

Byron Wood Primary School

Inspection report

Unique Reference Number	107008
Local Authority	Sheffield
Inspection number	336786
Inspection dates	12–13 January 2010
Reporting inspector	Joe Peacock

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	450
Appropriate authority	The governing body
Chair	Mrs J Cornford
Headteacher	Mr Tony Carter/Satadru Ashton
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 19 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work and looked at school policies and documentation, pupils' work, assessment data, records of monitoring and minutes of meetings of the governing body. They also scrutinised 66 questionnaires returned by parents and carers as well as 46 questionnaires completed by staff and 96 from Key Stage 2 pupils.

- pupils' attainment and achievement given the high pupil mobility
- the effectiveness of the school's strategies in improving attendance and punctuality
- whether the quality of the teaching, learning and the curriculum is sufficiently effective to enable all groups of pupils to make good progress
- the effectiveness of the leadership and management in improving outcomes for all groups of pupils.

Information about the school

This inner-city school is much larger than average. A much higher proportion of pupils than average, and typically about a third of the number on roll, join or leave the school during each year. Over nine out of ten pupils are from a wide variety of minority ethnic backgrounds and almost all of these speak English as an additional language. Many pupils new to the school are fleeing challenging circumstances in other countries. The proportion of pupils entitled to free school meals is well above average as is the proportion with special educational needs and/or disabilities. The Early Years Foundation Stage consists of a Nursery class and two Reception classes. There has been significant staffing turbulence in the past two years resulting in 10 of the 16 teaching staff being replaced by newly qualified or recently qualified teachers. At senior leadership level, two headteachers share responsibility on a 65/35% split. A breakfast club for approximately 15 pupils is managed by the school.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. An innovative arrangement to share the headship has doubled the experience, energy and enthusiasm to improve standards. The influx of new staff has also re-energised the drive to improve all aspects of the school. The school has some outstanding features, including the care, guidance and support provided for all pupils, which is a key strength. It results in a calm, purposeful atmosphere that promotes pupils' spiritual, moral, social and cultural development and enjoyment exceptionally well. The relentless efforts of the school to improve attendance have led to some improvement. However, attendance remains well below average and is exacerbated because of the extremely high mobility of pupils, extended holidays some pupils take in term time and religious observance. The persistent absence of a small minority of pupils adversely affects their achievement.

Many families new to this country stay for only a short time at the school before moving to other parts of the city. The school manages this exceptionally well. Excellent arrangements support these pupils in lessons and in the nurture and fresh start units. Outstanding partnerships with parents and carers, and outside agencies, add most effectively to the care and guidance for all pupils.

Pupils' achievement is good overall. Most pupils, including those who join the school in the middle of a key stage and the many pupils who speak English as an additional language, make good progress from their very low starting points because of the good quality of teaching, learning and the curriculum. The most recent national test results reflect a picture of improving progress and attainment, although attainment is still well below average by Year 6.

However, the picture presented by national test results is not a true reflection of the school's good work. The exceptional circumstances in which it finds itself, principally due to a complex mix of high pupil mobility and high numbers of pupils entering school across the year groups with little or no spoken English, have a significant and negative impact on performance data. The good and sometimes outstanding progress made in lessons very often does not have time to feed through to national test results because pupils leave before this can happen. In addition, the high proportion of pupils joining the school with little spoken English, often late in their primary education, has a negative impact on their attainment as seen in test scores. The result is that good achievement is masked by factors beyond the school's control. Inspectors recognise the complexity of the school's circumstances and the great challenge this presents and are confident that inspection evidence provides a fair and accurate picture of good achievement.

Although good overall, teaching across the school, including in the Early Years

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Foundation Stage, is sometimes less effective when introductions given to the whole class take too long and when tasks are not matched well to pupils' needs.

The capacity for sustained improvement is good because of effective leadership and management and the impact this is having on the quality of provision and pupils' progress. The current arrangements for the management of teaching and learning, where teachers work in teams to support one another, are ensuring that a higher proportion of teaching is good. The weight of responsibility to raise the quality of provision and outcomes for pupils currently rests with the senior leadership team, although members of the team are preparing less experienced staff to develop their leadership roles for different subjects. Governors are involved in setting challenging targets and in ensuring that school self-evaluation is accurate.

What does the school need to do to improve further?

- Raise pupils' attainment throughout the school, including in the Early Years Foundation Stage by:
 - - planning activities which more closely match the needs of pupils of all abilities
 - - improving attendance, in particular for the small minority who are persistently absent
 - - developing the role of the subject leaders to raise attainment in the subjects they manage.

Outcomes for individuals and groups of pupils**2**

Pupils are keen and enthusiastic learners. They enjoy school and learning new things. There is a very wide range of abilities in each class and, when the planned work is well matched to their differing needs, pupils concentrate well and make good progress. However, some do not make such rapid progress when work is too easy or too difficult. In 2009 the influx of new staff contributed to a significant improvement in performance by Year 6 pupils. Almost all of those who start in Year 2 and remain at the school make at least expected progress with one third achieving better than expected progress in writing and mathematics. Progress in reading is much better than in other areas because of the range of effective strategies introduced by the school but standards remain below average. The school evaluates itself accurately and takes decisive action to raise attainment. Pupils with special educational needs and/or disabilities and those who speak English as an additional language make good progress. Remarkably, staff are able to communicate in 14 of the 18 different languages spoken by pupils. All these pupils benefit from additional support in class and those with the highest needs are well provided for in the nurture and fresh start units.

'This feels like home for me. A caring, great school,' was a typical comment from parents and carers. Pupils say that they feel safe in school; behaviour is consistently good and pupils say how important good behaviour is to them and always want their classmates to behave well. Most are well aware of what constitutes a healthy lifestyle. The school has a Healthy Schools and Activemark Award. Pupils willingly take

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responsibility through the school council and activities such as reading to younger pupils but their involvement in the wider community is more limited. Low attendance disrupts the learning of some pupils and contributes to the well-below-average attainment. Punctuality is not a problem. All aspects of pupils' spiritual, moral, social and cultural development make a major contribution to pupils' positive attitudes and deep understanding of the cultural similarities and differences around them. Three residential visits, regular visits using the school minibus and a host of visitors enhance learning and help give pupils a clear set of values and aspirations. Most have a strong work ethic and a friendliness and empathy for others which are constantly encouraged and praised by staff. Pupils willingly work well together and gain in confidence by the time they leave in Year 6. These positive attributes add to pupils' preparation for secondary school and their future.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching and learning are good. Most lessons are exciting and fun. Pupils enjoy being actively involved and learning from experiences. A strength is the strong focus on

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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developing communication skills. This provides pupils, especially those who speak English as an additional language, with many opportunities for speaking and listening, which also help to improve their reading. Expectations of pupils' behaviour are high and relationships between pupils and staff are strong. In less successful lessons teachers' introductions are too long and work is not sufficiently well matched to provide appropriate challenge for some pupils.

The broad and balanced curriculum has a strong focus on active learning. Much is based on helping pupils to extend their knowledge and understanding of their environment. Excellent use is made of visits and visitors to facilitate this. Strong links between subjects are made in order to promote basic literacy, numeracy and computer skills to provide pupils with essential tools for their future. The popular performing arts studio plays a crucial role in enhancing communication. Pupils also enjoy themed weeks such as 'Black history week'.

Staff are highly motivated and passionate about the care, support and guidance that they provide for pupils and families. As a result, pupils feel safe, cared for, valued and respected. The breakfast club is growing in popularity. Pupils enjoy healthy food and a good range of learning activities. Parents and carers appreciate the very warm, welcoming environment and fully support adult learning such as using computers. For some pupils, their life chances are greatly enhanced because of staff's commitment and expertise in the excellent nurture unit and fresh start unit. The school goes to great lengths to improve attendance and punctuality. It is vigilant in keeping pupils on the register when they leave the school until their whereabouts are known. Persistent absence is decreasing and the school continues in its efforts to reduce this further

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Both headteachers are single-mindedly determined to raise attainment and are working very effectively together to make this happen. The recent staffing turbulence has presented challenges. Discussions with staff and their responses to the questionnaire clearly demonstrate their enthusiasm and wholehearted commitment to school improvement. Every teacher during the inspection was keen to have a thorough evaluation of their teaching and the common question from all was, 'How do we make it outstanding?' To strengthen the senior team and accelerate the development of new staff in their management roles, a director of teaching and learning with considerable

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knowledge and expertise has been appointed. Teachers currently work in curricular teams with a clear focus. These arrangements are proving to be effective in improving the quality of teaching and learning.

The governors are well led and organised. Most visit regularly and are involved in setting ever more challenging targets and evaluating how well they are being met through monitoring. 'I am really proud to be associated with this school,' is a governor's comment which typifies all their involvement and determination to help staff bring about improvement.

Outstanding partnerships with parents and carers and a wide range of external agencies contribute to pupils' good progress and well-being. Byron Wood is an inclusive school and actively promotes equality of opportunity and tackles any discrimination or harassment very well. At the time of the inspection safeguarding procedures were effective and the school met national requirements well.

The school makes a satisfactory contribution to community cohesion. Within the school community there are some good and outstanding elements. However, links with the local community and those already established with two European countries are not as good.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

The expertise of the interim leadership for the Early Years Foundation Stage ensures that all aspects of provision and outcomes are good. This gives children a good start to school and most make good progress. Children enter the Nursery with skills at levels

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that are very low for their age. Communication skills are a particular weakness as so many are at the early stages in learning to speak English as an additional language. The support for these children is particularly strong. The majority of children make good progress, relative to their starting points in all areas of learning. Although one third attain the levels expected for their age by the end of the Reception Year, two thirds of the children remain well behind.

Staff encourage children to be polite and kind and work hard to create a safe and caring atmosphere. As a result, children settle quickly. A strong focus on developing speaking and listening ensures that most children quickly develop adequate communication skills. This helps them to grow in confidence. All behave well and play cooperatively, showing an increasing independence in child-initiated activities such as role-play. The learning environment is vibrant and exciting indoors and out. A major focus is to use assessment information from children's profiles effectively to identify the next steps in learning for individuals.

Relationships between staff and parents and carers are excellent. Parents and carers receive useful advice on how they can support their children's learning and are confident that their children are very well cared for and make good progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A very large majority of those parents and carers who responded to the questionnaire expressed satisfaction with the school. One parent captured the views of others with the comment, 'This is a good school and I am happy with it.'

Inspection evidence supports parents' and carers' positive views. A very small number indicated that they felt unhappy about pupils' behaviour. Inspectors saw no evidence of inappropriate behaviour and judge that pupils behave well in lessons and around the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Byron Wood Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 450 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	42	34	52	3	5	0	0
The school keeps my child safe	23	35	41	62	1	2	0	0
The school informs me about my child's progress	21	32	33	50	10	15	2	3
My child is making enough progress at this school	15	23	32	48	14	21	2	3
The teaching is good at this school	23	35	29	44	11	17	1	2
The school helps me to support my child's learning	16	24	28	42	12	18	7	11
The school helps my child to have a healthy lifestyle	18	27	31	47	11	17	2	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	21	33	50	10	15	1	2
The school meets my child's particular needs	16	24	32	48	8	12	2	3
The school deals effectively with unacceptable behaviour	16	24	35	53	10	15	0	0
The school takes account of my suggestions and concerns	14	21	33	50	13	20	1	2
The school is led and managed effectively	18	27	31	47	14	21	2	3
Overall, I am happy with my child's experience at this school	26	39	29	44	7	11	3	5

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



14 January 2010

Dear Pupils

Inspection of Byron Wood Primary School, Sheffield, S4 7EJ

Thank you for being so friendly, helpful and good mannered to the inspectors when we inspected your school.

Yours is a good school that has some outstanding aspects. One of these is the excellent care, guidance and support that staff provide for each of you. It ensures that you are all safe and happy; it gives you a strong sense of what is right and wrong and how you should treat one another and ensures that you all make good progress in your work. The way your parents and carers are involved in your education and the school is also outstanding.

The inspectors know that all of you are trying your best to improve your reading, writing and mathematics. This is the biggest and most important challenge for you and the school because standards are well below where they should be. We are asking staff to re-double their efforts to raise standards and expect them to:

- plan tasks that challenge each of you and meet your different needs
- do all they can to encourage you not to be absent so that you do not miss so much new learning every day that you are away
- make sure those adults who are responsible for subjects, especially English, mathematics and science, do all they can to help colleagues to make every lesson count in raising standards.

You can help by continuing to work as hard as you do in lessons and your families can help by making sure you each attend school every day.

There is a lot you can be proud of about your school: good luck for the future.

Yours sincerely

Mr Joe Peacock

Lead Inspector

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