

Inspection of Wycliffe C of E Primary School

Saltaire Road, Shipley BD18 3HZ

Inspection dates: 25 and 26 April 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Leaders have high ambitions for the pupils at Wycliffe C of E Primary School. They have made significant improvements to the school in recent years. Pupils enjoy coming to school and they feel happy and safe.

Pupils are polite and considerate. They are respectful and tolerant of difference, quoting the motto, 'All different, all equal'. Pupils behave well throughout school, although some pupils report occasional disruption to learning in lessons. Pupils play together harmoniously at playtimes, with older pupils supporting their younger peers. Pupils know the difference between bullying and unkindness. They say that bullying is not a problem at school and that adults would take action if it did occur.

Leaders plan many opportunities for pupils to learn beyond the school. Pupils talk with enthusiasm about residential visits and educational trips to support the curriculum. Pupils appreciate the additional responsibilities they can take on, such as being buddies, school prefects and school councillors. There are a number of extra-curricular clubs on offer and leaders have plans to further extend this offer.

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

Leaders have planned an ambitious curriculum. Pupils learn well in lessons that are taught by teachers with good subject knowledge. Teachers explain new learning well. In science, pupils have opportunities to learn important content, sometimes in the context of practical experiments. Leaders have recently focused on the development of the mathematics curriculum. They have received external support for this. The mathematics curriculum requires some further refinement in order to have the intended impact. This is true for some other subjects, such as design technology, where there is a lack of clarity about the detailed knowledge, small steps and vocabulary that pupils need to learn. There are effective systems in place to check what pupils have remembered in reading and mathematics. Leaders are further developing such approaches in other areas of the curriculum because questioning does not consistently check pupils' understanding.

In early years, the curriculum is carefully planned and prepares children well for key stage 1 and beyond. There is a strong focus on language and vocabulary. Adults have high expectations of the children. These expectations are met. When learning early mathematical concepts, the children are focused and engaged. Leaders are committed to the personal and social development of the youngest children. There are clear routines and children cooperate and enjoy positive relationships. Leaders have planned and provided an environment rich in language. The children learn independently and with the support of adults in a range of well-planned activities.

There is a strong focus on reading across the school. There are daily phonic sessions for those at the early stages of reading. These sessions are taught by teachers who have expertise in teaching reading. Pupils read books that are closely matched to

their phonics stage. If pupils struggle with reading, they are quickly identified and supported to keep up.

Pupils with special educational needs and/or disabilities (SEND) are supported well. Leaders work closely with parents to develop plans to meet their needs. Leaders also work closely with a number of outside agencies in supporting pupils with SEND.

Pupils' social and emotional needs are well considered. The school has a nurture room and this is used very effectively to support pupils' well-being. Pupils learn how to lead healthy lifestyles. They are inclusive and tolerant and are well prepared to be positive citizens.

Leaders are mindful of staff well-being and workload. They have reviewed and improved working practices with staff workload in mind. Leaders provide effective support for those early in their teaching career. Governors and trustees share the ambition of school leaders. They know the school well and make regular visits to monitor the impact of policies and to fulfil their statutory roles in respect of safeguarding and SEND.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have established a strong culture of safeguarding. Staff know their responsibilities because they have been well trained. Where there are concerns about a pupil's welfare, they report these in a timely manner. Leaders work closely with other agencies to ensure vulnerable pupils receive the support that they need.

Leaders ensure that pupils are aware of risks they may encounter, including when using technology. Pupils feel safe at school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders' curriculum thinking is not as well refined or sufficiently embedded as it is in others. This means that the curriculum is not having as much impact as it could. Leaders should work with staff to further enhance the curriculum, especially in some foundation subjects.
- Teachers do not check pupils' understanding well enough. This means that gaps in knowledge sometimes go unidentified. Leaders should ensure that teachers check pupils' understanding more effectively.

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 information from Ofsted Parent View 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.

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	146512
Local authority	Bradford
Inspection number	10255565
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	335
Appropriate authority	Board of trustees
Chair of trust	Tessa Mason
Headteacher	Denise Baxter
Website	https://wycliffeprimary.org
Date of previous inspection	Not previously inspected

Information about this school

- Wycliffe Church of England Primary School converted to become an academy school in November 2018, when it became a member of Bradford Diocesan Academies Trust. When its predecessor school, with the same name, was last inspected by Ofsted, it was judged to be inadequate overall.
- The school is a larger-than-average primary school.
- The school does not currently use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science and history. For each deep dive, the inspectors met with curriculum

leaders, spoke to pupils and teachers, visited lessons and looked at pupils' work. The inspectors heard pupils read.

- Inspectors met with the headteacher, the deputy headteacher, subject leaders and other members of staff. They also met with representatives from the trust and those responsible for governance.
- The inspectors talked to staff about their role in keeping pupils safe. They also talked to staff about workload and about the amount and quality of the training and support they receive from leaders.
- Inspectors observed pupils' behaviour in lessons, at breaktimes and at lunchtimes. The inspectors gathered pupils' views from both formal and informal discussions.
- Inspectors spoke with parents and carers during the inspection. They considered the responses, including free-text comments, to Ofsted Parent View, Ofsted's online questionnaire. The responses to the staff and pupil questionnaires were also considered.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Tracy Turner	Ofsted Inspector
Katie Spurr	His Majesty's Inspector

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