

Wharncliffe Side Primary School

Inspection report

Unique Reference Number	107059
Local Authority	Sheffield
Inspection number	336798
Inspection dates	19–20 May 2010
Reporting inspector	David Carter HMI

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	189
Appropriate authority	The governing body
Chair	Ms Andrea Swindon
Headteacher	Miss Ann Marshall
Date of previous school inspection	27 September 2006
School address	Brightholmlee Lane Sheffield South Yorkshire S35 0DD
Telephone number	0114 2862379
Fax number	0114 2862379
Email address	headteacher@wharncliffeside.sheffield.sch.uk

Age group	3–11
Inspection dates	19–20 May 2010
Inspection number	336798

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2010

Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 16 lessons and observed seven teachers. They observed the school's work and looked at its analysis of pupils' progress, records of governors' meetings, development planning and monitoring, and a range of policies and procedures. They analysed 64 questionnaires returned from parents and carers alongside questionnaires returned from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress made by pupils and particularly those who do not have special educational needs and/or disabilities
- how teachers use assessment information in order to plan lessons which meet the needs of more-able pupils
- how leaders at all levels secure improvement in the school.

Information about the school

Wharncliffe Side is smaller than an average-sized primary school. The proportion of pupils known to be eligible for free school meals is below the national average. Most pupils in the school come from a White British background. Few pupils speak English as an additional language. The proportion of pupils who have special educational needs and/or disabilities is higher than average as is the proportion with a statement of special educational needs. The movement of pupils in and out of the school other than at normal starting and leaving times is less than is found nationally. The school has an integrated resource unit for pupils with learning and complex needs. The school also has an integrated resource unit in the Nursery for the Early Years Foundation Stage. The school holds a number of awards including Healthy Schools, Artsmark, Sportsmark, Basic Skills and accreditation for study support.

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?

3

The school's capacity for sustained improvement

3

Main findings

Wharncliffe Side Primary School is a satisfactory school. It has some particular strengths. It provides a welcoming and nurturing environment, where pupils receive good levels of care, guidance and support. The school is at the heart of its community and it has established good relationships with parents and carers, who value the work of the school. Pupils feel safe due to the good arrangements for safeguarding and they behave well. Pupils enjoy making a positive contribution to the daily life of the school, through their roles and responsibilities as school councillors and peer mediators. They have a good understanding of how to adopt a healthy lifestyle, demonstrated through eating healthily and taking part in the wide range of sporting activities.

Since the last inspection the school has developed a themed-based curriculum and this has enabled teachers to plan interesting activities which engage pupils in their learning. As a result, pupils enjoy their learning, which is evident in the high rates of attendance. Although the curriculum has contributed towards pupils' good personal development, it has yet to improve academic outcomes.

Children enter school with the skills and knowledge that are typical for their age. By the time they leave in Year 6, attainment is broadly average in English, mathematics and science. As a result, they make satisfactory progress overall. This is because the quality of teaching and the use of assessment are satisfactory. The school collates detailed information on pupils' attainment and progress and this has enabled it to begin taking effective steps to close the gap in achievement between different groups of pupils. However, the information is still not yet being used effectively enough to match pupils' work consistently to their individual needs. More-able pupils are sometimes still not challenged sufficiently. Although pupils are keen to do well, the pace of some lessons slackens because teachers talk for too long.

Recent improvements in the Early Years Foundation Stage are resulting in children making good progress from their starting points. Pupils who have special educational needs and/or disabilities are identified at an early stage and due to appropriate interventions and support are also making good progress. This includes the pupils in the integrated resource unit. The school's recent work on developing pupils' writing is resulting in improved progress across the school.

The headteacher's drive, direction and challenge are moving the school forward. Since the last inspection the headteacher had much to shoulder in terms of leadership and management responsibility, including undertaking most of the monitoring and evaluation activities. Although these are now being shared more widely among the school's leaders, the contribution of middle and subject leaders in monitoring the school's work is still at a

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

developing stage. The school's self-evaluation is accurate and there is a clear understanding of strengths and areas for improvement, but leaders do not always take sufficient consideration of assessment information when evaluating the quality of teaching and learning. Consequently, the school demonstrates satisfactory capacity for improvement.

What does the school need to do to improve further?

- Accelerate progress in English and mathematics across the school in order to raise attainment above national averages by:
 - ensuring that teachers have consistently high expectations of what all pupils can achieve.
- Improve the quality of teaching from satisfactory to good by:
 - ensuring that lessons maintain a brisk pace so that pupils can work more productively
 - using assessment information more effectively in order to plan lessons which meet the needs of all pupils
 - providing more-able pupils with sufficiently challenging work.
- Improve the impact of leadership and management by:
 - involving middle leaders more in the monitoring and evaluating of teaching and learning
 - incorporating the use of assessment information when evaluating the quality of teaching and learning
 - ensure that planned actions are linked to measurable outcomes so that the governing body can monitor more readily the impact of the school's improvement work.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' overall enjoyment of school is shown in their high attendance. In lessons they are attentive and keen to do well. However, they are not always challenged to achieve their best. Consequently, pupils make satisfactory progress across Key Stage 1, where they attain standards which are broadly average. Similarly, pupils make satisfactory progress in Key Stage 2. This results in broadly average attainment by the end of Year 6. Across the school, pupils make better progress in writing due to the recent work which the school has done on promoting 'big writing'. Pupils are provided with detailed feedback on their progress and this is motivating them to improve.

Pupils are well behaved, polite and courteous around school. Occasionally, they can become restless, for example when they are asked to sit for too long, and they lose

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

concentration. Pupils have a good understanding of how to stay safe and during the inspection Year 6 pupils told inspectors about how they had developed their understanding through visiting the 'Crucial Crew' event in Sheffield. Pupils enjoy access to a wide range of sporting opportunities both within and beyond the school day, ranging from orienteering to yoga, and this is contributing to their healthy lifestyles. The school promotes healthy eating, including at the breakfast bar which is open before school every day.

Pupils also enjoy making a positive difference to the life of their school and the wider community. They have done so through the effective work of the school council and through the 'jobs' which they can apply for each September. A group of older pupils, for example, were appointed as journalists and produce regular newsletters which inform the school community of what is happening in school. Pupils make a contribution to the local community, for example they perform Christmas carols at the chapel, as well as regularly visiting the community centre.

Spiritual, moral, social and cultural development is good. Pupils show a good understanding of how to respect and help others. They learn about different faiths and traditions as a result of the school extending their awareness of life in a multicultural society.

Pupils are involved in business and enterprise activities, where they make products and sell them to raise money for charity. They enjoy opportunities to undertake independent work. For example, participation in mathletics enables pupils to compete against other children across the world online, which is helping to develop their skills in mental mathematics. Pupils are involved in study support activities through the Children's University project. This is improving pupils' ability to apply their basic skills and, allied to their good personal development, means that they are equipped well to access the next stage of their education.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
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

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

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

The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teachers adopt a range of teaching styles and use information and communication technology (ICT) well in order to engage pupils in their learning. As a result of teachers sharing their lesson intentions, pupils know what they are learning and what is expected of them. Pupils know their targets and what they are trying to achieve. Teachers' use of assessment information, however, is inconsistent. In the better lessons this is used well to meet the different needs of pupils but in the majority of lessons observed this practice was not as accurate.

More-able pupils in particular are not challenged sufficiently and expectations of what pupils can achieve are inconsistent. In some lessons time is not always used efficiently in order to maximise learning. Despite inconsistencies in the quality of marking, in most cases this provides pupils with the information they need to improve their work.

Since the last inspection the school has introduced a curriculum based upon themes which aim to link subjects together. This has had a particular impact on developing pupils' skills in ICT. The curriculum is enriched through the school's work on partnerships. For example, pupils are involved in musical tuition through the wider opportunities programme. The Bradfield partnership has enabled pupils to access a range of participative and competitive sports, both within and beyond the school day. The school has developed its outdoor provision and, allied to the setting of the school, this provides a stunning environment in which to learn. Pupils spoke enthusiastically about the 'jungle area', where they undertake environmental studies.

A strength of the school is the good care, guidance and support it provides, particularly for pupils whose circumstances make them vulnerable: it works well with other agencies to provide strong support for pupils whose circumstances could potentially make them vulnerable, helping them to overcome barriers to learning. This is seen in the good progress made by pupils with special educational needs and/or disabilities. There are good procedures in place to help children settle into the school and these are also used as pupils move between classes. There are good links with local secondary schools, and pupils are involved in a range of activities and visits, to ensure that they enjoy a smooth transition into Key Stage 3.

These are the grades for the quality of provision

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

The quality of teaching Taking into account: The use of assessment to support learning	3
	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The day-to-day management of the school is successful in creating a positive and welcoming atmosphere as well as a stimulating environment in which to learn. The school is a caring place and the well-being of pupils is given the highest regard. Good procedures for safeguarding show the school's caring approach, with staff and governors having accessed training to ensure that statutory requirements are met and that safeguarding procedures are robust.

The school has developed good engagement with parents and carers, who are appreciative of its work in caring for and educating their children. It provides frequent opportunities for them to discuss their children's progress and how they can support their learning at home. The school regularly produces newsletters which keep parents and carers informed about school life. Promotion of community cohesion is good. Effective links with the local and regional community help pupils to appreciate diversity. Links with schools internationally are at an early stage of development.

Senior leaders track the progress and attainment of pupils closely. They have introduced meetings about pupils' progress whereby the progress of each pupil is considered. These meetings alerted leaders to the need to consider the previous disparity in the relative attainment and progress of pupils who have special educational needs and/or disabilities and those who are not identified as requiring additional support. Modifications to teaching styles have helped to rectify this disparity and are indicative of the school's good approach to ensuring equality of opportunity and tackling discrimination. The school's leadership team recognises that while it has achieved some success in this area, particularly in securing good progress for pupils with special educational needs and/or disabilities, there are still further improvements to be made and it has strategies in place to achieve them.

Governors are supportive of the school and are aware of its strengths and areas for improvement. However, the governing body is not yet sufficiently informed about the school's performance. As a result, members are not in a position to support and challenge the school's leaders in accelerating progress and raising attainment. Leaders, managers and governors have a generally accurate view of the school's effectiveness, although sometimes it is too positive. This is mainly because the monitoring and evaluation of the quality and effectiveness of provision is not yet rigorously focused on outcomes for pupils. Planned actions for improvement are not linked sufficiently to measurable outcomes for pupils, making it difficult for the governing body to monitor

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

improvement accurately.

These are the grades for leadership and management

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

Early Years Foundation Stage

Due to good arrangements for transition as well as the high levels of care they receive, children settle well into the unit. They quickly become confident and demonstrate good independence. They behave well and respond positively to the attractive and well-organised learning environment, readily engaging in their activities. This helps to develop positive attitudes towards their learning. Both the indoor and outdoor provision successfully promotes learning in all areas of the curriculum.

Staff undertake regular assessments which help them to have an accurate picture of the progress children are making. Adults know the children well and they establish strong relationships with them. Children whose circumstances might make them vulnerable are identified early and appropriate interventions are put into place to support their learning and well-being. Adults use their assessments to plan appropriate learning activities which strike a good balance between those led by the adults and those initiated by the child. While children enter Nursery with skills that are typical for their age, as a result of the good provision they are now making good progress, particularly in their personal, social and emotional development. The improved rates of progress are due to the effective use of assessment information, so that adults plan well to meet the needs of individual children.

The leadership team of the Early Years Foundation Stage has ensured that all adults have good relationship with parents and carers, who appreciate the high levels of care

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

and support the children receive.

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

The vast majority are happy with their children's experience at the school. Parents and carers unanimously agree that the school keeps their children safe and that it prepares their children for the next stage in their education. A few parents and carers expressed concerns regarding how much progress their children made at school. Inspectors found that the progress pupils make is satisfactory, but improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wharncliffe Side 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 64 completed questionnaires by the end of the on-site inspection. In total, there are 189 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	44	69	19	30	0	0	0	0
The school keeps my child safe	51	80	13	20	0	0	0	0
The school informs me about my child's progress	42	66	22	34	0	0	0	0
My child is making enough progress at this school	41	64	20	31	3	5	0	0
The teaching is good at this school	48	75	15	23	0	0	0	0
The school helps me to support my child's learning	42	66	19	30	0	0	0	0
The school helps my child to have a healthy lifestyle	40	63	22	34	0	0	0	0
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)	40	63	20	31	0	0	0	0
The school meets my child's particular needs	44	69	18	28	1	2	0	0
The school deals effectively with unacceptable behaviour	50	78	10	16	1	2	0	0
The school takes account of my suggestions and concerns	41	64	21	33	0	0	0	0
The school is led and managed effectively	50	78	12	19	0	0	0	0
Overall, I am happy with my child's experience at this school	53	83	11	17	0	0	0	0

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



21 May 2010

Dear Pupils

Inspection of Wharncliffe Side Primary School, Sheffield, S35 0DD

Thank you for being so helpful and friendly when we inspected your school recently. We enjoyed talking to you and looking at your work. The support you gave inspectors was helpful to me when I was writing the report.

In the report I have said that your school is satisfactory, overall, but it has some good features. We found that the teachers and adults take good care of you and they make sure that you feel safe. We saw how much you enjoyed coming to school and spending time with your friends. You enjoy learning and playing with each other. We were impressed with your behaviour. During your lessons you listen well and try your best. The school has planned interesting learning activities for you to do.

Your teachers are helping you to make steady progress, although this is better in writing. Your teachers do not always make the learning challenging enough, especially for those who can learn at a faster rate, and you can spend too long listening to teachers.

We saw how much you understood about being healthy and the ways in which you make a positive contribution to the life of the school.

The leaders of the school are keen for you to do well. To help them we have asked leaders and teachers to work on the following areas to make sure that:

- you make good progress in reading, writing and mathematics so that you can attain as well as you can, because the lessons keep you busy, the work is neither too easy nor too difficult and marking shows you how to improve it
- other school leaders help your headteacher to look at how well the school is doing, especially by keeping a close watch on how you are progressing.

You can help by making sure that you always try your best and that you continue to enjoy coming to school every day.

Yours sincerely

David Carter

Lead inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email enquiries@ofsted.gov.uk.