

# Wycliffe CofE Primary School

Saltaire Road, Shipley, West Yorkshire, BD18 3HZ

## Inspection dates

27–28 February 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils enter the school with skills that are just below what is expected for their age. They make good progress and leave the school at the end of Year 6 with skills in English and mathematics above that expected for their age.
- The majority of teaching is good and some is outstanding. Pupils make good progress because teachers plan interesting lessons that are carefully adjusted to meet the specific needs of pupils with different abilities.
- Teaching assistants make a good contribution to lessons, they are well prepared to support pupils and often ask probing questions which extend learning.
- The effective headteacher and deputy headteacher have high expectations for pupils' achievement. Detailed plans are in place which have raised achievement and teaching since the previous inspection.
- The behaviour of pupils observed in lessons and around the school is good. Pupils are confident, polite and have good social skills when speaking to adults and when working in groups. Pupils say they feel safe in school.
- Attendance has improved in each of the last three years and is now above the national average.

### It is not yet an outstanding school because

- Teaching, although good and better, does not yet enable pupils to make outstanding progress overall. Teachers' marking does not always make it clear how pupils can improve.
- Pupils do not have enough opportunities to develop greater independence and manage their own learning, particularly in Key Stage 2.
- Some parents are not sufficiently clear about the school's policies and procedures, how they can raise concerns and how these will be handled.

## Information about this inspection

- The inspection was carried out by two additional inspectors.
- Inspectors observed 14 lessons and parts of lessons including one joint observation with the headteacher and two lessons where pupils were learning letters and sounds. Inspectors analysed pupils' work and heard pupils read in Years 2 and 6. Inspectors also looked around the school and in classrooms to look at books and work from topics.
- A meeting was held with a group of pupils from Key Stage 2. Opportunities were taken to talk to children in Reception and Key Stage 1 and at play and during lunch. Inspectors attended collective worship on both days.
- Meetings were held with two members of the governing body, a representative from the local authority and members of staff including the deputy headteacher and subject leaders.
- Inspector's observed the school's work and looked at a range of documents including data on pupils' progress, the school's evaluation of its progress, the local authority's most recent evaluation of the school's performance, the school improvement plan, documentation relating to teacher's performance over time and records relating to behaviour and safety.
- Inspectors took into account the 31 responses to the online questionnaire (Parent View), 16 responses to the staff questionnaire, a letter from one parent and a telephone conversation with one parent.

## Inspection team

Pamela Hemphill, Lead inspector

Additional Inspector

Joanna Sharpe

Additional Inspector

# Full report

## Information about this school

- Wycliffe is a slightly smaller than average school.
- Children enter the Early Years Foundation Stage from 12 different settings.
- The proportion of pupils supported at school action is average. The proportion supported by school action plus or with a statement of special educational needs is well below average.
- An above average proportion of pupils are eligible for the pupil premium which provides funding for children in the care of the local authority, pupils known to be eligible for free school meals and the children of military personnel.
- The proportion of pupils from minority ethnic groups who attend the school is well above average.
- The proportion of pupils who speak English as an additional language is above average.
- The school meets the government's floor standard, which is the minimum expected for pupils' attainment and progress.

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

- Strengthen teaching to increase the proportion of pupils making outstanding rather than good progress by:
  - ensuring pupils are given more opportunities to think for themselves and to work with greater independence
  - using the topic approach to planning the curriculum to provide even more interesting contexts in which pupils can apply their learning from other subjects, particularly English and mathematics
  - ensuring marking is always as good as that seen in writing and tells pupils how to improve and what they need to do to reach their targets, especially in mathematics.
- Improve links with parents by making sure they are fully informed about how the school responds to their concerns.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils enter the Early Years Foundation Stage at levels that are slightly below that expected for their age. Good assessment on entry, improved teaching and a more practical curriculum combined with effective support for children lead to good progress. Many move in to Key Stage 1 with skills expected for their age and some are above this level.
- From Year 1 to Year 6 pupils make good progress. Attainment at Years 2 and 6 is above average in English and mathematics despite a dip in Key Stage 1 in 2012. There is an increase in pupils reaching the higher levels especially in reading and writing.
- Pupils in Year 2 read well because the teaching of letters and sounds is very effective and reading skills are carefully monitored and help is quickly put in place. Pupils read daily and have good access to books. In Year 6 pupils enjoy reading for pleasure and for research.
- Writing is well above average and pupils' work is neat and well structured. Similarly, pupils apply their numeracy skills well to working out problems. Progress slows when pupils do not have enough opportunity to be independent.
- The school identifies promptly the needs of disabled pupils and those with special educational needs. As a result, they are well supported through extra group and individual sessions that closely meet their needs. For instance, additional work on blending sounds and letters and in number skills enables them to overcome weaknesses. Individual plans that are shared with parents and closely monitored enable these pupils to make good progress. Their attainment is above the national average for similar pupils in English and mathematics.
- The progress of pupils supported by the pupil premium, including those who are eligible for free school meals is good. The gap between their achievement and that of other pupils in the school has closed and some now make more progress than other pupils. Their attainment is above the national average in English and mathematics. This demonstrates the school's success in providing equality of opportunity for its pupils.

### The quality of teaching

**is good**

- The overall quality of teaching is good and some seen was outstanding. This has contributed to the upward trends in achievement across the school.
- Teaching in the Early Years Foundation Stage is good. A wide range of activities are based on enjoyment and practical activities. Teachers and teaching assistants work very effectively to support groups of children with activities that are set at the correct level for their ability and experiences. The teaching of letters and sounds is outstanding in the Reception because of the organisation into five different ability groups. Activities and resources are used imaginatively ensuring children enjoy learning.
- Teaching of literacy is good and pupils are encouraged to enjoy reading. In Year 5, a story was used to stimulate discussions and pupils worked with high interest to share differences and similarities. Pupils used talk to identify differences between life now and in a medieval Islamic culture.
- The teaching of numeracy is effective especially when pupils apply their skills in other subjects. This was seen in a Year 6 mathematics lesson when pupils worked in groups to use a map to discuss and share how to find the area and perimeter of Bradford as an irregular shape. Pupils worked enthusiastically and applied their ideas and mathematical knowledge and checked their strategies. Teaching is less effective when pupils do not have chance to apply their skills and follow their own line of enquiry.
- In most lessons teachers use assessment well to set work at the correct level. Teacher's marking in writing is effective because accurate comments ensure pupils can see what they need to do to improve their learning and reach their targets. Marking in other subjects, and particularly in mathematics, is not yet as good as this.

- In response to parental consultation, homework is set as longer term projects each half-term from the end of Year 2. In Year 1 and early Year 2 it effectively supports reading and high frequency words. In Year 6, homework is structured around the schools gap analysis to focus on literacy and numeracy to support pupils in preparation for tests.

### **The behaviour and safety of pupils**

**are good**

- The school has introduced a more rigorous approach to ensuring pupils attend regularly. As a result, attendance has improved from below average to above average over the last three years. It is made very clear to parents about the learning lost through poor attendance.
- Behaviour is good. Although pupils say there are times when behaviour at play is unacceptable they feel this is quickly identified by staff and swiftly resolved. Most work hard in lessons although they do not always have enough opportunity to become independent learners.
- Pupils say they are taught how to resolve disputes and to make friends and that part of the ethos of the school is to forgive if you cannot resolve a dispute. There have been no reported racist incidents or bullying over the last three years. Each class is starting to maintain its own logs of poor behaviour and bullying through 'Going for green' so all pupils can see what behaviour in their class looks like.
- The school ensures pupils learn about bullying through personal and social education lessons and through the strong messages given in assemblies. Pupils understand different types of bullying. During discussion, Key Stage 2 pupils described bullying as something people do to others that is persistent and unkind. They say it is not allowed to become a problem in this school because if pupils do not report it to teachers themselves then other pupils will if they see it happening.
- Pupils willingly accept responsibility in the school. They manage the school council and arrange the election of members through a democratic process and their ideas are listened to by governors. House captains record house points for good behaviour and attendance and pupils buddy others in the playground.

### **The leadership and management**

**are good**

- The school is well led by the headteacher who has successfully improved the school since its previous inspection. In this she is ably supported by the deputy headteacher, subject leaders and governors who share the drive to improve. Actions are effective and have led to good achievement and better teaching. One parent identified the improvement in the last three years as 'brilliant'.
- Teaching is improving because of closer monitoring. Some variations remain and these are being tackled through effective training. This is tailored to school priorities and individual need. Staff share good practice and the school is working with other local schools on improving subject knowledge.
- Tracking of pupils' progress is much sharper and any potential underachievement is identified swiftly. Success is evidenced in improved progress for all especially the disabled pupils and those with special educational needs.
- Teachers are set targets based on the progress pupils make and their performance. Salary rewards are based on achievement of targets. Teachers build their own evidence of their teaching in private logs and one teacher commented that career stage expectations are clearer as a result of the new approach.
- The school's ethos is strong and supports pupils' spiritual, social, moral and cultural development through a rich curriculum, a good range of extra-curricular opportunities and cultural activities. Teachers do not always provide enough opportunities for pupils to use their

skills across all subjects. Visits broaden pupils' experiences, for example, to the World Heritage Site of Saltaire, in which the school is located, to learn about the industrial and social history of the area. The celebration of different cultures is strong. A recent 'Mela', an evening about what makes me special, was organised by Asian parents with food, activities and clothing from their culture which was attended by over 200 pupils and their families and brought the school's community together.

- The school meets safeguarding requirements.
- Responses from Parent View and other communication with parents suggest parents are not always informed enough by the school about its policy for behaviour, how to contact governors and how parental concerns are handled.
- Support from the local authority is in-line with the school's improvement. It now receives one review per year and advice as needed.
- **The governance of the school:**
  - Since the last inspection governance has strengthened and is now taking an important role in helping the school to move forward. Governors have a good understanding of the strengths of the school and what it needs to do to improve, with a sharp focus on pupils' progress and teaching. They have received training from the local authority in the use of data which they use effectively to challenge the school's performance. Governors raise questions based on the data and are aware of the progress of different groups including those who are eligible for the pupil premium. They know this funding benefits the pupils who are supported by it. Support and challenge has been used to agree the headteacher's performance management targets which have supported the school's improvement in the last three years. Governors know all teachers have targets to achieve and these influence their progression up the pay scales.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	132178
<b>Local authority</b>	Bradford
<b>Inspection number</b>	406473

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	211
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ken Hall
<b>Headteacher</b>	Jo Newman
<b>Date of previous school inspection</b>	11 April 2011
<b>Telephone number</b>	01274 584779
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