

# Wibsey Primary School

## Inspection report

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<b>Unique Reference Number</b>	107233
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	356112
<b>Inspection dates</b>	13–14 January 2011
<b>Reporting inspector</b>	Nigel Cromey-Hawke

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 of pupils on the school roll</b>	704
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Brian Feather
<b>Headteacher</b>	Mr Nigel Cooper
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	North Road Wibsey, Bradford West Yorkshire BD6 1RL
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 24 lessons, observing 19 teachers and 19 classes. They also held meetings with members of the governing body, staff and groups of pupils. They observed the school's work and looked at a wide range of documentation, including development planning, safeguarding arrangements, self-evaluation records, policies and performance data. Questionnaires from 169 parents and carers, 82 pupils and nine staff were scrutinised.

The inspection team reviewed many aspects of the school's work. The inspectors looked in detail at a number of key areas.

- Whether the progress made by pupils is sufficiently good to merit the school's claim for good achievement, given the variations in standards in Key Stage 2 since 2008.
- How well assessment practices have been developed since the previous inspection.
- How well focused and cohesive staff are in driving the school forward, given recent staff changes.

## Information about the school

Most pupils in this very large primary school are White British. A small minority speak English as an additional language. The number of pupils with special educational needs and/or disabilities is below average but the proportion with statements of special educational needs is average. The number of pupils known to be eligible for free school meals is above average. The school has a number of awards, including Healthy Schools status, Investors in Pupils and the Activemark. The school operates its own breakfast club. There has been significant change in the leadership and staffing of the school since the previous inspection. The current headteacher took up post in September 2009.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

This is a satisfactory school. It has some good features and makes a significant difference to the personal development of many of its pupils. The vast majority of parents and carers are highly supportive of its work.

Recent challenges regarding staffing are being overcome and the school is moving forward under the leadership of its recently appointed headteacher. However, the good management structures being put in place are not yet properly embedded across the school and their impact not yet fully proven. In the Early Years Foundation Stage children generally enter with basic skills below those typical for their age. They make a good start to their learning as a result of the good teaching, curriculum and leadership and management there. School data and inspection evidence show that pupils' progress through the rest of the school is satisfactory. Pupils with special educational needs and/or disabilities and those for whom English is an additional language also make satisfactory progress. Consequently, by the end of Year 6 pupils' attainment is broadly average. A programme of support and challenge has been introduced to improve the quality of pupils' learning. This is beginning to have a positive impact. The quality of teaching is satisfactory, but improving, with some that is good. Some lesson activities, however, do not match pupils' needs, pupils' speaking and listening skills are underdeveloped and some marking by teachers is not as helpful as it should be. The satisfactory curriculum has strengths in the arts, sport and in promoting pupils' good awareness of healthy living. There is an effective programme for personal and social education that promotes pupils' personal development well. Limited understanding of, and contact with the wider world, means that pupils' spiritual, moral, social and cultural understanding is satisfactory rather than good.

Pupils enjoy their time in school, their behaviour is good and their attendance improving, due to the good care, guidance and support they receive in school. Self-evaluation is satisfactory. The school has a clear understanding of its strengths and weaknesses and appropriate plans in place to bring about improvement. As a result, the school's capacity for sustained improvement is satisfactory.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## What does the school need to do to improve further?

- Improve attainment and achievement by ensuring that the quality of learning and progress is good or better in all lessons, by;
  - providing a better match of activities in lessons to all pupils' needs

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- improve teachers' marking so that it more effectively informs pupils about their attainment, how well they are progressing and what they need to do to improve
- develop pupils' speaking and listening skills, so that they are able to learn more effectively from adults and each other in lessons.
- Broaden pupils' understanding of the diversity of the modern world and their contact with it.
- Embed the new ways of working across all areas of the school and evaluate their impact, to better support the drive for improvement.

**Outcomes for individuals and groups of pupils****3**

Learning is satisfactory and enjoyable in the majority of lessons, with pupils engaged as a result of the satisfactory, and sometimes good, teaching. Pupils acquire knowledge, develop understanding and learn and practice their skills satisfactorily. They are keen to succeed, mostly apply themselves well in lessons and often work at a good pace when provided with appropriate tasks and guidance. Most pupils enter Year 1 with attainment in the basic skills typical for their age. Standards on leaving the school in Year 6 fell to low levels in 2008, but as a result of a concerted drive led by the recently appointed headteacher, attainment has improved and is now broadly average. Past underachievement in mathematics and writing has been successfully tackled. Standards reached last year at the end of Key Stage 1 were high. Last year also saw better than average results at the higher levels by Year 6 in both English and mathematics. School data and lesson observations show that the large majority of pupils, including those with special educational needs and/or disabilities, and those who speak English as an additional language, now make at least satisfactory progress. Some make good progress, especially in writing. Achievement across the school is therefore satisfactory.

Pupils say they feel safe and well looked after. Behaviour is good around the school and often very good in the best lessons. The school places a high priority on developing pupils' understanding of healthy living, reflecting its awards. Pupils make a satisfactory contribution to the daily running of the school through the school council and as playground buddies. This involvement is being rapidly developed, as is the schools' involvement with the local community. Pupils' spiritual, moral, social and cultural development is satisfactory, with strengths in their social and moral development. Pupils' awareness of the diversity of the modern world and their wider cultural understanding is underdeveloped. Previously low attendance has been significantly improved and is now average. Persistent absenteeism has also been dramatically reduced. Together with the satisfactory promotion of key skills, including information and communication technology (ICT), this means that pupils are prepared satisfactorily for the next stage in their education

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Although satisfactory overall, there is some good teaching across the school. In the better lessons, good planning ensures that varied and often practical activities are provided that meet the needs of pupils. Good pace and challenge provided by the teacher stimulates pupils' interests. The school has developed more accurate assessment procedures recently. In the good lessons the results of these clearly inform teaching and help the many teaching assistants to target support sessions where appropriate. The majority of lessons lack this rigour, however. In these lessons, activities are not as well matched to the needs of all pupils, and lessons lack pace and challenge. Pupils' speaking and listening skills are also underdeveloped in these lessons and, as a result, they do not learn as effectively as they could from each other or from adults in the classroom. While many pupils know their general learning targets, marking of their work is inconsistent across the school. Consequently, some pupils do not get a clear picture of the standards they are working at, or what they need to do to improve specific aspects of their work.

Some aspects of the curriculum are well established, such as the specialist music and sports provision, and the wide range of extra-curricular activities. These contribute well to pupils' personal development. Other aspects of the curriculum, such as writing, have been reviewed and changes are beginning to impact very successfully upon pupils' learning. The school is pursuing a skills-based approach across the curriculum, but this is not yet fully developed, for example in ICT. An enrichment focus has included work on international

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cultures but opportunities for pupils to learn about life in other parts of Britain and the wider world are otherwise limited. There is a good programme of visits and visitors to the school.

The care, guidance and support provided by the school are good. The parental involvement worker plays a central part in communicating with families and has vigorously challenged absenteeism, with increasing success. The school provides an extensive range of adult and family learning opportunities to help them support their children's development. Transition arrangements into and out of the school are good, especially the move to the local high school. The behaviour support manager is very effective in getting pupils to re-engage with their learning when necessary. The breakfast club is well attended and highly valued by parents and carers. The impact of the school's provision is seen in the warm, harmonious atmosphere of this large school and the positive relations between pupils and adults. The school can point to cases where its care has enabled pupils whose circumstances may have made them vulnerable to overcome significant barriers to learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher has a clear vision for the school and is driving improvement forward with determination and skill. He communicates this ambition well to staff, parents and carers, and pupils. Considerable changes in staffing, as well as new roles of responsibility have been put in place. Leadership and management of subject teaching are currently satisfactory but improving well. Many new ways of working are not yet fully established, however, practices are variable and their impact not yet evaluated. As a result, the drive for improvement is not yet consistent across the school. Self-evaluation is broadly accurate but some development planning lacks detail on what exactly needs to be achieved. Safeguarding procedures are good, reflecting the levels of care within the school, with good practice especially in site safety. The promotion of equal opportunities is satisfactory, with variability in the quality of teaching, but gaps in pupils' performance being reduced. Discrimination is extremely rare and when encountered is dealt with well. Engagement with parents and carers is good. They especially value the regular holiday clubs that are part of the schools' extended services provision. The school works closely with its neighbouring schools but its wider partnership working is no better than satisfactory. Community cohesion at a local level is good, and there is an effective link with a multicultural school nearby. The school recognises, however, that this aspect of its work is satisfactory overall, with underdeveloped links to the wider world. Governance is

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satisfactory. The governing body knows the strengths and areas for development in the school, and is increasingly supporting and challenging its drive for improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the Nursery with knowledge, understanding and skills below those typical for their age. They settle well and enjoy their time in the Early Years Foundation Stage because of the good care they receive. There is a strong focus upon developing children's social, mathematical and language skills. Children's learning is well recorded and data used to inform the next stages in their learning. Parents and carers are well informed about their children's progress and teachers have a good understanding of their interests and needs. Children make good progress as a result of the good teaching in an environment that caters well for their needs. The outdoor area is well used to extend children's experiences of the natural world. Children with special educational needs and/or disabilities, and those who are learning English as an additional language, make good progress because of the support they receive. Teachers plan a good range of activities, with a good balance between those they direct and ones children choose for themselves. As a result, by the time they leave, children behave and are able to play and work well, having reached broadly expected levels across all areas of learning. Leadership and management are good. Staff training is up to date and welfare requirements are fully met. There are good plans in place for driving further improvement.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

The very large majority of parents and carers who returned the questionnaires are happy with most aspects of the school. They consider it provides a safe and caring environment for their children and that it is largely well led and managed. The inspection evidence supports this view. A few parents and carers feel that their children do not make enough progress at the school, that unacceptable behaviour is not dealt with effectively and that the school does not take sufficient account of their suggestions and concerns. All of these issues were looked at by the inspectors and discussed with the school. Inspection evidence shows that the school's practice in these areas is at least satisfactory.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wibsey Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 169 completed questionnaires by the end of the on-site inspection. In total, there are 704 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	46	83	49	5	3	1	1
The school keeps my child safe	92	54	68	40	1	1	2	1
My school informs me about my child's progress	54	32	101	60	6	4	3	2
My child is making enough progress at this school	64	38	85	50	13	8	0	0
The teaching is good at this school	59	35	102	60	3	2	1	1
The school helps me to support my child's learning	54	32	96	57	13	8	2	1
The school helps my child to have a healthy lifestyle	59	35	101	60	4	2	1	1
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	64	38	86	51	5	3	0	0
The school meets my child's particular needs	49	29	101	60	5	3	1	1
The school deals effectively with unacceptable behaviour	54	32	88	52	19	11	0	0
The school takes account of my suggestions and concerns	40	24	103	61	16	9	3	2
The school is led and managed effectively	51	30	99	59	8	5	3	2
Overall, I am happy with my child's experience at this school	63	37	97	57	4	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



17 January 2011

Dear Pupils

**Inspection of Wibsey Primary School, Bradford, BD6 1RL**

Thank you for the warm welcome you gave to me and the team when we inspected your school recently. You were very friendly and polite, and enthusiastic about what you do.

Wibsey Primary is a satisfactory school. It has some good features. The headteacher, other staff and the governing body are helping it to improve. You get a good start to your learning in the Nursery and Reception classes and make good progress as a result of the good teaching, welfare, and leadership and management there. Your progress within the rest of the school is satisfactory, but improving as new ways of working are introduced. The vast majority of you leave the school with average standards in English and mathematics. This is because of the satisfactory teaching and range of subjects that you are provided with. The school looks after you well, with good care, guidance and support being provided by the many adults who assist the teaching staff in the school. Your behaviour is good. Well done! Your attendance is improving. You have a good sense of what it means to lead a healthy lifestyle, helped by the wide range of sporting and other activities provided by the school. We have asked the school's leaders to consider the following points to help it to improve further.

- Make sure that all your lessons are at least good.
- Help you to better understand the wider world and to increase your contact with it.
- To ensure that the new ways of working that are being introduced are followed consistently by all staff and their impact is evaluated.

You can help by telling your teachers how best you learn and if you have any problems, and by attending school regularly. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke

Lead inspector

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