

Inspection of a good school: Wybourn Community Primary & Nursery School

Manor Oaks Road, Sheffield, South Yorkshire S2 5ED

Inspection dates:

12–13 November 2019

Outcome

Wybourn Community Primary & Nursery School continues to be a good school.

What is it like to attend this school?

This inclusive school is the hub of the community. Staff are ambitious for all. They believe that every pupil can achieve if they have enough time and the right support. This is a big school but leaders and staff know all the pupils and their families well. This helps them to nurture every pupil. Staff strive to help pupils develop the skills they need to have rich, successful lives.

Pupils get along well together. Most are well behaved and show respect for everyone. There is some bullying in school, but it is rare, and adults deal with it effectively. Pupils say that they know they are safe in school and whenever they go out on a visit.

Pupils enjoy their time in school. They have lots of interesting experiences. These include visiting places and learning new skills. For example, some pupils explained how they enjoyed learning new things during their visit to Whitby. Others spoke with enthusiasm about sporting and musical opportunities. Pupils enjoy taking on extra responsibilities. Some act as playground chums and support younger pupils at breaktimes. A group of Year 6 pupils enjoy being Starbooks Baristas who hear younger pupils read at lunchtime.

What does the school do well and what does it need to do better?

Almost all pupils enter school with knowledge and skills that are below those typical for their age. They quickly settle into routines and flourish. They enjoy playing and learning together. There is an emphasis on the development of speaking and listening skills throughout the early years. Staff use stories, songs and rhymes effectively to engage pupils in learning. They encourage pupils to be independent. Pupils have lots of opportunities to explore and investigate, both indoors and outside.

The curriculum is well designed. Plans show what pupils learn in each subject in each year group. It is clear how teachers help them to know more and remember more. Pupils use knowledge from work in previous years to help them with new learning. For example, a pupil was able to explain that he knows the meaning of 'sacrifice' from work on Ancient

Greece. Learning is often led by stories which link to themes. For example, pupils in Year 6 read 'Private Peaceful' as part of work on the First World War.

There is a sharp focus on the teaching of reading throughout the school. Leaders are constantly searching for ways to further improve. The most skilled staff teach the pupils who find reading difficult. Pupils get lots of opportunities to reread books to develop fluency. Parents and carers get advice to enable them to help their children with reading. A love of reading is successfully promoted. The use of new books which are well matched to pupils' phonics knowledge is already making a difference. Despite this positive work, many pupils take a long time to develop the skills they need to be competent readers and writers. However, by the end of key stage 2, most pupils reach the standard expected for their age.

Mathematics is a strength of the school. Staff encourage pupils to use mathematical resources and to draw pictures. This is helping pupils to have a deeper understanding of their learning. Pupils are able to use their knowledge and skills to solve problems. They are most successful when teachers set these in familiar contexts.

Staff are well trained and have sound subject knowledge. They get effective support from subject leaders. Teachers carefully check pupils' work. Most make sure that tasks are not too easy or too hard. They are constantly searching for ways to improve their teaching.

Work on personal development is a strength of the school. Teachers encourage pupils to consider the wider world beyond Sheffield and to find out about the lives of others. Pupils take part in activities which help them to become confident, open-minded individuals. They have lots of opportunities to listen to and consider the views of others and to voice their own opinions.

Lessons are not interrupted by poor behaviour. Pupils enjoy their learning and work hard. They are not put off by difficult tasks. However, poor attendance is slowing the learning of some pupils.

Pupils with special educational needs and/or disabilities receive very effective support. Leaders identify their needs and put effective learning plans in place. They find ways to help these pupils to access the full curriculum. Whenever possible, staff adapt resources to help pupils to learn independently.

Leaders know how they want to continue to improve the school. They want nothing less than the best for the pupils in their care.

Safeguarding

The arrangements for safeguarding are effective.

All staff are well trained and receive regular updates. This means that they know what to look out for and how to report any worries. Leaders are quick to follow up any concerns. They make sure that vulnerable pupils and their families get the support they need. Leaders are knowledgeable about the community. This helps them to be aware of

potential local risks. Parents say they know their children are safe and well cared for. Pupils say that they feel safe. They learn how to recognise and manage risks in age-appropriate ways.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Attendance needs to improve. Leaders need to continue their regular monitoring of absence. They need to continue to work with parents to remove some of the barriers that are preventing improvements in attendance. This includes helping parents to understand the importance of regular school attendance.
- Attainment at the end of the early years and key stage 1 is not high enough. This means that pupils are not always ready for the demands of key stages 1 and 2. Leaders need to continue to build on the strong practice in the school to make sure that more pupils reach and exceed the expected standards at the end of each key stage.
- Too many pupils do not reach the required standard in phonics in Year 1. Leaders should build on the improvements in the teaching of phonics that they have made over the last three years. Leaders need to make sure that the phonetically decodable books they have recently purchased are used well by all staff. They need to make sure that the books that pupils use to practise their reading at home and in school are precisely matched to their phonics knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged the predecessor school, Wybourn Community Primary & Nursery School, to be good on 23 June 2015.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143620
Local authority	Sheffield
Inspection number	10110700
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	536
Appropriate authority	Board of trustees
Chair of trust	Mike Allen
Headteacher	Hannah Thornley
Website	www.wybournlearning.com
Date of previous inspection	Not previously inspected

Information about this school

- Wybourn Community Primary & Nursery School became an academy in December 2016. It is part of a multi-academy trust called Sheffield South East Trust. Its partner schools are Acres Hill, Phillimore, Norfolk and Manor Lodge Primaries.

Information about this inspection

- I met with the headteacher, the deputy headteacher, the assistant headteachers, the early years leader, the special educational needs coordinator and some subject leaders.
- I met with the chief executive officer of the trust and a trustee.
- I met with three members of the governing body.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records.
- I discussed the school's records on attendance with the headteacher.
- I analysed the school's self-evaluation document and plans for improvement.
- I talked informally with pupils in lessons.
- I talked to a number of parents at the start and end of the school day. I also took

account of the 12 responses to Ofsted's survey, Parent View.

- I met with a group of staff.
- The subjects considered as part of this inspection were reading, mathematics and physical education. I carried out deep dives in these subjects. This entailed meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning and scrutinising pupils' work. I also listened to pupils read and observed a teacher listening to pupils read.

Inspection team

Chris Cook, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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