

Wharncliffe Side Primary School

Brightholmlee Lane, Sheffield, South Yorkshire, S35 0DD

Inspection dates

2–3 December 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Good	2
Leadership and management	Good		2
Behaviour and safety of pupils	Good		2
Quality of teaching	Good		2
Achievement of pupils	Good		2
Early years provision	Good		2

Summary of key findings for parents and pupils

This is a good school.

- Under the excellent leadership of the headteacher, the school has rapidly improved all aspects of its work since the previous inspection and is now good.
- From their different starting points, pupils of all abilities make good progress in reading, writing and mathematics.
- Teaching is good across the school and aspects are becoming outstanding. Marking of pupils' work is often exemplary.
- Pupils in the Integrated Resource Provision are particularly well supported so that they make good progress in their learning and personal development.
- Provision for children in the early years is effective. They make good progress because teaching is good.
- Behaviour is good both in lessons and around the school. Pupils feel extremely safe in school.
- The exciting curriculum and the culture of the school lead to outstanding elements in pupils' spiritual, moral, social and cultural development.
- The senior leadership team is making rigorous checks on the quality of the school's performance and teaching. These aspects are both improving and ensuring the school continues to get even better.
- The governors have reviewed their roles and are now proactive in finding out for themselves what is happening in school and how well pupils are achieving. They are ambitious to improve the school further.

It is not yet an outstanding school because

- Not all of the recent changes made to teaching are embedded strongly enough to raise the quality of teaching even higher, particularly in improving pupils' spelling, punctuation and grammar .
- Pupils do not always display their methods of calculations in mathematics so that they are unable to check accurately their answers for errors.

Information about this inspection

- The inspectors visited lessons in all classes including the Nursery and the Integrated Provision. They observed small group sessions where pupils were practising letters and sounds led by teachers and teaching assistants. They listened to pupils reading in Years 1, 2 and 6, met pupils at playtimes and attended one assembly.
- Inspectors looked at the work in pupils' books in all classes and in many different subjects including English and mathematics.
- Meetings were held with senior leaders, middle leaders, members of staff, a representative of the local authority, pupils and seven members of the governing body, including the chair of governors.
- The inspectors observed the school at work and looked at development plans, action plans since the previous inspection, arrangements for safeguarding and child protection, systems for checking on the quality of teaching and learning and pupil progress tracking data.
- The views of parents were gained from the 21 responses to Parent View, the on-line questionnaire, the school's recent survey of parent's views, from talking to parents attending the assembly and from letters handed in to the school office by parents.
- The views of staff were gained from meetings and from a scrutiny of the 33 responses to the staff questionnaire.

Inspection team

Judith Straw, Lead inspector

Additional Inspector

Fiona Dixon

Additional Inspector

Full report

Information about this school

- Wharncliffe Side is smaller than the average-sized primary school with a full-time Nursery and five mixed-age classes.
- The majority of pupils come from White British backgrounds. The proportion from minority ethnic backgrounds is low and very few pupils speak English as an additional language.
- The proportion of disadvantaged pupils, known to be eligible for the pupil premium is below average. Pupil premium is additional funding for those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above the national average. This includes 14 pupils supported in the Integrated Resource Provision who are taught individually for part of the day and as part of a group or within their classes at other times. These pupils have a wide range of complex needs. There are two units, one for children under five which currently has six children and the other for children in Years 1 to 6 which currently has eight pupils.
- The school meets the government's current floor standard, which is the minimum expectation for pupils' attainment and progress.
- There have been changes to the structure of the senior leadership team since the previous inspection. The deputy headteacher retired in July 2014 and the school has appointed three temporary assistant headteachers on one year contracts.

What does the school need to do to improve further?

- Continue the drive to improve teaching further and ensure all pupils make rapid and sustained progress by:
 - ensuring that in mathematics pupils display their process of working out answers so that they can accurately check where mistakes may have occurred
 - embedding recent improvement to the teaching of spelling, grammar and punctuation
 - providing more opportunities for teachers to observe outstanding practice beyond their own school.

Inspection judgements

The leadership and management are good

- The excellent leadership and drive of the headteacher has been the catalyst to improve teaching and to raise pupils' achievement. She has managed the pace of change very effectively so that all staff have a renewed sense of urgency and ambition to make the school better.
- Three teachers have been appointed to the roles of temporary assistant headteachers with different areas of responsibility. They make an impressive team and are leading improvements in the early years, the quality of teaching in English and mathematics, embedding new assessment systems and enhancing the curriculum.
- Part of the pupil premium funding has been used to appoint a champion for vulnerable pupils, including disadvantaged pupils. Her work in closely checking on the progress of identified pupils and making sure that they receive strong support is effective. Pupil premium funding to support disadvantaged pupils is also used to provide individual and small group teaching and to enrich the curriculum for pupils. Over time, the gap in achievement is closing.
- Subject leaders are managing their responsibilities very effectively and developing their subject areas. For example, in modern foreign languages a new course in Spanish is to be introduced into Key Stage 1 in January.
- Since the previous inspection the monitoring and evaluation of teaching has totally changed and is rigorous and robust. Coaching has been used to support weaker elements of teaching so that it is now consistently good. The next step is to further develop strategies to deepen understanding in mathematics and embed the changes to the teaching of spelling, punctuation and grammar. Opportunities to observe excellent practice beyond the school are limited.
- Teachers have targets based on their performance, and salary progression is related to pupils' achievement and progress and teachers' contribution to whole-school improvements.
- The governing body and headteacher have a very accurate evaluation of the school's strengths and weaknesses and the strong record of improvement since the last inspection shows that leaders have the capacity to improve the school further.
- Leaders promote equality of opportunity and tackle discrimination very effectively. This is seen in the good progress of all groups of pupils including those in the Integrated Resource Provision.
- The curriculum is good. Displays around the school and in classrooms reflect an exciting range of learning opportunities reflecting pupils' interests. These include research on ancient Rome and Pompeii, the Vikings, the habitats of big game animals and finding out about some of Sheffield's most famous citizens and their contribution to society. Pupils have considered what makes a good citizen and defined their own interpretation of traditional British values and how they are reflected in school life. Some pupils have given very thoughtful responses to the First World War and explored what fasting means to Muslims and Christians and the role of meditation in Hinduism. As a result, pupils' spiritual, moral, social and cultural development is promoted extremely successfully and pupils are very well prepared for life in modern Britain.
- The Integrated Resource provision unit is managed very effectively and successfully. Sometimes pupils make enough progress to move entirely into mainstream lessons and no longer need the additional support of the unit. Planning and assessment varies according to the needs of individual pupils. There are excellent links with specialist agencies to identify and support individual needs.
- Effective use of made of the primary sports funding. Some funding is used to provide swimming lessons, pupils take part in many more inter-school sports competitions through the school's partnership and a regular sports day has been introduced. The focus is on developing pupils' enjoyment of a range of sports new to them and their overall physical fitness.
- The local authority has provided very good support to help the school to improve. The headteacher has been working with other local heads conducting school reviews and sharing practice.
- **The governance of the school:**
 - Since the previous inspection governors have taken extensive steps to improve their knowledge and understanding of the school. After a review into governance, they have undertaken more training and scheduled a programme of learning walks so that they now see for themselves the quality of teaching including the marking of books. Governors have a wide range of expertise which qualifies them effectively for checking the school's data. As a result, they compare how well the school is doing compared with other schools. They make sure the school is delivering good value for money. They check how pupil premium funding is spent and the impact it has on narrowing the gap in achievement for these pupils. They know how sports premium funding is used and make sure that it brings benefits

to all pupils. The chair of governors sometimes attends school council meetings so that the governing body knows what the pupils are discussing. Governors have set challenging targets for the school's performance and are ambitious for further improvement. They fulfil their statutory duties with regard to safeguarding and know that pupils are safe in school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. The vast majority of pupils have good attitudes to learning. They are interested and enthusiastic. A very small number find it hard to work on their own without supervision. Disruption to learning is rare.
- Around the school pupils move with purpose and consideration. They have good manners and are polite to each other, adults and visitors.
- Behaviour in the Integrated Resource Provision is typically good. Teachers create a calm and happy working environment. Some pupils have complex behaviour needs and these are consistently well managed so that the learning of others is not disrupted. Very clear routines for learning and acute awareness of safety needs ensure that all pupils participate and enjoy their learning. Any behaviour incidents are managed extremely successfully so that pupils quickly get back to learning and do not feel they are missing out on something exciting.
- All pupils recognise the need to show respect to others and this is seen in the day-to-day life of the school. As a result, the ethos of the school is highly inclusive and pupils show total acceptance of the different strengths and weaknesses shown by disabled pupils and those with special educational needs.
- Pupils have many opportunities to take on responsibility in the school. They value serving on the school council, becoming sports leaders, fund-raising activities and acting as peer mediators. Pupils show their maturity and good sense when talking about their roles as peer mediators. They are aware of the need for confidentiality and trust when supporting other pupils. Older pupils support younger ones by acting as reading partners.
- Pupils contribute to the local and wider communities in different ways such as collecting for the local food bank, picking up litter and links with a school in Kenya. During the inspection the large school orchestra was practising performances for local senior citizens.
- Attendance is above average and punctuality is excellent.

Safety

- The school's work to keep pupils safe and secure is outstanding.
- Risk assessments are thorough. Teaching about risk-taking behaviours begins in nursery and continues to Year 6. Pupils have sessions which teach them about 'risky behaviour' and 'extreme behaviours' which are appropriate to their age. They understand rules for safety using the outdoor learning areas, road safety, the danger of drug abuse, using public transport and on residential adventure holidays.
- Pupils understand different forms of bullying including cyber-bullying. They say that name-calling, including offensive racist and homophobic language, is very rare indeed. Pupils know they can trust adults to act upon any form of bullying and stop it happening. This is one reason why they feel so safe. Strategies to deal with bullying are taught thoroughly.
- Safeguarding policies are robust, rigorously reviewed to ensure they comply with all local authority and government guidelines and visitors are carefully screened.
- The views of parents, staff and governors inform safeguarding policies and reviews. Parents and staff are unanimous in the view that children are safe in school.

The quality of teaching is good

- Teachers have high expectations for pupils' behaviour and learning. It is clear from looking in the books of all classes that teachers set different work for different abilities within their classes so that every pupil is working at the right level to stretch and challenge them.
- The teaching of mathematics has been enhanced by a strong focus on mental arithmetic. Every class has a daily 'take five' spot when they race against the clock for five minutes to complete as many mental mathematics questions as possible. Some teachers keep a league table in the wall to show the current champions which further enhances the enthusiasm of pupils to succeed. At times, however, pupils' desire to reach answers quickly rely too much on mental mathematics and results in mistakes creeping in which

they are unable to check.

- The teaching of reading is good. Letters and the sounds they make are taught successfully. Pupils enjoy these sessions because teachers use games and fun activities. Pupils are often disappointed when sessions end.
- The teaching of writing is becoming a strength of the school. Pupils have the opportunity to write in many different subject areas and the improvement since the last inspection has been rapid. However, new strategies to improve pupils' use of spelling, grammar and punctuation are not yet sufficiently embedded.
- Teachers provide homework regularly to extend learning. It is made interesting for pupils by sometimes allowing them to choose tasks and to work on projects which enthuse and interest them, for example, the development of the phone and investigating sun and shadows. Parents are actively encouraged to support their children's learning.
- Teaching in the Integrated Resource Provision is tailored closely to the needs of individual pupils. Teachers are very aware of how to sustain the interest of these pupils and provide highly practical learning activities. There are many opportunities for pupils to deepen understanding and consolidate their learning. A strong and effective focus on asking pupils to explain what they are learning helps to develop their confidence and language.
- The pace of learning is good. Most pupils are eager to succeed and to do their best work for teachers. Pupils say they are constantly challenged and encouraged to improve their learning in a wide range of subjects. They appreciate the check lists of tasks which they know they must complete before they can move up a level.
- Teaching assistants make an enormous contribution to the learning and progress of individual and small groups of pupils. They reinforce topics which pupils have found difficult and supervise pupils practising on different challenges. This focus ensures that disabled pupils and those who have special educational needs are supported so that they can make as good progress as other pupils.
- The way in which teachers mark pupils' books is now often exemplary. Books are marked very regularly and indicate fully what pupils need to do next to improve. There are numerous examples of pupils responding to marking comments. Marking in books across other subjects is equally effective so that pupils understand that spelling, grammar and punctuation are just as important, whatever the subject being studied. Teachers set high expectations for the presentation of pupils' work and it is clear that pupils take great pride in their work.

The achievement of pupils

is good

- Evidence in pupils' books and a review of individual pupils' progress show achievement since the previous inspection has improved and is now good.
- Standards in the school vary significantly because classes are quite small and the ability of the pupils in the groups fluctuates widely. Sometimes the number of disabled pupils and those who have special educational needs is greater than those who have no additional needs. In 2013, standards as pupils left Year 6 were just above average in reading, writing and mathematics. In 2014, standards were not as high because of the ability of the group. Nevertheless, it is very clear that progress from pupils' individual starting points is good.
- Progress in Key Stage 1 is good. The proportion of pupils in Year 1 reaching the nationally expected standard in checks made on their knowledge of letters and sounds was below average linked to the ability of the cohort. These skills are taught well and pupils with no special educational needs achieved above the national expectation. More pupils than ever before are on track to achieve above expected levels in 2015.
- Standards at the end of Year 2 in 2014 were average for low and middle ability pupils. The proportion of pupils achieving the higher levels in national tests was well above average in mathematics and reading.
- Pupils working in the Integrated Resource provision make good progress because they follow individual plans tailored precisely to their needs. Their achievement varies greatly depending on the nature of their individual needs. Some make only little academic progress but great strides in their speech and language, social and personal development. Some of these pupils go on to special schools. In the afternoons these pupils work very successfully in the mainstream classes and make good progress in music, sport, information and communication technology, and topic research.
- Disabled pupils and those who have special educational needs in the mainstream school make good progress. Teaching assistants often support the learning of these pupils and their progress is carefully tracked to make sure that they make similar good progress to that of other pupils.
- The gap in the achievement of disadvantaged pupils and other pupils in school varies every year depending on the number who are also disabled pupils and those who have special educational needs. In

2014, disadvantaged pupils lagged behind non-disadvantaged pupils in the school by 16 months in mathematics and writing and 10 months in reading. This was a wider gap than in 2013. Disadvantaged pupils were behind all other pupils nationally by 14 months in mathematics and reading and 20 months in writing. However, it should be borne in mind that disadvantaged pupils with no special educational needs were ahead of other pupils nationally by five months in reading and 10 months in mathematics.

- Pupils' progress in English is good. Pupils use a good range of vocabulary to write in different genres. There are numerous examples of extended writing in books and wall displays. Pupils are equally adept in writing fact and fiction. Year 3 pupils have written about the wives of Henry VIII, Year 4 have looked at why people go on pilgrimages in religious education and recounted aspects of the Viking invasion and sacking of Lindisfarne. They also apply themselves well to interesting creative writing such as 'what the ladybird heard'. Occasionally, when the new approaches to teaching skills of grammar, punctuation and spelling are not embedded, pupils' basic skills are less secure.
- Progress in mathematics has been improved because of the focus on problem solving and number work and in the development of numeracy across the curriculum. For example, pupils are using graphs in science to record average hours of daylight in different parts of the world, using grid references in geography, weighing ingredients for baking and making 3D structures. Year 6 did a mathematics investigation using mini smarties, found the most popular colour, how many are needed to make a metre, how many are needed to reach the top of a famous landmark and then wrote to the manufacturers to share their findings. However, sometimes pupils are so keen to display their mental arithmetic skills that they do not record their methods of calculations and hence cannot check when mistakes occur.
- Pupils read widely and many pupils read every day at school. Pupils talk about their favourite authors and books they have enjoyed. Many read beautifully with great expression and feeling. They know why reading is such an important skill and enjoy book fairs, dressing up as characters and the opportunity in assemblies to recommend good books to others.
- The most able pupils make good progress because they are increasingly challenged by class teachers. Pupils now achieve the highest levels in national tests in mathematics and reading.
- Displays of pupils work in art and design, a review of their learning in French and music indicates that achievement is good across a range of subjects.

The early years provision

is good

- Most children start in the nursery with skills that are broadly typical for their age. By the end of Reception children make good progress and are increasingly prepared for learning when they start in Year 1.
- Children in the under fives Integrated Resource make good progress especially in their personal and social development and join in whenever it is appropriate with the other children in Nursery and Reception classes. The focus is on developing their social and communication skills and as a result, they are able to take part in mainstream lessons and activities.
- Behaviour is good. Children cooperate well, take turns to share and concentrate on their learning closely.
- Teaching is good. Many opportunities are available for children to learn to write by making marks for letters and expressing their ideas. Similarly, children make good progress in number work and social skills through the many experiences for role play. For example, children particularly enjoy the kitchen area where they cook and serve meals for each other and talk about how to feed the baby doll. In the water activity area children learn about different shaped cylinders and describe the sound as water is poured from them. Physical development is encouraged through outdoor activities such as bicycle-riding and climbing which they eagerly enjoy.
- Assessment is frequent. Staff use modern technology to photograph and record comments on progress as it occurs which build into an effective profile of each child's learning journey. Teachers use these records to plan the next steps for each child so that all make good progress.
- Children feel well cared for and safe and parents are confident that their children are looked after properly. All welfare requirements are met.
- Outdoor provision for children in the early years is well equipped with all areas of learning represented. There is a pleasing half covered area so that children can learn outdoors with some imaginative resources. For example, ample straw, twigs and bricks enable children to recreate their own version of the '*Three Little Pigs*' story.
- Outdoor provision is further enhanced by a woodland area beyond the playground where children enjoy activities such as building dens, creating nests and reading books set in woodlands.

- Leadership of the early years is good. Recent improvement in outdoor provision and better assessment procedures are improving children's achievements.

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	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.
		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.

School details

Unique reference number	107059
Local authority	Sheffield
Inspection number	453529

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	176
Appropriate authority	The governing body
Chair	Kathryn Smyth
Headteacher	Ann Leach
Date of previous school inspection	26 March 2013
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