

# Wycliffe CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	132178
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	315953
<b>Inspection dates</b>	21–22 November 2007
<b>Reporting inspector</b>	Jim Griffin

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	192
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev Colin Penfold
<b>Headteacher</b>	Mrs Catherine Wellington
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Saltaire Road Shipley West Yorkshire BD18 3HZ
<b>Telephone number</b>	01274 584779
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school opened in 2000 as part of the reorganisation of primary education in the local authority. It is of average size. Until this year, up to three quarters of the pupils in the Year 6 cohorts joined the school at other than the usual time as there were spare places, especially in Years 3 to 6.

Around a quarter of pupils are entitled to free school meals, which is above the national average. Around a third of pupils are from minority ethnic groups, mostly Pakistani or Bangladeshi. A few pupils, of Polish background, are in the early stages of learning English but around a fifth of pupils do not have English as their first language. The proportion of pupils with learning difficulties and/or disabilities is broadly average, while the proportion with a statement of special educational need is below average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Wycliffe is a satisfactory school where the pastoral care provided is a good feature. It is a friendly school that is working hard with pupils and parents to improve pupils' achievement. Parents are supportive, as they know their children's well-being is central in the school's work. The comment: 'Wycliffe makes pupils feel special and important', reflects the views of many parents.

Pupils feel safe and share trusting relationships with adults. They are aware of the features that make up a healthy lifestyle. They particularly enjoy school productions, swimming, the 'Trim Trail' created around the site and the new computer suite. Attendance has improved and is now above the national average. Behaviour is satisfactory. Most pupils behave sensibly in lessons and around school. Parents, pupils and staff are aware that a small minority of pupils, mostly in Years 4 to 6, are not always good role models for younger pupils. The school is setting up a 'Nurture' group to provide additional support for pupils with significant social and emotional difficulties. The school council is well established and plays a useful part in giving pupils a voice in the life of the school. Other opportunities to take responsibility such as being buddies help pupils to develop important life-skills.

Pupils make satisfactory progress overall. On entry to the Reception class most children have skills similar to those expected for their age. They make satisfactory progress in each key stage. There are pockets of good progress where teaching is stronger. Standards at the end of Year 2 are broadly average in reading, writing and mathematics. Standards by the end of Year 6 are a more complicated picture due to the sizeable influx of pupils at different times during this key stage. Pupils at the school from the Reception class onwards continue to make satisfactory progress to reach broadly average standards overall, although standards and progress in science and mathematics are lower than in English. A similar pattern in terms of pupils' progress applies to those arriving part-way through their education, although the standards they reach tend to be lower.

The quality of teaching is satisfactory. Some lessons are good but the full impact of the school's work in sharing best practice has been reduced recently by changes in staffing. Teachers establish sound relationships in classes and engage pupils well, aided by a range of practical tasks. However, apart from in literacy, there is not enough good practice in teachers' use of assessment, marking and homework to accelerate pupils' progress. Consequently, pupils do not always know where they are in their learning or how to improve. These are key contributors to pupils' slower progress in mathematics and science than in English. The curriculum meets the needs of most pupils adequately. There is sufficient emphasis on basic skills in literacy, numeracy, and information and communication technology (ICT) but limited opportunities for pupils to apply these skills, in a purposeful way, across other subjects. Pupils' personal development and well-being benefit from the good guidance given about personal safety, relationships and the risks surrounding drugs and other dangerous substances.

Leadership, management and governance are all satisfactory. Leaders have dealt effectively with the various challenges associated with the start up of a school that has greatly increased in size, in premises not originally designed for purpose. There have also been improvements in attendance and in standards in Key Stage 1. Leaders and other staff work well with a range of outside agencies to improve pupils' life chances. The school's improvement plan identifies the right priorities. However, the school has not yet established a rigorous cycle of monitoring,

evaluation and planning for improvement, centred on clearly defined outcomes for pupils. The tracking of pupils' achievement lacks the necessary rigour, to support the setting of challenging targets to raise standards and improve the pace of learning. Consequently, the progress made with longer-term priorities, such as improvements to pupils' progress in mathematics and science, has been slower and less secure than anticipated. Additional local authority support is planned to make the tracking of pupils' progress more rigorous and user-friendly. Governors support the school well, making a particularly important contribution to the thinking on premises and staffing. Given the progress made since the last inspection combined with greater stability associated with a full school, there is satisfactory capacity for further improvement.

## **Effectiveness of the Foundation Stage**

### **Grade: 3**

From starting points that are usually typical for their age, most children attain the Early Learning Goals set for the end of the Reception year. Children's achievement is satisfactory. The curriculum is thoughtfully planned and nurtures children's personal development in particular. The satisfactory quality of teaching and learning has strengths in the strong relationships that develop, giving children much confidence. Questioning varies in quality and is satisfactory overall. At times, the questioning affords too few opportunities for all to be involved. The classroom is bright and appealing and is set out to develop pupils' independence. There are good arrangements to help new children to settle, so no time is lost. The quality of the relatively new leadership and management is satisfactory with strengths in teamwork that benefit children's skills at working together and helping others. The use of assessment is satisfactory and developing.

## **What the school should do to improve further**

- Improve pupils' progress and standards, particularly in mathematics and science in Key Stage 2.
- Establish more rigorous systems for monitoring and evaluating performance in order to set challenging targets and improve the pace of learning across the school.
- Involve pupils more in their learning so that they are fully aware of what they need to do to improve.

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.

## **Achievement and standards**

### **Grade: 3**

Pupils make satisfactory progress in Years 1 and 2 to reach broadly average standards in reading, writing and mathematics by the end of Year 2. Results have improved in recent years. The overall standards reached by Year 6 cohorts is influenced by the relative proportions of pupils who experience all their primary education at Wycliffe and those that join at a later stage. Pupils that have been at the school since the Reception class, typically reach above average standards in English, broadly average standards in mathematics and standards that are below average in science. There is a similar pattern in the progress made by all pupils in Key Stage 2, namely the progress is higher in English than in mathematics or science. The more able pupils are not always challenged enough to reach their full potential in mathematics and science and this contributes to the slower progress in these subjects. Pupils' achieve satisfactorily overall. Pupils with learning

difficulties and/or disabilities are well supported and enabled to make similar progress to the others in their year groups.

## **Personal development and well-being**

### **Grade: 3**

Due to the effective measures for promoting good attendance, the level has risen strongly so that it is now above average. Pupils' enjoyment of learning in lessons is satisfactory overall, with younger pupils showing greater enthusiasm. Most pupils respond positively to their tasks and are keen to do their best. While the behaviour of pupils is satisfactory overall, in some classes, especially in Years 4 to 6, teachers have to regularly make reference to what is acceptable behaviour. The school has clear plans to provide additional support for those pupils with significant social and emotional difficulties to help improve their behaviour and interest in learning. While there are some incidents of bullying and racism, mostly in the form of name-calling, pupils know that these incidents are regarded as unacceptable by adults and are decisively addressed.

Pupils' spiritual, moral, social and cultural development is satisfactory. Their multi-cultural development is enhanced by celebrations of major world faiths and visits to different places of worship. Pupils know the principles of healthy eating but often do not choose the healthiest options at lunchtime. Pupils feel safe in school. They value the work of the school council, particularly in improving the toilet facilities. Pupils work hard for charities. Their preparation for their future economic well-being is satisfactory.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning underpins pupils' satisfactory progress. Carefully prepared lessons include a range of resources to motivate and engage pupils in learning. Practical tasks, simple games and challenges make learning fun. For example, in one class, pupils enjoyed a game of 'twenty questions' to identify three-dimensional shapes hidden in a box. In the best lessons, the teacher's good subject knowledge and clear explanations are used well to deepen pupils' understanding. Well phrased questions and a keen focus on developing vocabulary promote pupils' confidence in speaking. Such lessons conclude with opportunities for pupils to assess how well they have done. There are variations between classes in the quality of day-to-day assessment. There are also inconsistencies between subjects in the quality of marking. The marking of writing tasks is good. However, the marking of pupils' work is weak and inconsistent in mathematics and science. There is too little use of regular homework across the core subjects, especially in upper Key Stage 2.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is in transition through a phased review to provide more links between subjects and more enjoyment in learning. Pupils say they like this newer way of working as it is more exciting. They also enjoy French. The science curriculum has still to be developed to fully challenge all groups, especially the more able. The curriculum integrates pupils' personal development well through an interesting programme of teaching about relationships. Visits, visitors and a range of extra-curricular clubs enrich the curriculum well as does the good use

of the school grounds to promote enquiry and fitness. The breakfast club provides a healthy and calm start to the school day for many pupils and helps them be ready for school on time. Pupils earn daily 'golden time' by behaving well and trying hard with their work.

## **Care, guidance and support**

### **Grade: 3**

The good pastoral care is built on good relationships between adults and pupils. Pupils' personal needs are well known to staff and given high priority. The inclusion of a learning mentor on the staff is important in providing timely support for the most needy. Pupils feel safe and well cared for, citing the good site security and the way they are helped if they are unwell. Pupils experiencing difficulties with their attendance are well supported. Child protection requirements and health and safety procedures are well established and secure. Support for pupils with learning difficulties and/or disabilities is sound. The academic guidance given to pupils is at an early stage of development. Pupils have too little knowledge of how to improve their work other than in literacy where it is sound and impacts positively on standards.

## **Leadership and management**

### **Grade: 3**

Leaders have a broadly accurate view of the school's performance and demonstrate this in their self-evaluation and appropriate priorities in the school improvement plan. However, there are important areas for improvement related to the effective implementation of its plans. The school has improved in some key areas. Results in national assessments at the end of Year 2 have risen and pupils' attendance levels have improved significantly. The school is becoming increasingly successful at meeting its appropriately challenging Year 6 targets in English but remains less so in mathematics. There is a lack of rigour in how improvement work is currently implemented and evaluated. Key school improvements do not usually have a clearly defined outcome for pupils. Consequently, it is difficult for school leaders and governors to assess the progress arising from actions taken or to know when issues have been addressed in a robust way. While the school has a pupil tracking system, this is not yet in a form that readily supports monitoring or identifies targets or shows where additional support is needed for pupils to improve their learning.

Senior leaders provide consistent messages for staff, who feel valued and encouraged to develop and contribute to school improvement. Some aspects of the school's monitoring work, such as lesson observations, are increasingly effective features. Performance management targets are making teaching staff more accountable for the performance of their class. Subject leadership is satisfactory overall but of variable impact due to changes in staffing. The experienced governing body has a good knowledge of the school's strengths and challenges and carry out their duties satisfactorily.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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### 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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	3
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	3

### Personal development and well-being

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

### 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?	3

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	4
The effectiveness of the school's self-evaluation	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	3
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**

I'm sure you remember that two inspectors visited your school recently to find out how well you are learning. I know I speak for both of us when I say a big thank you for the kind and friendly welcome you gave us. We enjoyed our visit and want to share with you what we found out. We found that your school is a satisfactory one; that means there are good things but also some important things that could be better.

We think that the grown-ups take good care of you, including giving you good information about how to stay safe; the school is also good at getting people from outside school to give more help to those of you with particular difficulties with learning or behaviour. We were pleased to see that your attendance has improved. That's very important so keep it up! We were impressed with the part played by the school council and the 'buddies' in the life of the school. Also, your work in reading and writing has improved. While most of you behave well, a few, sometimes, let themselves and the school down so it would be better if everyone tried hard to behave their best all of the time.

Your teachers, parents and school governors would like you to make good, rather than satisfactory progress in your work. We have asked your headteacher, teachers and other staff to help you to make better progress and reach higher standards, particularly in mathematics and in science in Years 3 to 6. We have also asked your headteacher and teachers to check the work of the school more thoroughly and to set challenging targets to help improve your learning. Finally, we have asked them to make sure that you always know what you must do to make your work better.