

Wybourn Community Primary and Nursery School

Inspection report

Unique Reference Number	107065
Local Authority	Sheffield
Inspection number	336800
Inspection dates	21–22 July 2010
Reporting inspector	Jane Hughes

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	328
Appropriate authority	The governing body
Chair	Mr Keith Crawshaw
Headteacher	Mrs Joanne Bradshaw
Date of previous school inspection	10 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and observed 14 teachers. Inspectors held meetings with governors, staff, pupils, parents and carers. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 108 parents and carers, as well as those from pupils and staff.

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

- what prevents a larger proportion of pupils from reaching higher levels in writing
- the effectiveness of systems to promote regular attendance among pupils
- how well provision for children and pupils aged three to seven prepares pupils for learning in Years 3 to 6
- pupils' awareness of diversity in British society
- the accuracy of senior leaders' evaluation of the school's strengths and areas to develop.

Information about the school

This is a larger than average school. The proportion of pupils known to be eligible for free school meals is more than twice the national average. Most pupils are of White British heritage. Few pupils speak English as an additional language. A larger than average proportion of pupils have special educational needs and/or disabilities. The school has Healthy Schools status.

The headteacher was acting headteacher at the time of the last inspection. The deputy headteacher has also been appointed since then. In 2008 the school amalgamated with Wybourn Nursery. Wybourn Children's Centre opened in September 2008 on land adjacent to the school. The school's governing body has responsibility for its management. The school's Nursery is sited in the children's centre. The children's centre is open between 8am and 5pm every weekday throughout the year, except for one week at Christmas. The Nursery, as part of the school's Early Years Foundation Stage, was part of this inspection. The rest of the children's centre will be subject to a separate inspection.

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

Wybourn Community Primary is a good school. Leaders and managers put the care and well-being of pupils at the forefront of all they do. Pupils, parents and carers regard the school as a haven. They agree that the school provides excellent care and safeguarding of pupils and they value this high-quality care, guidance and support which relates either to school or family issues. The governing body has responsibility for the associated children's centre and has established a range of multi-agency support structures to meet pupils' needs. Case studies demonstrate a high level of willingness to 'go the extra mile' for pupils. Parents and carers are full of praise for the school. In response to the school's own survey of what the school does well, one of the comments was simply, 'Everything.'

Senior leaders and the governing body evaluate accurately the school's provision, practice and outcomes. They recognise that, within an overall picture of strong teaching throughout the school, some inconsistencies remain. The school demonstrates a good track record of improvement, having consolidated and developed previously good and satisfactory aspects of its work. Senior leaders are highly ambitious for the school and have moved it on considerably in recent years. These features highlight the school's good capacity for sustained improvement. There is a very successful focus on the promotion of community cohesion. While raising pupils' awareness of differences within British society and beyond, the school sits comfortably at the heart of the local community. All staff engage exceptionally well with parents and carers, who make very effective contributions to the life of the school and their children's learning. Parent governors have been highly influential in improving overall attendance through their assiduous efforts in the working party they established. As a result, attendance is improving rapidly and is now broadly average. An increasing number of pupils attend regularly and on time because parents and carers acknowledge the importance of this to their children's success. The school knows this work needs to continue in order to improve upon the current position.

Pupils learn and progress well and the majority of outcomes for pupils are very positive. Attainment is average overall by the time pupils leave Year 6, but attainment in writing, although higher than at the time of the last inspection, lags behind other subjects. Pupils behave well overall and their behaviour at break and lunchtimes is exemplary. They have an excellent understanding of their own safety and how they can contribute to it.

What does the school need to do to improve further?

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- Raise attainment in writing by:
 - improving the quality, range and appeal of written English throughout the school
 - creating more opportunities for pupils to write in a wide range of curriculum subjects.
- Eliminate remaining inconsistencies in teaching by:
 - raising expectations of some teachers still further
 - accelerating the pace of learning in some lessons
 - ensuring that higher-attaining pupils do not have to wait too long at the start of lessons before getting on with learning at their own level
 - enabling staff to observe more frequently the most dynamic and inspirational teaching in the school.
- Raise levels of attendance by:
 - devising still more creative approaches to encourage all pupils to attend school regularly.

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

Pupils thoroughly enjoy the practical elements in lessons. They listen carefully to teachers and persevere well with tasks set. Pupils in Year 2 excitedly embraced a 'mission' to discover hidden artifacts in the 'wild quad'. On discovering a fully equipped tent, complete with staff member, they spent an informative lesson asking pertinent questions about the equipment. They found out how to 'survive' for a few days without basic amenities such as power and running water. Pupils embrace such first-hand opportunities which are often far beyond their own personal experiences. They learn about different aspects of their own and other people's lives during visits to different schools and religious buildings. Pupils from minority ethnic backgrounds feel able to share their experiences and this adds greatly to community spirit. Pupils collaborate well. For instance, after listening to the message in the parable of the Good Samaritan, they worked in the community cleaning up graffiti and litter and planting trees. One pupil commented, 'I thought it would be boring helping other people but it's really good fun.'

Pupils achieve well and enjoy school. By the time they leave Year 6, pupils attain broadly average and improving standards in English, mathematics and science, although pupils' less secure writing skills remain a relative weakness. Overall, pupils learn well and make good progress from their starting points. Pupils with special educational needs and/or disabilities make similar progress to their peers as they benefit from successful support programmes, well-trained staff and speedy identification of their individual requirements. Higher-attaining pupils do not always progress as well because, on occasions, they have to sit listening to what is planned for other groups in a lesson rather than pushing forward with their own challenging tasks. Pupils demonstrate an increasing knowledge of how to eat healthily and stay fit. They say they feel safe in

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school and know who to turn to with problems. Pupils show a very secure knowledge of e-safety and how to avoid cyber-bullying. They also show a keen awareness of high-risk behaviours and their consequences. Pupils attend increasingly regularly, although maintaining their commitment remains a key priority for the school.

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	3
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	1
Pupils' behaviour	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Lessons are well structured and resourced. Classrooms are conducive to learning as they inform and stimulate increasing independence among pupils. Nonetheless, there is insufficient focus on presenting consistently high-quality and eye-catching displays and models of written English in classrooms, corridors and other shared areas. Teachers plan increasingly practical activities which appeal to pupils and engage them effectively in their learning. Class teachers, mentors and teaching assistants work well together to ensure that strategies are effective and to link work in lessons to group sessions that provide specific support, such as 'reading recovery'. Effective questioning extends pupils' knowledge and all staff track pupils' learning very carefully. However, where teaching is less successful, inconsistencies are apparent and expectations are not always high

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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enough. For instance, at times there is too much talk by the teacher which slows the pace of learning, and a hiatus in learning for higher-attaining pupils, particularly at the start of lessons. Teachers do not have sufficient opportunities to watch the most inspirational practitioners in the school at work.

Senior leaders regularly review the content and direction of the increasingly innovative curriculum. For example, the much vaunted 'wonder weeks' provide opportunities for the whole school to explore other religions and pupils' own beliefs and cultures through visitors to and trips from the school. This approach is widely commended by pupils, parents and carers. A wide range of extra-curricular enrichment supports pupils' personal development well. Increasing links between curriculum areas help pupils to make links across their learning, although they do not have sufficient opportunity to write in a wide variety of curriculum subjects.

The school invests considerable resources to provide a range of staff to support and guide pupils. The school itself is a valuable community resource which gives excellent care to pupils and their families. Much work takes place on conflict resolution. Staff are well trained to support pupils at social times, using discussion to talk through social and moral issues. Pupils help to decide on sanctions. The school provides some sessions to help parents and carers who face difficulties at home, rather than focusing solely on school-based issues. Comprehensive induction and transition processes provide just the right levels of support to allay concerns. All adults maintain consistently high expectations of pupils with regard to their attitudes and behaviour. Highly efficient specialist staff and administrators promote the benefits of regular attendance among parents and carers. This successful strategy ensures that, increasingly, pupils attend regularly and on time, particularly those whose circumstances make them vulnerable. The school's work is ongoing and it knows more remains to be done to coax the many regular attendees to come in even more frequently to improve attendance levels 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?

Senior leaders, managers and the governing body embed ambition and drive improvement well; they improve the school and ensure that it provides good value for money. Detailed monitoring rigorously underpins leadership at all levels. Teamwork is strong and morale is high. Leaders promote sustainability well. For instance, there are large paper recycling bins in corridors which are used by all. Approximately half of all

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pupils eat a cooked school lunch and increasing numbers of adults and pupils attend sessions on how to cook nutritious meals. Under the watchful eye of the site manager, the flourishing 'wild quad' supports a new family of robins.

The governing body provides strong support to the school community and is heavily involved in all aspects of safeguarding. The school promotes safeguarding exceptionally well and is held in high regard by the local authority in relation to child protection work. The designated governor is very knowledgeable and highly trained. The school has invaluable access to support agency expertise based in the children's centre. Adults promote equality of opportunity and tackle discrimination well so that most pupils reach their potential, although the needs of higher-attaining pupils are not always sufficiently well met. Parents and carers respond very well to the school's efforts to engage them fully in school life. The school sits firmly at the centre of the community and promotes community cohesion exceptionally well. Comprehensive analyses of its context ensure a keen focus on developing school and community awareness of local, national and global issues. 'School swaps' are of particular merit as they help pupils to appreciate more fully the differences and similarities found in various cultures, particularly in Britain.

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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children settle quickly into the welcoming Nursery and Reception classes.

When they start school, the level of children's skills varies but, overall, it is well below that expected, particularly their speech, language and personal skills. Children make good progress, although they leave Reception with skills below the average for their

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age. This is an improving picture, as in previous years their skills on exit were lower than this. Parents and carers are thoroughly appreciative of the provision, commenting, 'The nursery excels at incorporating simple yet effective play and learning tools that allow children to use their imaginations.' For example, children gained much fun and enjoyed imaginative play outdoors using large cardboard boxes as 'boats'. Adults ask simple questions that help children to think carefully about what they are doing. Staff patiently model what they want children to learn, such as how to move objects around on the interactive whiteboard. As a result, children are quick to pick up skills and are confident that someone is always available to help them.

Staff take very good care of children, who know who to turn to if they have a problem. All the adults have a clear knowledge of the learning, development and welfare requirements for the Early Years Foundation Stage. They make careful observations of what children know, understand and can do, and compile detailed 'learning journey' records for each individual child. Strong leadership and management ensure that children are well prepared for their future learning.

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

Approximately 40% of all parents and carers responded to the inspection questionnaire. The overwhelming majority were highly supportive of the school. They typically comment, 'My child really enjoys school and has learned a lot'. This also reflects very positive feedback from the school's own surveys. The inspection team agrees with parents' and carers' positive views. Very few responses raised individual concerns and these had no underlying pattern. The small number of negative replies were discussed with the school and the inspection team was satisfied with the school's responses.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wybourn Community Primary and Nursery 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 108 completed questionnaires by the end of the on-site inspection. In total, there are 328 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	75	69	30	28	1	1	1	1
The school keeps my child safe	70	65	36	33	1	1	1	1
The school informs me about my child's progress	69	64	34	31	1	1	2	2
My child is making enough progress at this school	69	64	35	32	2	2	1	1
The teaching is good at this school	67	62	38	35	0	0	2	2
The school helps me to support my child's learning	63	58	39	36	2	2	2	2
The school helps my child to have a healthy lifestyle	58	54	48	44	2	2	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)	54	50	52	48	1	1	1	1
The school meets my child's particular needs	63	58	44	41	1	1	0	0
The school deals effectively with unacceptable behaviour	60	56	41	38	5	5	0	0
The school takes account of my suggestions and concerns	55	51	51	47	0	0	1	1
The school is led and managed effectively	60	56	42	39	3	3	0	0
Overall, I am happy with my child's experience at this school	73	68	33	31	1	1	1	1

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	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.



23 July 2010

Dear Pupils

Inspection of Wybourn Community Primary and Nursery School, Sheffield, S2 5ED

Thank you for helping my colleagues and me when we inspected your school before the summer holidays. We enjoyed hearing your views and watching you at work and play. You told us that you all feel very well cared for and that you really enjoy school.

We judge that Wybourn is a good school. There are some outstanding aspects, including how well all the adults take care of and safeguard you, how well you know about avoiding hazards and keeping yourselves safe, the way the school supports and involves your parents and carers in your learning, and the successful way your headteacher and all the adults make links with the community. You achieve well and reach average standards in your work by the time you leave Year 6. You behave well in lessons and beautifully in the playground and when moving around school. Well done! You are very good at lending a helping hand in the local and wider community and know a lot about recycling and how to help look after the planet.

One reason for our visit was to see how your school could improve. We have asked your headteacher, governors and all the staff to help you to reach higher standards in your writing. We have also asked your teachers to improve some aspects of their teaching to help all of you do your very best. Last, the staff and governors are going to make sure that all of you with less than 100% attendance try even harder to come to school every day.

All of you can help by trying really hard to make your writing exciting and enjoyable to look at and read, and by making sure that you make a huge effort to come to school every single day.

I send you our very best wishes for the future.

Yours sincerely

Mrs Jane Hughes

Lead inspector

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