

Wharncliffe Side Primary School

Brightholmlee Lane, Sheffield, South Yorkshire, S35 0DD

Inspection dates

26–27 March 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Leaders have not checked the quality of teaching and the pupils work well enough to have an accurate grasp of what is working well or what needs to be improved. This has slowed school improvement since the time of the last inspection.
- The quality of teaching provided for the pupils is not consistently good.
- The level of challenge in lessons and the marking of pupils work varies too much from class to class. Occasionally staff do not make enough time for pupils to complete a good amount of work.
- The rate of progress made by most pupils requires improvement especially in writing and mathematics. However, overall standards are close to the national average.
- There are not enough opportunities for pupils to write at length and in depth and pupils cannot solve mathematical problems speedily.
- Governors are not always well enough informed about teaching and the progress made.

The school has the following strengths

- Pupils who receive additional support through the Integrated Resource provision make good progress towards their individual targets.
- The care, guidance and support of pupils are good throughout the school.
- The behaviour of pupils is consistently good, including when break times are limited by bad weather. They know how to keep themselves and others safe.
- Governors have a good understanding of information regarding standards in the school.
- Parents are very supportive of the school and recognise that their children are happy here.

Information about this inspection

- Inspectors observed parts of 14 lessons and some shorter activities. Several observations were carried out and discussed with the headteacher. Inspectors also listened to individual pupils read.
- Meetings were held with the headteacher and senior leaders, including the special educational needs co-ordinator with responsibility for the specially resourced provision for pupils with special educational needs (Integrated Resources provision). Inspectors also spoke to staff with shared responsibility for provision in the Early Years Foundation Stage. Discussions took place with groups of pupils as well as with representatives of the governing body. The lead inspector also spoke to a representative of the local authority by telephone.
- Inspectors took account of the views of 51 parents and carers, as noted in the on-line questionnaire (Parent View), and of 32 responses to the staff questionnaire. They also spoke to several parents at the start of the school day.
- Inspectors observed the school's work and looked at a number of documents, including the school's own data on pupils' progress, planning and monitoring information, records relating to behaviour, attendance and safeguarding, and the minutes of the governing body meetings.

Inspection team

Sue Hall, Lead inspector

Additional Inspector

Doreen Davenport

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school with a Nursery and five mixed-age classes.
- Fewer pupils than is usual are known to be eligible for the pupil premium. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children that are looked after.
- The proportion of pupils from minority ethnic groups is well below average, with very few speaking English as an additional language.
- The proportion of disabled pupils and those who have special educational needs identified at school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well above average. This includes 17 pupils supported in the Integrated Resource provision, who are taught individually for part of the day and as part of a group or within the class at other times. These pupils have a wide range of sometimes complex needs.
- The school meets the government's current floor standards which set the minimum expectations for the pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Ensure that teaching across the school is consistently good and increase the percentage that is outstanding by:
 - checking that work is well matched to pupils' abilities and contains an appropriately high level of challenge
 - ensuring that the marking of pupils' work is regular, thorough and clearly identifies areas for improvement
 - making sure that pupils do not listen to adults for too long and have the opportunity to produce a good amount of work.
- Raise standards and ensure consistent progress is made, especially in writing and mathematics, by:
 - checking that pupils have regular opportunities to write imaginatively, at length and in depth
 - enabling pupils to develop a secure understanding of calculations and the confidence to solve mathematical problems speedily and accurately.
- Improve leadership and management by:
 - ensuring that staff regularly and carefully check pupils' work and the progress they are making
 - making sure that the monitoring of teaching is rigorously evaluative and accurately identifies areas for further improvement.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

requires improvement

- The rate of progress made by the pupils as they move through the school requires improvement because many, including those of average and higher abilities, do not achieve as well as they could. There are gaps in the learning of pupils, especially in Key Stage 2, which are not closing rapidly enough.
- Children enter the Nursery with very widely varying skills. Overall, these are in line with expectations for their age, but there are some very able children who enter with skills above what is expected for their age and there are also several disabled children and those with special educational needs.
- The Integrated Resource provision for children in the Early Years Foundation Stage is effective and enables them to make good progress towards their individual targets. Provision for older pupils receiving support through the Integrated Resources provision is also good so that they too make effective progress. This is just one example of the school's commitment to promoting equality of opportunity.
- Children in the Nursery and Reception classes settle well and develop positive attitudes to learning. The progress they make requires improvement overall, but they achieve well in their personal, social and emotional development.
- In Years 1 to 6, standards vary from year to year and are close to national averages. Progress is best in Years 1 and 2, where standards were above average last year. This was reflected in a group reading session where pupils made good progress in developing their understanding of a story they read together. The teacher used questions well to check their understanding of the words they came across and to encourage pupils to think what might happen next in the story.
- Overall, pupils do slightly better in reading than in other subjects. This is because the school prioritises this skill and ensures pupils read regularly to a trained adult. Parents often hear their children read at home too, which helps them develop an enjoyment of reading. However, pupils do not write as well as they could, especially the boys, partly because not enough is demanded of them in some writing activities.
- Pupils' understanding of numbers and how to use these for mental mathematical problems is variable. Many are quite slow in working out their answers as seen in Years 4 and 5 when pupils were finding the sum, product or difference between two numbers. Because their knowledge of the six-times-table was not secure, several simply copied the answers of others.
- The progress of pupils supported by the pupil premium, disabled pupils and those with special educational needs is similar to others, although some have not done so well, particularly in their writing. In some years, more than half the pupils are on the special educational needs register and receive additional help. The school has recognised that progress is not good enough for all groups of pupils and has made changes to the support they receive. This is, however, at too early a stage to assess if pupil premium funding is closing the gaps in attainment in English and mathematics between the pupils known to be eligible for free school meals in the school and those who are not.

The quality of teaching

requires improvement

- The quality of teaching requires improvement because there is not enough that is good and little evidence of any that is outstanding. There is no teaching that is inadequate.
- Staff have a useful range of assessment information available to inform the planning of lessons. However, the sample of recent work and observations of lessons show that not enough is expected of some average and higher-attaining pupils.
- The marking of recent work is not consistently effective. For example, Year 6 pupils' books showed that marking is irregular, sometimes brief and not consistently identifying what could be improved. The strategy of encouraging pupils to copy whole pieces of previous work does not

make best use of teaching time to develop writing in more depth and detail. On other occasions, teachers do not allow enough time for pupils to produce a good amount of work.

- Staff have good relationships with pupils and use praise well to raise their self-esteem. The teaching of Early Years Foundation Stage children in the Integrated Resource provision is effective because there is a lot of focus on using practical resources and equipment. Children threaded beads, manipulated and named shapes and objects, and followed this up by helping to label the shapes and colours. This was all done with lots of encouragement and an emphasis on developing speech for children who have little vocabulary and behavioural difficulties.
- The school has a good number of support staff, including adults who work with disabled pupils and those with special educational needs. They are often used well to support individuals. The impact of those working with pupils entitled to extra support through the pupil premium is something the school is starting to check more carefully, but is at a relatively early stage.

The behaviour and safety of pupils

is good

- The behaviour of the large majority of pupils is good in and around the school, even in poor weather. School lunchtimes are pleasant events with pupils enjoying each other's company. Most have consistently positive attitudes to their learning and try hard with their work, although the presentation of the work of a few older pupils could be improved.
- The school is a friendly place to be and virtually all of the pupils spoken to during the inspection say they think they get on well together. Pupils know that they are cared about and feel sure they are listened to if they have any concerns. Most happily take part in discussions and share their ideas with others. They are appreciative of the efforts of others, as seen in their enjoyment of looking at other people's decorated Easter Eggs.
- Pupils say they feel safe and are confident there is little bullying in school. They can explain what bullying is and the different types that could occur. The school helps them understand what cyber-bullying is and how they have a responsibility, not only to themselves but also to others, if they use social media.
- Attendance is just above national averages. The school makes clear to parents and carers the importance of regular attendance in order to minimise the taking of holidays in term time.

The leadership and management

requires improvement

- Leadership and management require improvement because, although senior leaders are often passionate about the school, they are too generous in their assessments of school effectiveness. The monitoring of teaching and learning has not been rigorous enough to identify and address all weaknesses.
- The school has a sound range of assessment information available to track the progress pupils make. Staff occasionally check pupils' books to monitor progress. These checks, however, are not critically evaluative and have not identified, for example, whether sufficient work is recorded and where the marking of the older pupils' work requires improvement.
- Staff morale is high, and the responses to the staff questionnaire indicate staff like working here and are keen to keep improving. Staff attend training events in school and those provided externally, including some for newly qualified staff in the Early Years Foundation Stage. However, the impact of training activities is mixed because strategies and procedures are not always adopted consistently.
- The ways in which the school checks individual teachers' performance is appropriate as is the link to teachers' pay. Staff are outward-looking and work with other successful local schools.
- Senior leaders work with the local authority and recently benefitted from monitoring activities from external consultants that helped recognise specific areas for improvement.
- The way in which the school teaches different subjects provides a broad and balanced range of

experiences for the pupils, including those which contribute to their spiritual, social, moral and cultural development. The school is justifiably proud of the quality of singing and musical tuition including the development of a school orchestra. Parents spoke with pride of how the pupils sang so well at the City Hall recently.

- The school welcomes pupils with a diverse range of additional needs. This aspect is managed well. The school successfully promotes equality of opportunity and removes barriers to learning including for disabled pupils and those with special educational needs. This is epitomised in the very appreciative comments of the parents of some pupils with complex difficulties, supported by the Integrated Resources provision.
- Parents and carers are generally very positive about the school and all of them spoken to during the inspection said how well the school looks after their children. They were confident that their children are kept safe. Current safeguarding procedures meet requirements.
- Pupil premium funding is used appropriately including to provide support from teaching assistants to promote reading and for booster sessions. Leaders have recently changed the way in which the school monitors the effectiveness of this expenditure and the rate of progress pupils make.

■ **The governance of the school:**

- Overall the governance of the school requires improvement because of the fairly limited impact governors have been able to make on the quality of provision. However, in many respects, governance is good because those who lead the governing body are both supportive and knowledgeable. For example, governors are keenly aware of the data regarding standards and progress. They have an effective committee structure, including a strategic group which looks carefully at what the range of information tells them. They have detailed reports from the headteacher which are carefully discussed. However, as this information is somewhat generous, this has not always ensured the level of challenge in discussions was sufficient to hold staff to account for the levels of progress made. The school has carefully accrued a large financial underspend for the future. Governors are now rightly considering how this should be spent for the benefit of the pupils for whom it was allocated.

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

Unique reference number	107059
Local authority	Sheffield
Inspection number	400882

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	192
Appropriate authority	The governing body
Chair	Kathryn Smyth
Headteacher	Ann Marshall
Date of previous school inspection	19 May 2010
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