

Byron Wood Primary School

Earldom Road, Sheffield, South Yorkshire, S4 7EJ

Inspection dates 18–19 June 2013

Overall effectiveness	Previous inspection:	Good	2
	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

- Attainment by the end of Key Stage 2 has been rising more slowly than by the end of Key Stage 1.
- Too few pupils make better than expected progress, particularly in reading and writing.
- The quality of teaching is inconsistent across the school, which limits the progress some pupils make in their lessons.
- Not all teachers plan their lessons well enough; consequently, the more-able pupils are not always appropriately challenged.
- Some lessons move on at such a fast pace that some pupils struggle to keep up.
- Teachers' marking does not always provide pupils with clear enough guidance so they know how to improve their work.
- The monitoring of teaching by senior leaders has not yet ensured all teaching is good.
- Leaders do not make good enough use of assessment information to keep a careful watch on the proportion of pupils making better than expected progress.

The school has the following strengths

- Leaders and staff ensure that most pupils make expected progress and attainment is starting to improve.
- There are some examples of good and outstanding teaching across the school.
- Children in the Early Years Foundation Stage make good progress.
- Pupils' behaviour is good and their attitudes to learning are positive.
- Pupils' attendance has improved significantly since the time of the last inspection and they enjoy coming to school and feel safe.
- Support for those who are new to the school and do not have English as a first language, is good and pupils are helped to settle quickly.
- The curriculum is enriched by a wide range of additional activities. For example, the pupils appreciate the emphasis placed on performing arts. This helps to build their confidence and self-esteem.

Information about this inspection

- Inspectors observed 21 lessons or small-group activities, of which five were joint observations with members of the school’s senior leadership team.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to a group of pupils from Key Stage 2.
- Inspectors took account of the 11 responses to the online questionnaire (Parent View), a recent school survey and spoke to a number of parents at the start of both days.
- Inspectors took account of three questionnaires returned by members of staff.
- Inspectors observed the school’s work, looked at progress data, performance-management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector	Additional Inspector
Janet Keefe	Additional Inspector
Sheila Loughlin	Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils who are supported by pupil-premium funding is above average. The pupil premium is additional government funding provided to the school for children in local authority care, those from armed services families, and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups is above average. For many pupils, English is not their first language.
- The school meets the government's current floor standards, which set the minimum expectation for pupils' attainment and progress.
- The school runs a daily breakfast club.
- The majority of teaching staff have been appointed since the time of the previous inspection.

What does the school need to do to improve further?

- Improve the quality of teaching, so it is consistently good or better, by:
 - planning work to better meet the needs and interests of the more-able pupils
 - moving lessons along at a good pace for every pupil and by keeping a careful watch on those who may be struggling to keep up
 - marking pupils' work so that they are provided with clear guidance about how to improve and then provide opportunity for pupils to respond.
- Raise attainment at the end of Key Stage 2 by:
 - eradicating the legacy of previous underachievement, particularly in reading and writing
 - increasing the proportion of pupils who make better than expected progress by the end of Year 6
 - making sure pupils across the school make good progress in their lessons, for example, by developing their punctuation and grammar skills.
- Improve the quality of leadership including governance by:
 - ensuring swift action is taken to ensure all teaching is at least good
 - making rigorous use of assessment information to ensure all are making as much progress as possible, especially the more-able pupils.

Inspection judgements

The achievement of pupils

requires improvement

- A high proportion of pupils make expected progress from their individual starting points. However, attainment has not been rising quickly enough because too few pupils across the school make better than expected progress. As a result achievement requires improvement.
- Leadership has not always identified that the more-able pupils do not make good progress and in lessons they do not work at a fast enough pace to reach the higher levels.
- Most children start school with skills that are much lower than those typically expected for their age, particularly in language and communication. They generally make good progress through the Early Years Foundation Stage and are increasingly well-prepared to start Year 1.
- Pupils in Year 1 who did not read as well as expected, have been given additional support. They are now using what they know of sounds and letter to help them read tricky words. This is helping them catch up quickly with their peers.
- Attainment by the end of Key Stage 1 has been improving since the time of the last inspection, but it still remains below average in reading, writing and mathematics.
- Attainment by the end of Key Stage 2 has also been improving in mathematics, but it still is below average. Pupils are growing in confidence to use different methods to solve sums but lack confidence applying these to solve problems. This lowers the attainment of the more-able pupils.
- Although improvement in English is taking longer to show a rise in attainment it is starting to rise, although overall attainment is below average. In writing, many pupils make expected progress and a growing number do better. In reading, the improved approach to teaching letters and sounds is starting to raise attainment, and in Year 6 many read at the level expected of them.
- Support for disabled pupils and those with special educational needs enables them to make progress similar to others in the school.
- Pupils who are supported by extra funding through the pupil premium are also provided for in small groups or one-to-one activities. This is helping pupils, for example those known to be eligible for free school meals, generally make expected progress. However, this does not always enable gaps in their knowledge and understanding to be closed quickly and attainment in English and mathematics is below average.
- The school has a high proportion of pupils from a wide variety of minority ethnic groups. Many speak English as an additional language although few are at the early stages. There is no difference between the achievements of pupils from different backgrounds; typically all make expected progress from their starting points.
- The well-tailored support for pupils new to the school, many of whom need support because they are new to speaking English as an additional language, is effective. They are helped to settle quickly and soon make good progress from their generally low starting points. This is one example of the school's commitment to tackle discrimination and promote equality of opportunity for all pupils.

The quality of teaching

requires improvement

- Although teaching is improving and is good in a minority of lessons, it is still judged to require improvement because the overall quality is inconsistent and overtime has not raised achievement quickly enough. Teaching is not strong enough in the majority of lessons to enable pupils to achieve well over time.
- Teaching is good in the well-resourced Early Years Foundation Stage. Activities are planned to cover all areas of learning, both indoors and outside. The recently introduced scheme to help children understand the link between sounds and letters is proving successful in improving their reading and writing skills.

- Most teachers plan lessons that capture pupils' interests and are designing practical activities which pupils enjoy. However, some lessons do not plan well enough to meet the needs of all pupils. As a result the more-able pupils' progress is held back as they wait for others to finish before the teacher provides their next challenge.
- On other occasions, some lessons are taught at such an excessive pace that a number of pupils struggle to keep up. This does not help them build upon what they know; consequently, there remain gaps in their knowledge.
- The quality of teachers' marking also varies across the school. There are good examples of where teachers have provided clear guidance for pupils to know how to improve their work. Time is then given for pupils to respond. This helps them build upon what they know and make good progress. However, this is not the norm and too frequently pupils get little more than a tick or a 'well done'. This does not help them know how to improve.
- Teaching is successfully helping pupils make expected progress in literacy and mathematics, although there is some lack of challenge for those who are capable of making better than this.
- The school benefits from a large number of experienced and well-trained support staff and much is often achieved in small groups or in one-to-one activities, particularly for pupils who join the school at various times during the year.
- Throughout the school, teachers and support staff establish strong relationships with pupils. Pupils' spiritual, moral, social and cultural development is promoted well. As a result pupils show consideration and respect for others. In lessons, they work effectively in pairs or small groups as required.

The behaviour and safety of pupils are good

- Children in the Early Years Foundation Stage settle quickly and soon learn and play well together. They benefit from the positive relationships established with adults. Children feel safe and secure, and grow in confidence.
- Pupils are very happy at school and say they feel safe because teachers look after them. As a result attendance is improving and is now broadly average. The well-attended breakfast club gives pupils a positive start to the school day.
- At the time of the last inspection, leaders were asked to improve attendance for a minority of pupils who had too much prolonged absence. This has been addressed successfully. This year the proportion of pupils who are persistently absent is below that found nationally.
- Pupils are keen to learn and they have positive attitudes to learning in lessons. They are confident to ask questions and contribute to discussions.
- Pupils have been provided with a range of strategies to keep themselves safe and understand, for example, safe use of the internet.
- Pupils are well aware of the different forms of bullying, but say that it is extremely rare and teachers will always deal with it quickly and effectively.
- The vast majority of parents agree and say that their children are happy at school and kept safe.

The leadership and management requires improvement

- Leadership and management are beginning to secure improvements, especially in the Early Years Foundation Stage and Key Stage 1, but overall require improvement because changes have not fully eradicated weaker aspects. Nevertheless, the school has an accurate view of the school's strengths and weaknesses, although self-evaluation is sometimes overgenerous. Improvement plans, however, contain the right priorities and the school is in a stronger position to move forward.
- Leaders use data to monitor pupils' achievement and check that progress overall is in-line with expectations. However, they have not given sufficient attention to ensure that the proportion of pupils who could be exceeding these expectations is high enough. This means these pupils have

not always received the boost needed to make good progress.

- Leaders monitor teaching regularly and know what makes teaching good. Response has successfully eradicated inadequate teaching. However, some weaker aspects remain to ensure all teaching is consistently good or better.
- Teaching is improving in response to the establishment of a staff coaching and training programme, addressing school priorities and individual professional development targets.
- Teachers who are responsible for leading improvements in English and mathematics are new to post. Good support and training in monitoring progress in lessons and also in pupils' books is helping them become more effective leaders especially in the use of performance data.
- The school provides an extensive range of extra-curricular activities which motivate and excite the pupils. The school's provision in creative arts is impressive and leads to pupils performing in national events.
- Leaders have ensured behaviour is good and that pupils enjoy a harmonious and friendly community. Discrimination, in any form, is not tolerated at Byron Wood. All pupils have access to the full range of opportunities provided.
- Leaders in the Early Years Foundation Stage have appreciated the support provided by the local authority in checking on children's achievements.
- The headteacher has allocated the pupil-premium funding in a wide variety of ways to ensure the majority of pupils make expected progress.
- **The governance of the school:**
 - The governing body is supportive of the school and keen for pupils to achieve well. Governors bring a range of skills and experience to support them in their role. They have conducted research to identify how the pupil-premium funding can be used most effectively. However, they are not well-enough informed of the school's performance data to enable them to either ask searching questions or hold the leaders robustly enough to account for areas of weaker performance. They are aware of where the quality of teaching is good and ensure this is reflected in pay awards. They have also supported the leaders to eradicate inadequate teaching. Safeguarding requirements are met.

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	107008
Local authority	Sheffield
Inspection number	412551

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	510
Appropriate authority	The governing body
Chair	Jill Cornford
Headteacher	Satadru Ashton
Date of previous school inspection	12 January 2010
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