

Wycliffe CofE Primary School

Inspection report

Unique Reference Number	132178
Local Authority	Bradford
Inspection number	360387
Inspection dates	11–12 April 2011
Reporting inspector	Stephen Fisher

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Mr Daniel Watkins
Headteacher	Miss Jo Newman
Date of previous school inspection	21 November 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 11 lessons and eight teachers. They held meetings with groups of pupils, members of the governing body, staff and the local authority Primary Improvement Partner (PIP). They observed the school's work through pupils' work and progress, and looked at some of its documentation including school policies, plans, reports and minutes from meetings of the governing body. The inspectors also analysed 51 questionnaires completed by parents and carers and also questionnaires completed by pupils.

- The impact of school leaders' work to improve attainment.
- The extent to which improvements in teaching have enabled pupils to make increased progress.
- The quality of assessment and how effectively it is used throughout the school.

Information about the school

This is a smaller-than-average-size primary school. The proportion of pupils known to be eligible for free school meals is high. The proportion of pupils with special educational needs and/or disabilities is broadly average. The proportion of pupils with a statement of special educational needs is below average. A high proportion of pupils are from minority ethnic groups. The percentage of pupils speaking English as an additional language is higher-than-average. The school has Healthy School status.

The school has undergone significant change in the last year. During that time the school has appointed a new headteacher and a new deputy headteacher. The school leadership team is new, there are new teachers in four of the eight classes and many members of the governing body have been recently appointed.

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****2**

Main findings

Wycliffe Church of England Primary is a satisfactory school. After a two-year period of low attainment and limited pupil progress up to the end of 2009, the school has entered a period of sustained improvement. The appointment of new school leaders and teachers has had an immediate impact on the quality of provision. School leaders have high aspirations for the school and clear improvement plans. While the changes in provision are obvious, their impact on pupils' attainment and progress is less immediate because pupils have had a lot of 'catching up' to do. Attainment is rising steadily and is broadly average in reading, writing and mathematics. In many respects, pupils' progress is good but because progress remains uneven across subjects and year groups it is satisfactory overall.

Children enter the Early Years Foundation Stage with skills that are broadly typical for their age. They make satisfactory progress, and although the new Early Years Foundation Stage team is improving provision, it is not sharply focused enough on ensuring that all children make consistently good progress. Progress increases in Key Stage 1, where provision is consistently good. Progress in Key Stage 2 is uneven and by the end of Year 6, pupils have made satisfactory progress from their starting points. The quality of teaching is strong in many respects and enabling pupils to close gaps in their skills and knowledge. Teachers provide stimulating activities for pupils. They give clear explanations and make effective links between subjects. However, they do not give pupils regular opportunities to talk about their learning in structured ways or frequent enough advice and support in order to improve pupils' thinking and communication skills.

Pupils have a good understanding of how to keep safe and a comprehensive knowledge of how to be healthy. The work of the pupils' committees is very impressive. The committees have helped pupils to develop their personal attributes and the quality of life for pupils in the school. For example, pupils have led initiatives on safety, healthy eating and the school environment. One pupil said to an inspector, 'children have a massive voice in the school'. Their enjoyment of school is evident in lessons and from their above average attendance and good behaviour.

School self-evaluation is largely accurate and school leaders and the governing body know what needs to be done to improve outcomes for pupils. Subject leaders are newly appointed for literacy and numeracy, and are not yet fully in place for other subjects. The school has plans to develop these roles so that leaders play a fuller part influencing and improving standards. The focused and efficient way in which the headteacher and senior leaders have evaluated the school's needs, improved teaching and learning, developed the curriculum and given pupils a say in how the school is run, demonstrate that the school has a good capacity to improve.

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

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What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics throughout the school by:
 - giving pupils regular opportunities to talk about their learning in structured ways and expecting them to explain their thinking
 - giving pupils clear and frequent advice about how well they are doing and effective support to enable them to improve
 - making effective use of information about what pupils can do to plan appropriately challenging work for them
 - increasing the opportunities for pupils to develop their ideas and thinking through sustained writing and tasks
 - ensuring the effective use of plenaries in lessons.
- Improve the quality of provision in the Early Years Foundation Stage by:
 - developing the skills and abilities of all Early Years Foundation Stage staff to ensure that children make consistently good progress from their starting points.
- Develop the roles and responsibilities of middle leaders by:
 - providing appropriate training opportunities for them
 - devising systems that enable middle leaders to analyse, report on and be accountable for pupil attainment and progress.

Outcomes for individuals and groups of pupils

3

Pupils throughout the school enjoy their lessons. For example, in a Year 1 lesson focusing on pupils' ability to ask and write questions, pupils busily and accurately wrote a wide range of questions such as, 'Do people walk on the road?' and 'Can shoots grow in the dark?' In Year 3, pupils readily gave a mini performance of a shipwreck play, complete with their stage directions. Year 5 pupils spoke very enthusiastically about the 'To infinity and beyond' project and in Year 6, pupils described how they would like to see toilet facilities improved. They could support their points of view with facts and distinguish between fact and opinion. Although overall achievement is satisfactory it is clear in lessons that good teaching is contributing to faster progress. However, overall progress is satisfactory due to some gaps caused by a period of under-achievement. Pupils now work with interest and a sense of purpose and there are no under-performing groups of pupils. Their good behaviour and positive attitudes are assets and pupils generally take care when working and playing. They appreciate their teachers, saying that 'teachers try to make learning fun' and that learning 'can be hard but that's good because it's challenging'.

By the end of Key Stage 2, pupils attain broadly average standards in mathematics and English. In the last year, pupils have made good progress in developing the quality of their writing. However, there is little evidence of pupils developing their ideas and thinking through sustained writing and tasks in literacy, numeracy or science lessons, and this limits their ability to make good progress. Pupils with special educational needs and/or disabilities make satisfactory progress overall. Some make particularly good progress as a result of a careful assessment of their needs, timely intervention and effective support programmes.

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Although their basic literacy, numeracy and information and communication technology (ICT) skills are not highly developed, pupils' wider skills and personal qualities are good. They work and play together well and they enjoy their leadership roles through membership of the school council and the Eco, lunchtime and curriculum committees, for example. There is a positive working atmosphere in most classes, although some of the Key Stage 2 pupils have yet to learn to listen well and to take turns to speak. Pupils know what to do and who to turn to if they have any problems at school. They are interested in people and the world around them and appreciate the new curriculum units, which emphasise links between subjects and help to promote their cultural development.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ 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?

Teaching is good and enables pupils to steadily make up for previous under-achievement. Teachers and support staff maintain good relationships with pupils. Teachers use electronic whiteboards effectively to explain and illustrate, though pupils do not routinely use them to help them explain their thinking. A typical lesson at Wycliffe involves pupils in practical activity, such as Year 1 pupils making vehicles with construction materials and then writing about them, or Year 3 pupils writing recipes for healthy pizza for pirates and then making, baking and eating the pizzas themselves. Pupils appreciate having learning targets set for them but teachers do not routinely give pupils advice and guidance about how to improve their work and then help them to take those next steps. Lessons

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sometimes end rather hurriedly and thus fail to give pupils sufficient opportunity to explain what they have learned, for the teacher to deal with any misconceptions, be able to properly evaluate how successful the lesson has been and to use this information to more effectively plan appropriately challenging work for them.

The curriculum includes links between subjects, takes pupils' needs and interests into account and aims to develop pupils' skills in practical ways. Recent projects, such as 'The Oceans', 'The Tudors' and 'the Second World War' have brought in dance, drama and film making. The ICT curriculum is under-developed, as are procedures for formally checking the progress of skills across the curriculum. However, the school's improvement plan clearly sets out how the school aims to further improve curricular provision. There is a wide range of visitors to the school. Pupils say that they appreciate visits to places such as the aquarium in Hull. Lunchtime and after-school clubs are well-attended and pupils say that they enjoy them.

The care, guidance and support that the school provides for its pupils enable them to feel safe and happy at school. There is effective support for pupils who might be vulnerable due to their circumstances, and good systems for supporting any pupils who may have concerns. The school's work to maintain and improve pupils' behaviour and attendance has been successful. It has good arrangements for the admission of children into reception, for their transition into Year 1 and when pupils move to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher, senior leaders and the governing body share and articulate a clear vision for improvement and are steadily raising expectations and standards throughout the school. The school has undergone a significant transformation in the last 12 months. The strong focus on improving the quality of teaching and of the curriculum has led to improvement in pupils' outcomes. The headteacher has a good understanding of pupils' performance data and of how to help teachers use it to drive up standards. However, as many of the teachers are relatively recent appointments, this aspect of teachers' roles and the monitoring roles of subject leaders are under-developed. The governing body gives satisfactory support to the school. It has recently appointed several new members but nevertheless, it has a good understanding of the school's strengths and areas for development. Members of the governing body meet their statutory responsibilities but acknowledge that they are not closely involved in school self-evaluation.

The school promotes equal opportunities in a satisfactory way and its procedures for tackling any form of discrimination are effective. The school has introduced a range of

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initiatives to keep parents and carers informed about the school's work and to involve them in the life of the school. There are satisfactory and developing partnerships with other organisations to help promote the learning and well-being of pupils. Safeguarding procedures are good because there is good quality training for staff and the governing body, and the curriculum provides pupils with many opportunities to develop positive attitudes to health and safety. The importance that the school attaches to keeping pupils and staff safe is explicit in the daily routines of the school.

Community cohesion is satisfactory. The school is a very cohesive community. Its curriculum promotes understanding of peoples from different backgrounds and cultures and the school is developing links with a contrasting English village primary school. French is taught and there are plans to form a link with a school in France.

These are the grades for leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage children are taught in one Reception class. At the time of the inspection, the deputy headteacher had recently assumed the role of Reception class teacher.

Children make satisfactory progress, though recent adjustments to provision have resulted in increased progress in children's learning and social development. Children behave well, take interest in the activities and resources provided for them and demonstrate the ability to sustain concentration when playing and working, whether directed by an adult or in self-chosen activities. For example, when in the 'Garden Centre' they were absorbed in writing out price labels for items and in making Easter 'chicks'. When outside, they looked carefully for 'hidden words' posted on flowers and used magnifiers to read and write the words independently. There is an appropriate emphasis on the development of children's speaking skills, leading into reading and writing. Children are developing their independent

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writing skills well. For example, two cooperated to write on the class electronic whiteboard, 'I can see the pointy stars' and 'I can see the cluffll plans in the sciyyee (I can see the colourful planets in the sky).

Leadership is good. The strong emphasis on the improvement of children's communication skills is starting to yield results. Outdoor provision has been improved and a good range of resources and activities is available. There is an appropriate balance between child-initiated and adult-led activity. Improving assessment systems are enabling staff to plan more effectively to match children's needs and extend their learning. Staff are developing skills to measure children's progress and plan the next steps in learning for them. The system includes the recently introduced 'learning journals' for each child. The impact of these recently introduced improvements to provision has yet to result in consistently good progress in children's learning. Appropriate arrangements are in place to ensure that children are kept safe.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The parents and carers of under a third of pupils returned an inspection questionnaire, which is below average. All these agreed that their children enjoy school and that their children are kept safe. The very large majority stated that they were happy with their children's experience of school.

A small minority raised concerns about how the school deals with unacceptable behaviour and about changes to the long-standing arrangements for delivering and collecting children at the beginning and end of each school day. Inspection findings are that the school has effective procedures for promoting good behaviour and for managing inappropriate behaviour. The concerns about the arrangements for delivering and collecting children at the beginning and end of the school day resulted from a decision by the governing body to improve its safeguarding arrangements and to ensure a prompt start to lessons. Inspectors discussed the parental concerns with school leaders and members of the governing body and were satisfied that the school's arrangements are appropriate.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wycliffe CofE 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 51 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	45	27	53	0	0	0	0
The school keeps my child safe	25	49	26	51	0	0	0	0
My school informs me about my child's progress	18	35	26	51	4	8	1	2
My child is making enough progress at this school	16	31	29	57	4	8	1	2
The teaching is good at this school	18	35	28	55	2	4	0	0
The school helps me to support my child's learning	19	37	28	55	1	2	1	2
The school helps my child to have a healthy lifestyle	15	29	29	57	5	10	0	0
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)	10	20	27	53	4	8	0	0
The school meets my child's particular needs	17	33	28	55	5	10	0	0
The school deals effectively with unacceptable behaviour	11	22	28	55	8	16	1	2
The school takes account of my suggestions and concerns	12	24	27	53	6	12	3	6
The school is led and managed effectively	14	27	21	41	7	14	1	2
Overall, I am happy with my child's experience at this school	22	43	23	45	3	6	1	2

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	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).

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"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
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.



13 April 2011

Dear Pupils

Inspection of Wycliffe CofE Primary School, Shipley, BD18 3HZ

Thank you very much for making us so welcome when we inspected your school recently. We enjoyed talking to you and listening to your views about the school. This letter is to tell you know what we found out.

This is a satisfactory school that enables you to reach similar results in English and mathematics to other children around the country. The school has many good features. In particular, we were impressed by your behaviour, how well you get on with each other, with your knowledge of how to keep healthy and by the many ways that you help to run the school, such as the work of the school council and the different children's committees. You also told us that you enjoy your lessons, something that was very apparent from our visits to your classes and from seeing the wide range of colourful, interesting and informative work on display in the school. The adults in the school take good care of you and keep you safe.

Most of you, especially those in Key Stage 2, are aware that the school has experienced many changes in the last year, not the least of which is the appointment of your new headteacher! We have added more things to her 'to do' list in order that the school can become even better. We have asked your headteacher, the governing body and teachers to work on a number of things, including:

- giving you regular opportunities to talk about your learning in structured ways
- giving you good advice and support to enable you to improve your reading, writing and mathematics skills
- developing the skills of leaders and other staff throughout the school so that they can be more involved in helping you to improve your learning.

Knowing how keen you are, I imagine that you will want to be actively involved in these developments.

Yours sincerely

Stephen Fisher

Lead Inspector

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