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Mr Nigel Cooper  
Headteacher  
Wibsey Primary School  
North Road  
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Dear Mr Cooper

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when Clive Moss HMI and I inspected your school on 29 April 2010, for the time you gave to our phone discussions and for the information which you provided during our visit. Please also pass on my thanks to the chair of governors, staff, the local authority representative and the groups of pupils who gave up some of their time to meet with us.

There have been some changes to the school's context since the previous inspection in July 2008. A new headteacher took up post in September 2009 following the retirement of the previous headteacher. Two teachers have retired and a new teacher has been recruited. The school is in the process of restructuring leadership roles and responsibilities and this includes a 'lead teaching practitioner' to develop teaching and learning strategies. Some members of staff have only recently taken on their new responsibilities.

As a result of the inspection on 9 and 10 July 2008, the school was asked to:

- raise standards and achievement in English and mathematics by Year 6, especially for higher attaining pupils
- raise the quality of teaching to that seen in the best lessons
- adopt a system of recording progress that is manageable and assists leaders and teachers to raise achievement further.



Having considered all of the evidence I am of the opinion that at this time the school has made satisfactory progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the previous inspection, pupils' attainment and progress have continued to rise. Although attainment at the end of Year 2 has continued to be broadly average, the attainment of boys is below girls and in 2009, was particularly low for boys in writing. Improvement at Key Stage 2 has been more evident and there were significant gains in 2009. Although English improved to be above average, attainment in mathematics and science remained broadly average. Of particular note was the attainment of girls in English, which was above the attainment of girls nationally. The proportion of pupils reaching Level 5 in English was above average; however, in mathematics and science it was below average. The attainment of pupils from minority ethnic groups lagged behind their peers but the progress they are making over time is broadly average. The school's own data indicate that attainment over time continues to rise, although the results in 2010 are not expected to be as strong as in 2009. Some groups of pupils in some classes are making expected or accelerated progress, particularly as a result of well-chosen extra support. Across the school, progress in reading and writing is stronger than in mathematics. The school has correctly identified this as an area for further development.

The teaching sampled during the inspection demonstrated that teaching has been improved and is now more consistent than at the last inspection. Of this small sample, more was good than satisfactory. Although the planning consistently identifies clear learning objectives, success criteria and modifications for most groups of pupils; it varies in the extent of the detail, the depth of planning and in the use made of assessment information. In the best examples, assessment information is used effectively to ensure that planned activities match closely to the needs of all pupils. Although the use of support staff is consistent, they are not always used to full effect throughout all lessons. Sometimes, planning for the deployment of support staff is basic and occasionally absent. Teaching of literacy is often more imaginative and engaging than the teaching of mathematics. The most effective learning in mathematics was when pupils were engaged in practical and meaningful activities, such as during the 'mathematics in motion' club. Marking is done regularly and frequently but in the examples seen it was more precise and linked to learning in literacy work than in mathematics. Pupils are being engaged in assessing their own work and many of those spoken to knew what they do well and what they need to improve; but this varied between classes.

The school's processes and systems to check closely and track the progress that pupils are making have recently been strengthened. A review of the assessment cycle has improved the speed with which assessment information is analysed and made available to school leaders and staff. This is ensuring that pupils are identified early for extra support. A range of well-chosen intervention programmes are now in place and early indications are that these are beginning to improve the progress that



pupils are making. Regular pupil progress reviews are holding teachers to account for the progress of the pupils in their care.

There has been recent notable progress in the pace of improvement at the school, but some key changes have been relatively recent. While it is clear that these changes are bringing improvements to teaching and learning, the impact is not yet as significant in all areas. For example, the consistency of teachers' lesson planning has improved but the quality of marking and feedback remains variable, particularly in mathematics. Underperformance is being challenged and teachers are being held to account for the progress of pupils. There is greater rigour in the system of setting targets for individuals, classes and whole-year groups. The school has made at least satisfactory progress in developing its capacity for further improvement. This is shown in its accurate self-evaluation, in particular, the more frequent and robust evaluations of the quality of teaching, the improved tracking of pupils and target-setting. That said, the work of governors, although improving, remains underdeveloped in the extent to which they are challenging the work of the school.

The local authority and governors have a high degree of confidence in the new headteacher and are supportive of the changes being made. Older pupils know that improvements are affecting their learning. This inspection was able to confirm that appropriate actions are being taken and these are beginning to improve the progress of pupils. The school engages effectively with the local authority, which has provided appropriate support.

This monitoring visit included a check on the school's safeguarding procedures by scrutinising the single central record and found this to be secure.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Amraz Ali  
Her Majesty's Inspector

