

Inspection of a good school: Wibsey Primary School

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

Inspection dates:

25 and 26 April 2023

Outcome

Wibsey Primary School continues to be a good school.

What is it like to attend this school?

Wibsey Primary School is a safe and welcoming community. Staff have high expectations of pupils' attitudes and behaviour. Behaviour in lessons is calm and focused. Pupils engage well and are keen to learn. Bullying is extremely rare and is not tolerated. Pupils have respectful attitudes and value people from all backgrounds. They care about each other.

Leaders have prioritised the early years to make sure children get the best start. The early years classrooms and outdoor spaces are extremely well resourced. Children quickly learn routines and develop positive habits. They learn good manners and play well together.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. Staff understand and meet pupils' individual needs well. Targets and useful strategies to support each pupil are clear.

There is a welcoming library which features wonderful images of Bradford buildings. This display helps pupils to connect to their local community and celebrate its proud history. Pupils also learn about the wider world, including other faiths and cultures. Music is a big part of school life. It is woven through activities during the day as well as singing assemblies and specialist music lessons. Everyone learns to play an instrument.

What does the school do well and what does it need to do better?

Leaders make sure reading is highly valued by pupils. Staff are trained well. They deliver the reading scheme to a high standard. Books match the sounds that pupils know. This helps pupils learn to read quickly. There are daily interventions in place to support pupils who need extra help with reading.

Curriculum planning is sequenced so that knowledge is re-visited. Curriculum leaders are starting to break down the knowledge pupils need to learn into smaller chunks. However, in some subjects, there is a lack of clarity around the most important content that pupils should learn and by when. Staff have good subject knowledge. They address pupils'

misconceptions. Staff do not consistently check that pupils understand and remember the most important learning with enough precision. Teaching assistants have strong knowledge of the curriculum, which helps them to guide and support pupils' learning.

Pupils with SEND follow the same curriculum as their peers. They are very much involved in school life beyond the classroom. For example, pupils with SEND participate in clubs and join in residential visits. Some pupils with SEND get extra support working with staff in 'The Haven.' This is a welcoming room which is used well to support pupils. For example, if pupils need more practice with the mathematics they have been learning in class, they attend an intervention in The Haven.

The curriculum in the early years gets children ready for Year 1 well. Teacher-led sessions in mathematics and phonics are well planned and delivered. Other activities planned for the children are purposeful and build well on teacher-led sessions. Staff deliberately develop pupils' vocabulary. They model how to use language and encourage all children to practise using the new words themselves. Children engage positively and learn well. Leaders have invested in high-quality resources, such as the climbing apparatus and the mini café. As in the curriculum for key stages 1 and 2, there is still some work to do to identify small steps in knowledge.

The wider offer for pupils' personal development is strong. The curriculum for pupils' personal, social and health education, Wibsey Skills for Life, is thoughtfully planned. Pupils learn, for example, about treating people fairly, online safety and healthy relationships. They also explore 'the art of thinking' where they learn about decision-making and forming good habits. Pupils are being prepared well for life in modern Britain.

There are a wide range of clubs available to pupils, such as choir, ballet and fencing. Leaders change the clubs regularly to make sure that pupils have different opportunities to learn new skills. Fieldwork visits support pupils' learning of the planned curriculum. For example, they visit the Yorkshire Sculpture Park as part of studying sculpture in art and design. Pupils have lots of opportunities to take on leadership responsibilities. A 'jobs club' introduces them to the world of work. Pupils apply for roles of responsibility in school, including school parliament member and play mentor.

Leaders and governors have identified the priorities to further develop the school incisively. Middle leadership is strengthening. There are regular opportunities for training and collaborative working for all staff. These are valued highly by the whole staff team. Most staff feel that their workload is well managed. Staff strongly praise leaders for supporting their well-being.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are dedicated to ensuring that pupils are safe and supported. Staff understand how to identify risks and how to report concerns. Pupils feel safe and have a trusted adult to turn to in school. Record-keeping is detailed and external agencies, such as the local authority's children's services, are brought in to support pupils when needed. Leaders also

work proactively with external support, for example from police community support officers, to help keep pupils safe.

Leaders carry out all necessary checks to make sure staff and visitors are safe to work around children.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have not identified the most important knowledge pupils should learn within each sequence of lessons carefully enough. In these subjects, teachers do not consistently emphasise the most important knowledge or check it has been learned. Leaders should continue to refine planning so that the most significant knowledge is more clearly identified, shared with pupils and assessed.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in November 2012.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107233
Local authority	Bradford
Inspection number	10255851
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	682
Appropriate authority	The governing body
Chair of governing body	Lisa Knowles
Headteacher	Nigel Cooper
Website	www.wibseyprimary.co.uk/
Date of previous inspection	9 January 2018, under section 8 of the Education Act 2005

Information about this school

- Leaders do not make use of any alternative provision.
- The school has a nursery for children from age three.
- The proportion of pupils eligible for pupil premium funding is above the national average.
- The school has an intervention room called 'The Haven' where pupils with SEND receive additional support.

Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The lead inspector held several meetings with the headteacher during the inspection.
- The lead inspector met with several members of the governing body.
- Deep dives were carried out in these subjects: early reading, mathematics, music and science. For each deep dive, inspectors discussed the curriculum with subject leaders,

visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and, where appropriate, looked at samples of pupils' work.

- An inspector observed pupils reading to a familiar adult.
- Inspectors spoke to pupils formally and informally about their learning and experiences at school. An inspector also spoke to parents as they picked their children up at the school gate.
- Safeguarding documentation and records for behaviour and attendance were checked.
- Inspectors observed pupils' behaviour throughout the school day, including during lesson visits and at breaktimes and lunchtimes. Inspectors spoke to groups of pupils about their views on behaviour and the wider experiences they receive at school.
- Inspectors reviewed the parental responses received through the Ofsted online questionnaire, Parent View, including free-text responses. Inspectors also considered the responses received through Ofsted's staff questionnaire and the responses to Ofsted's pupil questionnaire.

Inspection team

Zoe Helman, lead inspector

His Majesty's Inspector

Gill McCleave

Ofsted Inspector

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