

# Wilbraham Primary School

Platt Lane, Fallowfield, Manchester Lancashire, M14 7FB

**Inspection dates** 4–5 July 2013

<b>Overall effectiveness</b>	Previous inspection:	Outstanding	1
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress overall, with an increasing number making outstanding progress. The proportion of pupils attaining the expected level of attainment by the end of Year 6 in reading, writing and mathematics is broadly average.
- This represents good achievement from their skill level on entry to school, which is well below that expected for their age.
- Teaching is usually good and an increasing proportion is outstanding. Reading, writing, communication and mathematics are taught effectively.
- Pupils' attitudes to learning and their behaviour are exemplary. They say they feel very safe in school at all times.
- The curriculum provides highly positive experiences for learning. It promotes pupils' spiritual, moral, social and cultural development extremely well.
- The headteacher has high expectations of all staff and pupils. Leaders and governors work together effectively and are ambitious for the school. They are successfully improving the quality of teaching and raising pupils' achievement.
- Leaders rigorously check the school's performance to identify areas for development. Action to bring about improvement is checked regularly to measure how successful it is.
- Staff are very respectful and courteous towards pupils and others.
- The care of pupils whose circumstances might put them at risk is exceptional.
- The governing body is supportive of the school and influential in helping it to move forward.
- The school's ability to carry on making improvements is good.

### It is not yet an outstanding school because :

- Teachers do not always provide work that sufficiently challenges pupils of different abilities.
- Marking is not used consistently to show pupils how to improve their work.
- Pupils lack accuracy in using grammar, punctuation and spelling correctly.
- Pupils' mathematical problem-solving skills are not well-enough developed.

## Information about this inspection

- The inspectors observed 21 lessons or parts of lessons taught by 20 teachers. Four of these were joint observations with the headteacher and deputy headteacher.
- Discussions were held with the Chair of the Governing Body and another governor, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work and analysed documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. The inspectors listened to groups of pupils read.
- Account was taken of the 15 responses to the on-line questionnaire (Parent View) in carrying out the inspection. Account was also taken of the 138 responses to a questionnaire previously sent to parents by the school to gain their views about its performance.

## Inspection team

Melvyn Hemmings, Lead inspector

Additional Inspector

Gillian Burrows

Additional Inspector

Mark Hilton

Additional Inspector

## Full report

### Information about this school

- Wilbraham is much larger than the average-sized primary school.
- There is a well above average proportion of pupils 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 who are looked after by the local authority.
- The proportion of pupils supported through school action is above average, as is the proportion supported at school action plus or with a statement of special educational needs.
- A high proportion of pupils come from a wide variety of minority ethnic backgrounds. The main ethnic groups represented are Arabic, Somali, Pakistani and White British.
- A high proportion of pupils do not have English as their first language, with 30 different languages spoken in the school.
- The proportion of pupils who start school other than at the normal time is high.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school has gained a number of national awards, including the Activemark, and holds Healthy School status.

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

- Further raise pupils' achievement in writing and mathematics by:
  - improving pupils' ability to use grammar, punctuation and spelling accurately
  - improving pupils' problem-solving skills in mathematics
  - making sure that teachers always provide work that matches and challenges pupils' different abilities
  - ensuring that teachers use marking consistently to help pupils to improve their work.

## Inspection judgements

### The achievement of pupils is good

- Pupils start school with skill levels that are well below those expected for their age. They make good progress overall, with increasing numbers making outstanding progress. As a result, by the end of Year 6, the numbers attaining the expected level in reading, writing and mathematics is broadly average.
- In the Early Years Foundation Stage, children work and play happily together, taking turns and sharing resources fairly. They show much enjoyment in all their activities and confidently make choices for themselves.
- In Years 1 to 6, pupils are eager to learn and concentrate for lengthy periods. They collaborate well and enjoy sharing ideas, such as when pupils in Year 3 were discussing their experiences of the previous day's Summer Fete.
- Improvements in the teaching of reading mean that pupils make sustained gains in their knowledge and understanding of the sounds that letters make to enable them to read unfamiliar words. Consequently, their attainment at the end of Key Stage 1 and by the time they leave school in reading is broadly average.
- Pupils enjoy writing but lack accuracy in their use of correct grammar, punctuation and spelling. Marking is not used consistently to show pupils how to make further improvement in their writing skills.
- Pupils' mathematical calculation skills are secure. Their ability to apply these skills to solve number problems in a variety of real-life situations is not well-enough developed. At times, progress slows because the work provided does not sufficiently challenge pupils.
- Disabled pupils and those who have special educational needs make good progress because of the well-targeted extra support provided to meet their specific needs. Pupils at an early stage of learning to speak English and those who join during the year make good progress because of the extra support provided and the work given to them moves them on quickly.
- The funding for pupils eligible for the pupil premium has been used successfully to narrow the gap between pupils known to be eligible for free school meals and other pupils in school. It has been used to provide small groups and individual support to improve pupils' literacy and numeracy skills and a free breakfast club to improve their attendance. As a result, their attainment in English and mathematics is similar to that of other groups not supported by the pupil premium. This demonstrates the school's successful commitment to equality of opportunity.

### The quality of teaching is good

- In the Early Years Foundation Stage, adults work well together to meet children's individual needs. They provide activities that are practical, interesting and successful in moving children's learning and development forward.
- In Key Stages 1 and 2, teachers are skilled in checking pupils' understanding throughout lessons so they can adapt activities if necessary to improve learning. Good use is made of resources, including new technology, to support learning. Classroom management is good and activities are engaging, which leads to pupils getting on with their work well.
- Teachers ask pupils searching questions to extend their thinking and to find out how much they have understood. Relationships are excellent and contribute to the progress that pupils make. Praise is used well to celebrate pupils' achievements and to raise their self-esteem.
- Teaching assistants are deployed effectively to help all pupils improve, especially disabled pupils, those who have special educational needs and pupils eligible for the pupil premium. They also provide valuable support for pupils who join during the year and those at an early stage of learning to speak English.

- There are times when the work set for pupils does not bring the best out of them because it lacks sufficient challenge for their different abilities. Marking is not used consistently to show pupils how they could do better.
- Leaders' successful management of staff performance has led to an increasing proportion of teaching being outstanding. This is characterised by activities meeting pupils' individual needs very successfully and being highly motivating. Such teaching was evident in a mathematics lesson for pupils in Year 2, in which they made excellent progress in being able to identify and explain the properties of three-dimensional shapes.
- Teachers promote pupils' spiritual, moral, social and cultural development in an outstanding manner. They encourage pupils to reflect upon the wonders of the world around them and to think carefully about the consequence of their action on others. Pupils are provided with many opportunities to work collaboratively and to learn about cultures different to their own.

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

- Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils have an excellent understanding of the different kinds of bullying, such as internet and physical bullying. They say bullying does not happen because, 'We all look after each other', but are very confident that staff would deal with it if it did.
- The behaviour of pupils is exemplary and they encourage each other to conduct themselves well. Lessons run very smoothly with minimal disruption to learning. Pupils are very considerate and respectful towards others.
- Pupils are highly aware of how to keep themselves and others safe and say they feel safe in school at all times. They know about the dangers associated with roads, railways, water and when using the internet. They are very clear about the action to take if approached by someone they do not know.
- Their enjoyment of school is shown by the significant improvement in their attendance since the previous inspection and the way they arrive on time. Pupils commented that, 'We like coming to school because teachers want us to learn and they do their best for us'.
- Pupils have highly positive attitudes to school. They work hard to produce their best work and show a great deal of interest and enthusiasm in their learning in different subjects.
- There are many opportunities for pupils to take on responsibility, such as being a member of the school council, which they take on willingly.
- Pupils make a strong contribution to the life of the local community. They carry out environmental work at Platt Fields Park and perform in the Manchester Arts Festival.

### **The leadership and management** are good

- The headteacher provides focused educational direction and has a clear view of how good the school can be. Senior leaders and governors show determination in driving forward improvements. They successfully encourage all staff to do their best.
- The management of staff performance and training of teachers and other adults is improving the quality of teaching. It is successful in meeting whole school and individual staff needs. There is a strong link between the performance of teachers and their salary progression.
- Leaders regularly carry out observations of lessons and scrutinise pupils' books to check the quality of teaching. Leaders are yet to ensure that teachers always set work that effectively challenges pupils of varying abilities and use marking consistently to show pupils how to improve.
- There are robust procedures for evaluating the performance of the school. The action taken to bring about improvement is assessed regularly by leaders to measure its success. The ability of leaders and governors to carry on making improvements is good.
- The promotion of equality of opportunity and tackling of discrimination is good. Leaders check

carefully the progress of different groups to identify if any of them require extra support.

- Leaders work successfully with a variety of agencies to provide exceptional support for those pupils whose circumstances might put them at risk.
- Relationships at all levels are excellent and contribute positively to pupils' learning and development.
- The local authority provides light touch support.
- The curriculum is planned well to interest pupils in learning and to very effectively promote their spiritual, moral, social and cultural development. It is enlivened by enrichment activities including visits, such as to the beach at Lytham St Anne's to explore a location different to their own.
- **The governance of the school:**
  - Governance is good. The governing body understands the data relating to the school's performance and know how the management of performance is used to improve staff expertise, tackle underperformance and reward good teaching. Governors know the school's strengths and weaknesses and take part in regular training to maintain their effectiveness. The governing body manage the budget effectively and ensure that safeguarding requirements are met. Governors hold the school to account for the way the funding for pupils eligible for the pupil premium is used to raise their achievement.

## 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>	131444
<b>Local authority</b>	Manchester
<b>Inspection number</b>	412173

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	555
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ruth Jackson
<b>Headteacher</b>	Steve Wheeldon
<b>Date of previous school inspection</b>	22 April 2008
<b>Telephone number</b>	0161 2243900
<b>Fax number</b>	0161 2485485
<b>Email address</b>	admin@wilbrahamprimary.com



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

