

Byron Wood Primary School

Inspection report

Unique Reference Number	107008
Local Authority	Sheffield
Inspection number	287678
Inspection dates	24–25 April 2007
Reporting inspector	Andrew Clark

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 on roll	
School	474
Appropriate authority	The governing body
Chair	Mrs J Cornford
Headteacher	Mr G Carter
Date of previous school inspection	24 June 2002
School address	Earldom Road Sheffield South Yorkshire S4 7EJ
Telephone number	0114 272 3624
Fax number	0114 249 4981

Age group	3–11
Inspection dates	24–25 April 2007
Inspection number	287678

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

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.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average inner-city school. It is situated in an area of very high social and economic deprivation to the north of Sheffield. Almost all pupils are from minority ethnic backgrounds and speak English as an additional language. The majority are from African or Pakistani backgrounds with an increasing percentage of refugees, including many from Europe. There are more than 17 different languages spoken. Half the pupils are at an early stage of learning English, which is a very high number. The proportion of pupils eligible for a free school meal is over twice the national average. The proportion of pupils having learning difficulties and/or disabilities, and the number of pupils with statements of special educational need, are both above national and local averages. The school has a much higher than average percentage of pupils who do not start or leave the school at the usual age. Attainment on entry to the school is very low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a school which is satisfactory and improving at an increasingly rapid pace.

Pupils' attainment on entry to the school is very low; their levels of language development both in their heritage language and in English are very weak. Pupils make satisfactory progress through the school overall. However, over the last two years in particular, the rate of progress for a significant percentage of pupils is good and those pupils with learning difficulties and/or disabilities often make good progress. By the time pupils leave school, however, standards are still low and too few pupils reach high levels of attainment.

The quality of teaching and learning is satisfactory overall and is improving. A period of disruptive changes to staffing and leadership hindered the development of teaching following the last inspection, Weaknesses in the quality of teaching have now been tackled and as a result, the rate of progress made by pupils is increasing. The school's curriculum is satisfactory and is more effectively meeting the needs of the most vulnerable pupils and those at an early stage of learning English. There is a good range of extra-curricular activities to broaden the experiences of the pupils from their many different cultural backgrounds, and a well attended breakfast club which helps pupils and parents become part of the school community. The arrangements for identifying and supporting pupils with learning difficulties and/or disabilities are good leading to good achievement.

Pupils' personal development and well-being are good. They often start school with little idea of how to play together and cooperate with each other. They make good progress in developing these and other skills. They enjoy their lessons and feel very safe and well cared for. Pupils' behaviour is good and very little bullying occurs, any that does, is dealt with effectively. Attendance improved following the last inspection, but dropped significantly last year because of a particular group of pupils from a community which has little experience of regular schooling in their own country. Pupils have a good understanding of how to live a healthy life and keep fit. The school council has an effective voice and has brought about many changes such as improving playground provision. Although the low standards mean that pupils start secondary education at a disadvantage, the many other good features in their personal development ensure they are eager and well placed to learn through positive attitudes and good learning skills.

The school provides good care, guidance and support for pupils, including those who are vulnerable. Procedures to keep pupils safe and encourage healthy development are very robust. There are good systems to monitor academic progress and involve pupils in reaching targets, which are effective for pupils with learning difficulties and many other pupils, but these are not as consistently used to guide the more able. There are good links with the community, especially those involved in supporting and guiding vulnerable pupils and those with learning difficulties and/or disabilities. Parents are supportive of the school and appreciate the work it does. They respond very well to training opportunities the school provides for them such as in the use of computers.

Leadership and management and the capacity to improve are satisfactory, but with important strengths. The school had a satisfactory inspection in 2002, but standards in many areas declined rapidly following leadership and staffing difficulties. The local authority identified many concerns in teaching, achievement and behaviour. An experienced headteacher first supported the school and then took over the leadership. He has taken robust action to develop clear aims and direction

for the school, creating a strong senior leadership team and working in close tandem with the strong governing body to improve many aspects of provision. Consequently, the procedures introduced are having at least a satisfactory impact and staff morale is high. This is now evident in improved teaching and learning, good pupil behaviour, pupils' personal development and rapidly improving achievement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What the school should do to improve further

- Improve the rate of progress in order to raise standards, particularly for the more able.
- Ensure the consistency of teaching is improved to the best.
- Improve attendance.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory overall, but standards are still low by the time they leave school. There is very clear evidence that pupils who spend most of their education at this school make the best progress and increasingly, they are achieving at or close to national average for English and mathematics. Over the last two years, approximately 50% of pupils made better than normally expected progress in reading and writing. Non-English speaking pupils, at whatever age they start school, now make quick progress in learning English even when their communication skills in their own heritage language are weak. The progress of girls is not as good as that of boys, especially in mathematics. Children in the Foundation Stage make satisfactory progress overall but good progress in communication and language skills, and personal and social development. Pupils with learning difficulties and/or disabilities now achieve well through a very sharp focus on their needs and the high quality nurture unit. More able pupils do not all make the progress that they might because they are not consistently challenged.

Personal development and well-being

Grade: 2

Good relationships with adults and high expectations of teachers ensure that pupils have positive attitudes to school and grow in confidence. One pupil stated, 'You can connect with the teachers, and really understand what they mean'. They are able to work collaboratively and are well behaved and polite. Pupils take significant levels of responsibility from organising some of their own work in the Foundation Stage, to the work of the school council in involvement in improving school lunchtimes and additional play equipment.

Pupils' understanding and tolerance of others develops well through a good range of different cultures and festivals. They develop good levels of self-esteem so that they feel positive and happy about school. This helps them to overcome the many social and personal barriers to learning.

Pupils are aware of the need to take regular exercise and many take advantage of a wide range of sporting activities provided by the school. The 'Rise and Shine' Club enables older pupils to take part in vigorous physical activity each morning before the start of school and they make full use of the healthy meals and snacks the school's meal service provides.

An improving trend of attendance meant levels were close to national average by 2005. However, this declined in 2006 due to the impact of cultural barriers adversely affecting the attendance of one group of pupils. Whilst intensive work with local authority support is making some headway in this crucial area, current unsatisfactory levels of attendance and pupils' weak basic skills mean they are not prepared sufficiently for the future.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. Teachers are making increasingly good use of sharply focused procedures to assess pupils' achievement and to matching teaching techniques to learning needs. This is now consistently effective for pupils with learning difficulties and/or disabilities and non-English speakers, particularly through good support from well trained teaching assistants. Although many lessons observed were good because of their practical and first-hand nature, there remain inconsistencies in the involvement of pupils in their own learning and guidance given through marking. The challenge for some more able pupils is limited in some cases by mundane work, too long spent listening and having to complete simple tasks before tackling more complex work. Very occasionally, behaviour management is not as good as the usual high standard. The presentation of work is generally, but not always, good. A key strength through school is the very good relationships and high standards of care.

Curriculum and other activities

Grade: 3

The curriculum meets the needs of the different groups of pupils except in those instances where more could be expected of the more able. The school is aware of this and is currently reviewing provision. The school's commitment to tailoring its curriculum to promote and respect the pupils' backgrounds is reflected in the way that children whose first language is Arabic, Somali or Urdu are taught in their first language during weekly lessons. Pupils learn how to stay safe and healthy through the good programme of personal, social and health education.

The curriculum appeals to pupils when it is taught through topics, often supported by visitors and visits, for example, to the local cemetery, a farm, a shopping centre, places of worship, the library and theatres. 'Going out makes learning more fun', said one pupil. The good range of after school clubs, including those which promote exercise, add to the pupils' enjoyment of school and helps their personal development.

Care, guidance and support

Grade: 2

All children benefit from the good level of pastoral care. Those who are vulnerable are well supported when they attend the nurture unit. The behaviour intervention worker is effective in providing support to both individuals and groups of pupils. Pupils with learning difficulties and/or disabilities are well supported partly through the very good links with external agencies. Good levels of support are given to pupils who speak English as an additional language, including those who are new to the country, such as the recent influx of Slovak children.

Pupils say they feel safe and that bullying is now very rare. They know they will always be listened to. 'All the adults are here to help you,' said one pupil. The school has robust

arrangements to ensure the pupils' health, safety, protection and welfare. There are particularly strong procedures to promote good attendance which has had a strong impact on most pupils, but has not been successful with a large recent intake of pupils from a travelling based community.

The majority of pupils are clear about what they have to do to reach higher targets and guidance is particularly good for vulnerable pupils, which is a high percentage. However, it is not always consistently effective for the more able.

Leadership and management

Grade: 3

This is satisfactory but with important good features. The headteacher has consistently taken strong action to improve all aspects of provision since his appointment. This is evident in the high quality leadership team that has been created and in taking over the provision of the school's meal service so that it more effectively meets pupils' health and financial needs. The leadership team has turned around the low morale of teaching and other staff by encouraging positive involvement in training and development, and valuing their contributions. Monitoring procedures are now robust and challenging and beginning to have an impact by addressing unsatisfactory teaching from the past and improving achievement. The governing body participates fully in moving the school forward and contributes to self-evaluation which is largely accurate.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
--	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	4

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for your kindness when we visited your school. We would like to tell you about the findings from the inspection. We found that you enjoy school and that everyone is working hard. Nonetheless, there are some things more to do to make the school an even better place for you.

A good start has been made and much is satisfactory. The care the school takes of you is good and so are your behaviour and attitudes to learning. There are some weaknesses to be smoothed out to help you learn as well as you could do. Some of the lessons need to be as good as the very best and work for the most able children could help them reach higher standards. A few pupils do not come to school all the time.

The headteacher knows just what needs to be done and everyone is willing to help. You can contribute by always trying your best. Your families can help by making sure you come to school every day.