

Wybourn Community Primary and Nursery School

Manor Oaks Road, Sheffield, South Yorkshire, S2 5ED

Inspection dates 23–24 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Wybourn is led and managed extremely well by the executive headteacher and the head of school, who are driving improvements in teaching and achievement very effectively.
- Pupils make good progress through all three key stages in this improving school.
- Standards are average by the end of Year 6 and are now improving quickly in reading, writing and mathematics.
- Much teaching is good and some is outstanding. This, alongside what is often an exciting curriculum, promotes pupils' good attitudes to learning.
- Pupils' behaviour in lessons and around the school is good.
- Pupils feel safe and secure within a caring, supportive and inclusive environment.
- Leaders promote British values and other aspects of pupils' spiritual, moral, social and cultural development well through the curriculum and daily routines.
- The early years provides a good start to children's education. The setting and activities ensure children make good progress in their learning and personal development.
- Leaders at all levels make a strong contribution to the school's capacity for further improvement. Senior leaders oversee their areas very well, through very effective line management. They have a detailed knowledge of achievement and teaching in their areas.
- The rate of boys' progress is increasing quickly. Throughout the school, teachers take care to plan activities that interest and engage them in learning.
- The governing body knows the school comprehensively, challenges robustly its work and performance, and holds leaders to account.

It is not yet an outstanding school because

- The most-able children and pupils, from the Nursery onwards, are not consistently given work that enables them to reach their full potential.
- Middle leaders do not have full responsibility and accountability for the achievement of pupils in their subject areas.

Information about this inspection

- The inspectors observed a wide range of teaching and learning, including 10 joint observations with either the executive headteacher, the head of school or with individual members of the senior leadership team.
- The inspectors spoke with groups of pupils while they were playing and learning. They watched an assembly, listened to pupils read and observed pupils being supported with their learning in small groups. One inspector held a formal meeting with a group of pupils in order to find out their opinions about their school.
- The inspectors held meetings with the executive headteacher, head of school, other senior leaders, middle leaders, members of the governing body and the school’s improvement adviser. They spoke with several parents at the start of the school day.
- The inspectors looked at documents about the school’s work, including information about the standards that the pupils achieve and their progress, minutes of governing body meetings, the school’s improvement plan and policies and practices to help keep the pupils safe. They checked samples of pupils’ work with the head of school.
- The inspectors considered the 22 staff questionnaires in conducting the inspection. There were too few parental responses to the online Ofsted questionnaire (Parent View) for them to be registered. The inspection team reviewed the evidence from the school’s own recent questionnaire to parents.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Helen Rowland	Additional Inspector
David Halford	Additional Inspector

Full report

Information about this school

- The school is much larger than the average sized-primary school and the number on roll continues to increase.
- The large majority of pupils are of White British heritage and speak English as their first language.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is well above average. The pupil premium funding is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school accepts children into the Nursery class for part-time or full-time education.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6 in reading, writing and mathematics.
- The school is part of The Wybourn Learning Community, which consists of Wybourn Community Primary and Nursery School and Wybourn Children's Centre. The children's centre provides childcare for children aged from nought to four. There are opportunities for adult learning in both the school and centre.
- The executive headteacher also leads Manor Lodge Primary School and the Grace Owen Nursery School.
- The head of school works in partnership with the executive headteacher in leading and managing the school.
- Children who attend the Nursery class are based in the children's centre, which the school leads and manages and is subject to a separate inspection.

What does the school need to do to improve further?

- Ensure that the most-able pupils are consistently challenged to develop the knowledge, skills and understanding in order to achieve their full potential.
- Extend the skills and impact of middle leaders by ensuring they have full responsibility and accountability for the achievement of pupils in their subject areas.

Inspection judgements

The leadership and management are outstanding

- The executive headteacher and the head of school provide very strong leadership. They know their school exceptionally well and show great determination to make it as successful as possible. The two leaders have considerable expertise in supporting other schools and sharing their own strong strategies and practices with other teachers and schools. They have the full support of all of the staff, who work very professionally and as a team, in driving improvements in teaching and achievement.
- The school's work goes deeper than this. It is rightly proud of its success in supporting and empowering pupils, their families and the community, which is at the heart of all that it does. It holds, for example, regular workshops and coffee mornings, stay and play sessions and 'lads and dads' events to strengthen the links between home and school and to extend pupils' learning and experiences.
- It is the detail in the checking and recording of every aspect of the school's work that is enabling it to continue to improve quickly. Senior leaders' knowledge of the quality of teaching and achievement, and the actions that they take, lead to pupils' good progress. For example, leaders know that standards lower down the school need to improve further and this is now starting to happen, including for boys whose learning previously has been slower than the girls. This is primarily due to these detailed systems and the prompt actions taken by senior leaders. The school has improved since the last inspection in the rate of pupils' progress, the quality of teaching, behaviour and attendance.
- The new curriculum is proving very effective in quickening pupils' rates of progress because teachers work really hard to make themes interesting. Activities and visits broaden pupils' horizons. Opportunities to develop pupils' literacy and numeracy skills are linked in to all themes, matching the school's determination to raise standards further and as quickly as possible.
- Learning and daily routines incorporate British values, including tolerance and respect for others. Class records of activities over the year show many and diverse ways are used to promote pupils' spiritual, moral, social and cultural understanding including through visits, texts and assemblies.
- The school has high aspirations for its pupils. It has held a careers week to show them the opportunities on offer, including university. Year 5 pupils are practising being entrepreneurs in designing and marketing a product. Such opportunities enable them to develop important personal skills for the future.
- The school is committed to equal opportunities for all pupils and does not tolerate discrimination. Staff do a very good job in encouraging good relations between pupils and maintaining a harmonious community.
- Leaders at all levels contribute to the good and improving picture of the school. Senior leaders oversee their areas very well, including thorough line management of subject and key stage leaders so that the improvements in teaching and learning continue.
- The leadership and management of teaching are excellent. Senior leaders know exactly where teaching is good or better, and where and how it needs to improve. The recording of observations of teaching is exemplary in its detail and evaluation, and used to promote further improvements in teaching practices.
- Staff's performance targets aid the rate of improvements in teaching and achievement because they are a close match to the school's priorities and are fair and measurable.
- Staff speak positively of the support and training they are given to help them to carry out their roles well and to support their career aspirations.
- Middle leaders show the same commitment to the school and its pupils as senior leaders. There is some strong practice, including that of the inclusion leader, reading recovery leader and the senior learning mentor. The reading recovery leader organises outstanding individual tuition that matches pupils' individual needs very accurately and engages them in their work, with not a moment wasted.
- Subject leaders show effective practice in developing the curriculum and improvement plans for their areas. They do not have full responsibility for analysing achievement in those areas, including formal observations of teaching and scrutiny of pupils' work over time in order to drive the school's improvement.
- The leadership of the early years is good and improving, as evidenced in the quickening rates of children's learning and development.
- Leaders at all levels focus carefully on the progress of disadvantaged pupils and their needs. This focus, and the careful and specific spending of the pupil premium funding, enables disadvantaged pupils to make at least the same and often more rapid rates of progress than others. The school ensures that they have access to all visits and the resources they need to help them to learn well.
- Boys' achievement continues to improve by the end of Year 6, with no significant differences in progress between them and other groups, and with them performing better than other groups in mathematics. The school knows that boys need to catch up more quickly by the end of Year 2 and great efforts are being made to help them to do this through the various curriculum subjects.

- The primary school sports funding is used well. It has created opportunities for pupils to develop skills in a wider range of activities, such as street dancing and hockey. Staff have improved their skills in teaching physical education and sport. The proportion of pupils taking part in after-school clubs has increased, particularly in Key Stage 1. The school has participated in a greater number of inter-school competitions in which they have enjoyed considerable success.
- Arrangements for safeguarding pupils meet statutory requirements and are effective. Very regular and detailed practices and effective checks are in place. Vulnerable pupils and their families are cared for and supported very sensitively, ensuring that pupils can settle to their learning.
- The partnerships the school has, particularly with the children's centre, ensures that common systems and approaches to support children are in place right from birth to age 11. This helps children to quickly settle into the school. The local authority provides light-touch support. It values senior leaders' roles in supporting other schools.
- **The governance of the school:**
 - The governing body is effectively holding the school to account. Members of the governing body question and probe in detail all aspects of the school's performance, including pupils' achievement and in writing in particular. They know where the teaching is strongest and that it is good overall.
 - Governors check the progress being made with the implementing the new curriculum and assessment arrangements and know how quickly attendance is rising.
 - The governors ensure that they find out for themselves how well the school is doing and how pupils rate their school. They each have a link with a class and governors visit a school council meeting termly. They meet with parents to get to know them and accompany pupils on school trips.
 - The governors attend regular training to ensure they have up-to-date knowledge of safeguarding requirements.
 - The budget balances and governors check spending very carefully. The governing body knows how well disadvantaged pupils achieve and the nature and impact of funds used to support them.
 - Governors are knowledgeable about performance management procedures and its purpose. They only agree to pay rises if the staff meet all their targets. The governors are mindful of the well-being of the staff and ensure support is in place for any who do not achieve their challenging targets.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good.
- Pupils like their school and, from the time that they start in the Nursery class, they look after it well. Pupils enjoy eating their lunch in the modern dining room and respect it by keeping it tidy and not dropping litter.
- Pupils move round the school and its grounds sensibly. They are polite and welcoming to each other and to visitors.
- Older pupils look after and help the younger pupils, such as through being sports leaders and reading buddies. Pupils like having responsibilities and they enjoy the trust shown by staff by giving them roles and jobs.
- Pupils enjoy the work of the school council because staff listen to the ideas council members have for improving the school and, if they are workable, act on them. The school bases its work on British values, including democracy, respect, fairness and equality. This is modelled effectively by staff and pupils respond by showing it in their demeanour that they adopt.
- Pupils want to learn and settle quickly to their work. They show mature attitudes when teaching is good or better. Occasionally, when teaching is less effective and does not keep them fully interested, a few pupils become inattentive and restless.
- Pupils understand the behaviour policy and ensure pupils behave well.
- A small minority of pupils sometimes find it hard to control their feelings and behaviour. Staff manage these instances well. There have been some significant improvements in the behaviour of individual pupils because of the very good care provided by the staff. As a result, exclusions are rare.

Safety

- The school's work to keep pupils safe and secure is good. Pupils feel well cared for and safe in this very caring and inclusive school. They say staff are always there to help them if they have any problems. Parents agree the school looks after their children well.

- Pupils know how to keep safe from the early years onwards. Children learn quickly that they must not run around the classroom because they may hurt other children. Other pupils are very aware of potential dangers, such as through using the internet and talking to strangers.
- Pupils have a good understanding of what constitutes bullying. They say that there is very little bullying in the school and that the staff deal quickly and very firmly with any incidents. Pupils know that bullying is wrong and that it is hurtful.
- Attendance has risen to average. This is because leaders, over time, have become more effective in tackling absence. Pupils now have a greater understanding of why regular attendance is so important. Attendance rates are improving at a faster rate than nationally. This is helped by such initiatives as the walking bus, where a member of staff walks with the pupils to school.
- The proportion of pupils who are regularly absent remains above average, but the inclusion team has done sterling work in reducing persistent absenteeism significantly over three consecutive years.

The quality of teaching is good

- The quality of teaching over time is good, including in the early years. Some is outstanding. It leads to pupils' good progress over time.
- Pupils know exactly what they have to learn in most lessons. This encourages them to get on with their work quickly. Teachers check during the lesson that pupils are on track to reach their goal, helping them to learn at a quicker rate.
- Where learning is at its best, pupils are fully engaged from the start through interesting and stimulating activities to which they can relate. Year 1 pupils could not wait to solve mathematics problems that were introduced by a message from Paddington Bear.
- Staff organise many trips for pupils to enable them to widen their experiences and promote their enjoyment of learning. Year 2 pupils practised many skills, including in literacy and numeracy, during the visit to a nearby castle when they were involved in the rescue of a member of staff who had been captured by the Sheriff of Nottingham.
- Pupils benefit from learning through interesting themes, enabling them to practise, for example, their language, musical, artistic, historical and geographical skills.
- Pupils read regularly and are encouraged to use the library to broaden their reading skills and knowledge of the world. Guided-reading sessions broaden their understanding of plots, settings and characters. Year 6 pupils support Year 2 pupils with their reading, including helping them to select books that will encourage them to read.
- Marking tells pupils regularly and clearly what they have done well and what they need to do next. It also enables teachers to address quickly any misconceptions that pupils have.
- Teaching assistants are very skilful in guiding and supporting disabled pupils and those who have special educational needs. They use data about pupils' progress carefully to make sure pupils' needs are met accurately and make rapid progress.
- Overall, tasks set do not consistently challenge the most-able pupils to ensure that they gain the skills and knowledge they should and so achieve their potential. However, in a Year 1 literacy lesson, in which pupils had to describe a castle, all pupils were set work that was challenging and at just the right level to enable them to learn quickly.

The achievement of pupils is good

- Pupils make good progress through all three key stages due to good teaching, a very interesting curriculum and because pupils want to do well.
- Pupils currently in Year 6 are working at levels of attainment that are in line with those typically seen nationally in reading, writing and mathematics. This is an improvement in standards reported over the last two years.
- The school's data, work in pupils' books and observations of learning show that the proportion of pupils, including boys, girls and disadvantaged pupils, that are making expected and better than expected progress by the end of Year 6 has increased, in reading, writing and mathematics and is above average. Pupils are making good progress from their previous starting points.
- Pupils' progress accelerates as they move through the school. There is a great emphasis on developing pupils' communication skills from the early years onwards. In the Year 1 reading screening check in 2014,

the majority of pupils reached the expected standard. Pupils are mastering the skills of linking letters with their sounds, but rates of progress can vary. Nevertheless, their progress from the early years is good.

- Pupils' progress by the end of Key Stage 1 is good. This year, in Year 2, data and pupils' work show that a higher proportion of pupils than last year are poised to reach expected levels in reading and mathematics, and a higher proportion will reach higher levels in mathematics. Boys make good progress in mathematics and their progress is quickening in reading and writing.
- Pupils' writing skills, which has been the weakest area of pupils' achievement, continues to improve albeit more slowly through Key Stage 1. Pupils are now given many more interesting opportunities to write, including at length. Leaders continue to make it a priority throughout the school and this is paying off.
- Disadvantaged pupils achieve well. They receive a range of very helpful support for both their academic and personal needs. As a result, the standards that they achieve have risen for three consecutive years. In Year 6 in 2014, the attainment of disadvantaged pupils was a term behind other pupils in the school in reading, writing and mathematics. Compared to other pupils nationally, their attainment was three terms behind in reading and two terms behind in writing and mathematics. School data and inspection evidence shows that disadvantaged pupils make good progress and gaps in attainment are narrowing. This year, disadvantaged pupils are on track to reach higher standards than other pupils. They make quicker progress than similar pupils nationally in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs learn quickly and securely because of the very relevant and regular support provided. There have been significant improvements in the behaviour of individual pupils because of the careful planning for their needs.
- Not enough of the most-able pupils learn as well as they could. This is because teaching does not consistently challenge them and ensure they learn sufficiently broadly and in depth, critically evaluate what they have learned and determine how it could be improved.

The early years provision

is good

- Children join the Nursery class with knowledge and skills below those typical for their age, especially in reading, writing and number. They are prepared well for the Nursery class because many have attended the children's centre and, with their parents, they visit the Nursery several times to get used to what happens there.
- Children make good progress through the Nursery class and a growing proportion are now joining the Reception classes with levels of skills that are closer to those typical for their age. They make good and quickening progress in the Reception classes. By the end of the early years, the proportion of children achieving a good level of development is below average, but data shows that there has been a three-year rise. The majority are ready for their learning in Year 1.
- Children learn well, indoors and outdoors, because they are taught well. Activities are exciting and based on children's interests and needs. Boys' progress has accelerated significantly this year and is much closer to that of the girls. This is due to staff preparing learning that engages the boys much more, such as through practical and creative activities.
- In the Nursery, developing children's speaking and listening is given a high priority and this forms the basis of all learning and play. The early years staff increasingly ensure that opportunities for writing are planned into learning themes in really interesting ways, such as by preparing a meal for a dinosaur.
- The children's behaviour is good. They learn to share and act safely; they know they should not run round the classroom because they could hurt other children.
- Disabled children and those who have special educational needs make good progress because of the one-to-one support they receive and the opportunities to practise what they have learned. The most-able children do not always learn as quickly or as well as they are capable.
- The leader of the early years is effective. She ensures parents are very well-informed about early years learning and, as throughout the school, organises workshops and family learning so that they can support better their children's learning and development. Leaders ensure that children's learning is checked, assessed and recorded regularly to make sure that they are making good progress in all areas of learning. They are now focusing on making sure that ensuring that the staff provide greater levels of challenge for the most-able children.

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	107065
Local authority	Sheffield
Inspection number	448322

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	429
Appropriate authority	The governing body
Chair	Keith Crawshaw
Headteacher	Joanne Bradshaw (Executive Headteacher), Hannah Thornley (Head of School)
Date of previous school inspection	21 July 2010
Telephone number	0114 272 1988
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