

# Wibsey Primary School

North Road, Wibsey, Bradford, North Yorkshire, BD6 1RL

**Inspection dates** 20–21 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils make good progress and achieve well through the school. Attainment is broadly average in English and mathematics by the end of Year 6.
- Teaching is good and some of it is outstanding. Teachers have good subject knowledge and manage classrooms well.
- Pupils' behaviour is good and they are considerate towards others. Their attendance is above average.
- The headteacher's inspirational leadership has been central to the school's good improvement since the previous inspection. Leaders work well as a team and have high ambitions for the school. There are good procedures for gaining an accurate view of how well the school is doing and how it could do better. The governing body knows the school's strengths and weaknesses and is fully involved in helping it improve.

### It is not yet an outstanding school because:

- Pupils are not confident in using their mathematical calculation skills when working in other subjects.
- At times, the work set for some pupils is too hard and for others too easy.
- In some lessons, teachers do not give pupils enough opportunity to work things out for themselves.
- There are not enough opportunities for pupils to practise and improve their writing skills in a variety of subjects.

## Information about this inspection

- The inspectors observed 30 lessons or parts of lessons taught by 18 teachers.
- Discussions were held with a member of the governing body, parents, staff, pupils and a representative of the local authority.
- The inspectors observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Inspectors listened to groups of pupils read.
- Account was taken of the 19 responses to the on-line questionnaire (Parent View) in planning and carrying out the inspection.

## Inspection team

Melvyn Hemmings, Lead inspector	Additional Inspector
Julie Harrison	Additional Inspector
Gillian Hunter	Additional Inspector
Pamela Hemphill	Additional Inspector

## Full report

### Information about this school

- Wibsey is much larger than the average-sized primary school.
- An above average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils from minority ethnic groups and whose first language is not English is broadly average. These pupils are not at an early stage of learning English.
- The school meets the current government floor standards, which set minimum expectations for attainment and progress.
- It has gained a number of national awards, including the Active Mark, and holds Healthy School status.

### What does the school need to do to improve further

- Raise attainment in English and mathematics by:
  - providing sufficient opportunities for pupils to practise and improve their writing skills in different subjects
  - improving pupils' ability to use their mathematical calculation skills when working in other subjects.
- Improve the quality of teaching so that more of it is outstanding by:
  - ensuring teachers consistently provide work that helps pupils learn well, whatever their ability
  - making sure that pupils have sufficient opportunity to work things out for themselves
  - providing teachers with individual action plans to improve their expertise so that it is outstanding.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve well from their skill level on entering school, which is generally well below that typical. They make good progress and their attainment is broadly average in English and mathematics by the end of Year 6. Leaders have worked successfully since the previous inspection to eradicate previous underachievement and are helping pupils catch up quickly, particularly in Key Stage 2.
- In the Early Years Foundation Stage, children show curiosity and interest in their activities. They enjoy working and playing in pairs and small groups and are enthusiastic in all they do. Children grow in confidence and are willing to make choices for themselves.
- Through the rest of the school, pupils are keen to learn and get on well with their work. They enjoy taking part in class and group discussions and are interested in the views of others. Pupils concentrate for lengthy periods and show perseverance when faced with difficulty.
- In Key Stage 1, pupils make good progress in their knowledge of letters and sounds that helps them to read unfamiliar words so that, by the end of Year 2, attainment in reading is broadly average. This progress is now maintained in Key Stage 2 and attainment in reading is broadly average by the time pupils leave school, with increasing numbers reaching the higher level.
- Pupils enjoy writing and their handwriting is neat. There are not enough opportunities for pupils to write in a variety of styles in different subjects, including poetry and narrative writing, in order to practice and refine their skills.
- In mathematics, pupils have secure quick mental recall and calculation skills. They are not confident in using these in other subjects, such as in the interpretation of scientific data.
- Disabled pupils and those who have special educational needs make good progress. Their individual needs are identified at an early stage and well-targeted extra support provided to meet them. There is no significant difference in the achievement of pupils from minority ethnic groups and other pupils, including those whose first language is not English.
- The funding for pupils eligible for the pupil premium has been used effectively to provide small group and individual support to accelerate their progress. As a result, their achievement has risen in English and mathematics and the gap between how well these pupils and other groups in the school are doing is narrowing.

### The quality of teaching is good

- In the Early Years Foundation Stage, adults work effectively as a team to ensure children's individual needs are met. They provide stimulating activities that are mainly based on first-hand experiences that capture and maintain children's interest. This was evident when children in the Nursery went on a listening walk around the outdoor area to enable them to identify and talk about the different sounds they could hear.
- In Key Stages 1 and 2, teachers usually plan their lessons well to make sure all pupils are given work that gets the best out of them. However, there are times when the work set for pupils is too easy for some and too hard for others. Teachers make it clear to pupils what they are to learn and what they need to have done by the end of the lesson to achieve success. Consequently, pupils are busy and purposeful in lessons.
- Teachers' marking has been improved since the previous inspection, so that it gives pupils clear guidance on the next steps they need to take in order to do better. Classroom management is good, so that pupils get on with their work well and learn quickly. Teaching assistants are deployed well to support all pupils, especially disabled pupils and those who have special educational needs.
- Teachers ask searching questions to get pupils thinking and to see how much they have understood. They expect the best from pupils. However, there is not sufficient emphasis on

giving pupils opportunity to work independently and think things out for themselves.

- The key elements of outstanding teaching were highly stimulating activities that very effectively got the most out of every pupil, whatever their ability, and enabled them to make rapid progress. This was evident in a literacy lesson for pupils in Year 6, in which they made excellent progress in classifying ideas to show an opposing viewpoint.
- Pupils' spiritual and moral development is promoted well by teachers encouraging them to think about the wonder of the world around them and to discuss moral issues. Social and cultural development is fostered by opportunities for pupils to work collaboratively and to widen their understanding of cultures different to their own.

### **The behaviour and safety of pupils are good**

- Pupils' behave well, are polite and are considerate to others. They act responsibly, in and out of lessons, and this makes a good contribution to the calm and friendly atmosphere evident throughout the school. Pupils are keen to get on with their work and collaborate well with others to complete tasks.
- Pupils have a good understanding of the different kinds of bullying, such as name calling and physical bullying. They say such occurrences are rare and are dealt with quickly by staff. A few pupils find it hard to act responsibly at times but they improve their behaviour when staff are consistent in their expectations of behaviour and use of rewards and sanctions.
- Parents, staff and pupils agree that behaviour is good and has improved over time. This is confirmed by the decreasing number of entries in the school's log of serious incidents and poor behaviour.
- There is a good understanding among pupils about how to keep themselves and others safe. They know about the dangers associated with road, rail and water use and what to do if approached by a stranger. Pupils say they feel safe in school at all times.
- Pupils' attendance has improved since the previous inspection and is above average. This reflects their enjoyment of school, as does the fact that most of them arrive on time.
- Pupils enjoy taking on a variety of responsibilities, such as being a school councillor or playground buddy. In so doing, they add to the life of the school by giving pupils a voice in how the school develops and by helping it to be a harmonious place in which to learn and play.

### **The leadership and management are good**

- The headteacher has a very clear view of how successful the school can be. He has shown great determination in developing the skills of leaders in driving school improvement since the previous inspection. As a result, pupils' achievement, the quality of teaching and leadership and management are now good.
- The leadership of teaching, including the management of staff performance and the training of teachers and other adults, is effective in meeting whole school and individual staff needs. Ambitious targets are set and teachers are fully accountable for the progress pupils make. There is a strong link between the performance of teachers and their salary progression.
- There are effective procedures for checking the quality of teaching. Plans for individual teachers to improve their teaching have largely proved successful. The school has yet to implement individualised plans to improve teaching from good to outstanding.
- Leaders ensure that the promotion of equality of opportunity and tackling of discrimination is good. They carefully check the progress of different groups to provide any extra support, if needed. This is exemplified in the way the school has used the funding for pupils eligible for the pupil premium effectively to raise their achievement.
- The school's leadership has shown it is capable of making further improvements. The local authority has confidence in the leadership of the school and provides light touch support.

- Staff model professional standards in all of their work and show respect and courtesy for pupils and others.
  - The curriculum meets the needs of pupils well and is enhanced by a variety of enrichment activities, including well-attended extra-curricular clubs and visits such as to a mosque in Bradford. It promotes pupils' spiritual, moral, social and cultural development well.
  - Parents support the school and have positive views of how well it is doing. They are kept fully informed of the progress and achievement of their children.
  - **The governance of the school:**
    - The governing body is supportive of the school and ensures that safeguarding requirements are met so that pupils and staff are safe. It has an accurate view of the quality of teaching and pupils' achievement. Governors know about the management of teacher performance and how it is used to reward good teachers. They have a clear understanding of what leaders are doing to tackle underperforming teachers. Governors manage the budget effectively to ensure value for money. They hold the school to account for the way the pupil premium funding is spent in relation to its impact on raising pupils' achievement. The governing body is involved fully in planning for long-term improvement and takes part in regular training to maintain its effectiveness. In particular, training has improved governors' ability to interpret information about pupils' progress so they have a better understanding of how well the school is doing.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107233
<b>Local authority</b>	Bradford
<b>Inspection number</b>	405088

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	693
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Feather
<b>Headteacher</b>	Nigel Cooper
<b>Date of previous school inspection</b>	13 January 2011
<b>Telephone number</b>	01274 678016
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