

Inspection of Wybourn Community Primary & Nursery School

Manor Oaks Road, Sheffield, South Yorkshire S2 5ED

Inspection dates:	23 and 24 April 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Hannah Thornley. This school is part of Sheffield South East Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Joanne Bradshaw and overseen by a board of trustees, chaired by Keith Crawshaw.

What is it like to attend this school?

Relationships between staff and pupils at Wybourn are warm and caring. The school's nurturing approach supports pupils' well-being, allowing them to feel safe and ready to learn. Staff know the pupils and their families extremely well. This helps them to put the right support in place so that pupils have a positive school experience.

Inclusivity is at the heart of this school. Leaders are ambitious for pupils to do well. They have high expectations of what pupils should achieve. The school is rightly proud of its specially resourced provision for pupils with special educational needs and/or disabilities (SEND). Pupils are integrated into lessons and the life of the school wherever possible. For most pupils, this ensures they progress well through the curriculum.

Pupils have an in-depth understanding of the school's values. They behave well in lessons and follow school routines. Many pupils, due to the complexity of their needs, require additional help to manage their feelings and emotions. This targeted support is swift and well considered.

Pupils benefit from the school's carefully designed offer to provide them with opportunities to go on visits locally and further afield. Pupils value regular trips to the local library and other places in the community, such as the Manor Castle.

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

The school embraces and welcomes all pupils regardless of background or complexity of need. It works to identify any barriers to learning at the earliest possible opportunity. The school starts this work with families as part of its role as a community hub. Staff liaise with a range of external services, such as speech and language therapists and health visitors, to really understand pupils' needs and to ensure the right support is in place for them. This important work continues right through school. It allows pupils with SEND, including those who access the specially resourced provision, to participate in all aspects of school life.

The curriculum is broad and balanced. It is designed with the needs of the pupils in mind. This includes pupils with SEND, who have a curriculum offer that serves them well. Over time, pupils develop a detailed body of knowledge across various subjects. Although the school's published outcomes do not reflect this, pupils achieve very well from their various starting points.

There is a strong focus on developing children's communication and language. In the early years, staff diligently focus on developing these skills as a priority. Children are taught new words to expand their vocabulary and help them to communicate well with others. The regular sharing of stories, songs and rhymes, encourages children's engagement and enjoyment in learning new words.

From the Reception Year, pupils access a well-structured phonics programme. They practise reading with books that are well matched to their phonics knowledge. Pupils

receive regular opportunities to consolidate this knowledge, particularly if they are at risk of falling behind. This supports pupils to develop their reading skills and fluency as they move through the school.

In most subjects, the delivery of the curriculum provides opportunities for pupils to practise and apply their knowledge. Clear explanations from teachers, alongside well-designed tasks, ensure pupils build on their previous learning and develop a secure basis of knowledge. However, this is not consistent across all subjects. In some subjects there is also some variability in how well staff check pupils' understanding in lessons. When this happens, opportunities are lost to reshape the learning and address misconceptions.

Pupils, including children in the early years, work and play alongside one another positively, regardless of differences or needs. Pupils respond well to clear instructions and develop warm, caring relationships with adults and each other. The school continues to work with parents and carers to support the improvements needed in attendance. Too many pupils miss important learning due to absence from school.

The personal development offer exposes pupils to a variety of opportunities and experiences. They enjoy the wider clubs available such as cricket, football, dance, taekwondo, karate, and archery. Pupils with SEND have the same opportunities as their peers. They are well supported to be successful.

The pupil diversity council are extremely proud of their role. They talk about the regular contributions they make to whole school assemblies. They help to raise awareness of the importance of respecting the protected characteristics of others. Pupils have a good understanding of the fundamental British values. They can confidently share why these matter both in school and in wider society.

Staff are proud to work at the school. They feel supported to manage their workload and any challenges they face as part of their role. Those responsible for governance have a clear understanding of their responsibilities. They understand the context of the school. They share the vision to be a truly inclusive, nurturing school which is at the heart of the community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some lessons the strategies used to deliver the curriculum are not consistent and do not support some pupils to learn and understand new concepts. This means that these pupils are not learning as well as they could. The school should revisit the strategies used in lessons to ensure that they successfully support pupils to learn more.

- In some subjects, gaps in pupils' learning are not addressed in a timely and effective way. Pupils do not develop a secure understanding of the knowledge they need in these subjects. The school should ensure that staff have the knowledge and skills to identify and address gaps in pupils' knowledge and use this information effectively in future lessons to meet the needs of all pupils.
- Too many pupils miss too many days of school. They miss important parts of their education, academically and socially, as well as the wider opportunities that the school provides. The school should work with parents to ensure that they value and understand the importance of education on pupils' future life chances.

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](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143620
Local authority	Sheffield
Inspection number	10346663
Type of school	Primary
School category	Academy converter
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	566
Appropriate authority	Board of trustees
Chair of trust	Keith Crawshaw
CEO of the trust	Joanne Bradshaw
Headteacher	Hannah Thornley
Website	www.wybournlearning.com
Dates of previous inspection	12 and 13 November 2019, under section 8 of the Education Act 2005

Information about this school

- The school has a specially resourced provision for pupils with SEND, which provides provision for up to 12 pupils with communication and interaction needs, including pupils with a diagnosis of autism.
- The school uses two unregistered providers of alternative provision.
- The school runs a breakfast and after-school club for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024, will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken this into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and history. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- An inspector listened to some pupils read to staff. They also spoke to pupils about reading.
- Inspectors observed pupils' behaviour across the school. They met with groups of pupils to seek their views of the school. They also spoke to pupils informally in class, around the school and at breaktimes.
- There were no responses to Ofsted's pupil survey.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff, and pupils and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors held meetings with senior leaders and other members of staff. The lead inspector met with the CEO of the trust and representatives from the board of trustees and the local governing body, including the chairs of both groups.
- Inspectors scrutinised a range of documentation during the inspection, including minutes of governing body meetings and school development plans.
- Inspectors considered the views of parents. They spoke with parents before and after school. Responses to Ofsted's online survey, Ofsted Parent View were low in number.
- Inspectors spoke with different groups of staff to gather their views, including about their workload and well-being. Additionally, they considered responses to Ofsted's staff survey.

Inspection team

Sarah Gordon, lead inspector

His Majesty's Inspector

Rob Hunter

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Adrian Fearn

Ofsted Inspector

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