made of learning support assistants. Despite this, pupils have a good enjoyment of their learning, saying, 'Teachers work hard to make lessons fun.' They are equally impressed by the activities on offer and especially enjoy the excellent range of sporting activities and the wealth of clubs, such as the outstanding construction club. Pupils representing Years 3 and 4 are immensely proud that their construction of an eco-friendly urban home was awarded the 'best presentation' prize at an award ceremony at Bradford University; especially as pupils from the other 11 schools were from Years 5 and 6. Leaders recognise that other elements of the satisfactory curriculum do not match this high level and they are working hard to raise all aspects to the same standard.

Though the quality of leadership and management is satisfactory overall, that of the headteacher and two assistant headteachers is good. The initiatives they have put into place, particularly for behaviour and the curriculum, are having a positive effect on raising achievement. Systems

to record achievement and check progress are now being rationalised and used by teachers to set targets to accelerate individual pupils' learning. The records, however, are handwritten which is a massive undertaking for a school of this size. In addition to being time consuming, it is not easy to draw together information on different groups of pupils, such as those who do not speak English as their first language, and pupils with learning difficulties and/or disabilities.

The leadership of other managers is developing well, but staff recognise there is still a way to go. Self-evaluation is good and under the direction of the capable headteacher, with the improving skills and willingness of staff, the capacity of the school to improve is good.

## **Effectiveness of the Foundation Stage**

### **Grade: 2**

Children achieve well in the Foundation Stage because of good teaching, good planning and good resources. Their achievement is particularly good in personal and social education and this serves them well as they transfer into Year 1. However, their progress in writing and in calculation is not so well defined. Teachers make good use of assessment information to plan activities that children find interesting, fun and challenging. Children become confident and independent because learning is focused on tasks where they take the lead. For example, following skilful questioning, children chatted and developed their ideas in a construction task with cardboard boxes, so that their express train and castle would 'reach the sky'. The creation of an all-weather outdoor classroom contributes considerably to progress in all areas of learning. The spacious outdoor area is used very effectively. Children's delight in unearthing 'wiggly worms' from the soil as they harvested new potatoes was matched only by the thrill of getting really muddy in the process. Leadership and management are good. Plans to meet the new requirements are well advanced with the key worker system underpinning the quality provision and care, enabling children to settle quickly and happily into their learning.

## **What the school should do to improve further**

- Raise standards and achievement in English and mathematics by Year 6, especially for higher attaining pupils.
- Raise the quality of teaching to that seen in the best lessons.
- Adopt a system of recording progress that is manageable and assists leaders and teachers to raise achievement further.

A small proportion of the schools where overall effectiveness is judged satisfactory but which have areas of underperformance may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Current standards are broadly average and pupils' achievement is satisfactory overall. However, standards and achievement are improving in most areas of the school. The five-year decline in the proportion of pupils reaching the expected Level 2 by the end of Year 2 has been reversed. In this age group, boys' reading has improved significantly. While there has not been quite the same improvement in writing, boys are closing the gap on girls. The rate of progress of most pupils in Years 3, 4 and 5 is accelerating and standards are improving, but this is not consistent across classes, particularly for higher attaining pupils. Whilst standards by the end of Year 6

are average, they are not high enough in English and mathematics. Pupils have made some good progress throughout the year, but their overall achievement is satisfactory. This is because they have had too much lost ground to recover from previous years. In addition, higher attaining pupils have not made the progress expected of them in English and mathematics during their time in Key Stage 2. Recognising that pupils who do not speak English as their main language were falling behind in reading, writing and mathematics, the school has provided additional support which has resulted in good progress for these pupils. The progress of pupils with learning difficulties and/or disabilities is similar to that of their peers and dependent on the quality of teaching.

## **Personal development and well-being**

### **Grade: 2**

The good provision for pupils' spiritual, moral, social and cultural development is evident in the school's harmonious, diverse community. Pupils are well behaved in class and around school and show respect for each other. They have a good awareness of keeping safe and an excellent understanding of keeping healthy. In addition to taking care of themselves, pupils encourage their parents to take part in sport, exercise programmes and healthy eating, as well as preventative measures such as tooth care. Pupils make a good, full contribution to the life of the school and the community, rising to challenges from organising eco warriors to singing in Bradford Cathedral. Attendance is improving, and parents are more involved in their children's education because of the work of the parental liaison officer. Through work in personal, social, health and citizenship education, pupils have a good understanding of their rights and responsibilities. In addition, they gain confidence and work well as part of a team. All of this prepares them for the next stage of their education. Their current level of academic achievement results in their developing satisfactory skills to support their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

A striking feature of teaching in all classes is the encouraging relationships between adults and pupils, and the consistent approach to managing pupils' behaviour. This is contributing well to pupils' learning. Teaching is constantly good in Key Stage 1 so pupils acquire knowledge and skills at a good rate. Whilst improvements have been made to the quality of teaching in Key Stage 2, inconsistencies between classes and groups are affecting overall standards and achievement. Teachers plan their work conscientiously and together, so pupils in all three classes in the same year group cover the same ground. However, the quality of planning is variable as is how helpfully teachers mark pupils' work and record their achievement. In the best lessons, tasks are carefully planned to make pupils of all abilities think and reason. In the less successful lessons, all pupils are given the same task which sometimes results in pupils who learn more slowly becoming frustrated and those who learn more quickly becoming bored. The use of support staff is equally variable. In many lessons, support assistants do not take an active role, while in others their work with individuals and small groups accelerates progress. Teaching by subject specialists, for example in physical education, and design and technology, is reflected in pupils' very good achievement in these areas.

## **Curriculum and other activities**

### **Grade: 3**

In order to raise standards, classes in Years 3 to 6 have been set according to ability for English and mathematics. While this has had a positive result in some groups, it has not been so effective in others. This is because some teachers have not provided work that stretches all pupils in their group, thus reducing the rate of progress, especially for the more able. Groups to support and boost pupils' achievements have taken place but their success has been equally variable for the same reason. Leaders have identified pupils who are high achievers in English, mathematics and science, but have not identified those who are gifted in, for example, poetry. Similarly, they have not identified those who are talented in the creative arts, though the exceptional range of physical activities provides well for pupils who excel at sport. Pupils of all capabilities thoroughly enjoy the range of imaginative clubs and exciting activities, including visits and visitors that make learning interesting and meaningful.

## **Care, guidance and support**

### **Grade: 2**

Adults know pupils and their families well. The building is maintained to a good standard and meals are nutritious. Procedures to safeguard pupils, including the most vulnerable, are in place and known to all staff. The good provision for pupils in the care of the local authority is improving their social and emotional well-being, and helping them become more settled. Pupils of all ages say that if they need help, there is always someone to turn to. Good links with other professionals ensure the health and well-being of pupils with learning difficulties and/or disabilities. Staff from a number of ethnic backgrounds provide good role models for pupils as well as giving them the opportunity to speak their own language. However, while there are many labels, signs and notices around the school, these do not reflect the community languages of the school population. Pupils are familiar with their targets to increase progress in English and mathematics and find them helpful when trying to improve their work.

## **Leadership and management**

### **Grade: 3**

The headteacher has given the school a clear vision and a direction that are now coming to fruition. She has reorganised staffing and made some very good appointments that are resulting in school improvement. The internal appointments of two assistant headteachers, for example, are bringing about effective changes to the curriculum and in promoting the health and well-being of pupils and adults. Furthermore, both are very good examples to their colleagues as classroom practitioners. However, leaders have not yet adopted a system of recording pupils' progress that is manageable to assist in the raising of achievement process. Subject management is variable. While the management of some subjects is good and leading to raised achievement, leaders have correctly identified this as an area for improvement. Governance is satisfactory. The individual skills of governors are put to effective use, for example through police liaison, but governors recognise they need to take a more active role in self-evaluation and in holding the school to account. The headteacher's day-to-day management of this very large primary school is inspiring and reflected in the orderly, purposeful atmosphere of the school

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## 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?	3
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	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### 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	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
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	3

### The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
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	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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

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

As you know, four inspectors spent a short time working in your school before the summer holidays. Thank you for helping us with our work and for taking time to talk to us. We were especially impressed by the work you are doing as eco warriors.

You attend a satisfactory and improving school. These are some of the things you do well.

- Children in the Nursery and Reception classes, and pupils in Years 1 and 2, make good progress and achieve well.
- Your understanding of keeping healthy is excellent.
- You have very good opportunities to take part in a very wide range of sporting activities and after-school clubs.
- Your attitude and behaviour are good.
- The adults in your school work hard to make sure you are well cared for.

These are the things we have asked to be improved:

- that the teaching helps those of you in Years 3 to 6, especially those who find learning easy, to get better results in English and mathematics
- to make sure teaching is at least good in all lessons
- that senior teachers find a way of tracking your progress that is easier to use and shows how the different groups of pupils are doing.

We are sure you will do all you can to help your teachers. We enjoyed our short time with you and wish you well for the future.