

Wales Primary School

Inspection report

Unique Reference Number	106883
Local Authority	Rotherham
Inspection number	336761
Inspection dates	24–25 June 2010
Reporting inspector	Jane Hughes

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	171
Appropriate authority	The governing body
Chair	Mr P Johnson
Headteacher	Miss Diane O'Leary
Date of previous school inspection	5 February 2007
School address	School Road Wales, Sheffield South Yorkshire S26 5QG
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Introduction

The inspection was carried out by three additional inspectors. The inspectors visited nine lessons and observed nine teachers. Inspectors held meetings with governors, staff, parents and carers, and groups of pupils. They observed the school's work, and looked at the school's plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 91 parents and carers, as well as those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the attainment of boys, particularly in reading and writing
- the attainment of higher attaining pupils, particularly in reading and writing
- the apparent strengths in pupils' personal, social and learning skills
- the extent to which leaders at all levels, including in the Early Years Foundation Stage, are improving the school's performance.

Information about the school

The school is smaller than average. The proportion of pupils known to be eligible for free school meals is in line with the national average. Almost all pupils are from White British backgrounds. An average proportion of pupils have special educational needs and/or disabilities. The school has achieved Healthy School status. An external provider, Wales Childcare Partnership, offers term-time childcare on the school site from 8am to 3.15pm, Monday to Friday. The school's Foundation 2 class shares its outdoor learning environment with the provider. The external provision was not included as part of this inspection but is subject to a separate childcare inspection.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

Wales Primary is a good school. Parents and carers sing its praises at every opportunity with comments such as, 'I can't praise the school enough', 'my child embraces school fully, enjoying each day' and 'opportunities offered to children here are immense'. Much has improved since the last inspection due to the relentless focus on improvement by the headteacher and other senior leaders, who work very effectively together. For example, attainment, although still broadly average, continues to rise year by year, including in the Early Years Foundation Stage. Pupils now achieve well because the quality of teaching is stronger. Previous strengths, particularly those that relate to pupils' personal skills such as how safe they feel, how well they adopt healthy lifestyles, the extent to which they contribute to the school and wider community, as well as their spiritual, moral, social and cultural development, continue to be good.

The headteacher, senior leaders and governors are highly focused on improving all elements of the school's work. They communicate their ambitions for the school very clearly to pupils, parents and carers. They recognise that the school has to sustain and build still further upon the current improvements in the attainment of all pupils and eradicate any instances of slower progress. Priorities are correctly identified through well-evidenced rigorous self-evaluation. All these strengths demonstrate that the capacity for sustained improvement is good.

Pupils behave well as they move between the three school buildings. They enjoy the large playing field and garden areas. Parents and carers value the high quality of care their children receive as well as the many opportunities they have to participate in enrichment activities. Pupils relate well to each other and show curiosity in all aspects of their learning. However, the school does not promote community cohesion effectively enough beyond the immediate locality and so pupils do not have a well-developed awareness of the nature of multicultural Britain.

What does the school need to do to improve further?

- Sustain the rising trend in attainment in English, mathematics and science and eliminate the occasionally variable progress of a few pupils, by:
 - ensuring even greater consistency in the quality of teaching across the school, in particular in matching work to pupils' abilities
 - building on the existing links between curriculum areas.
- Extend the promotion of community cohesion and raise pupils' awareness of diversity in British society by developing links with other schools and organisations beyond the locality.

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Outcomes for individuals and groups of pupils

2

Pupils thoroughly enjoy school and achieve well. In lessons, pupils collaborate well. They are particularly adept at sharing their ideas and using persuasive arguments to develop their learning. This prepares them well for their future education. For instance, inspectors observed Year 5 pupils completely immersing themselves in role playing different personal experiences from the apartheid regime. They used the language of debate very well to exemplify their key points. Pupils regularly use their skills of speaking, listening, numeracy and information and communication technology (ICT) to enhance their responses and consolidate their learning. Their good attitudes and behaviour ensure that they make the most of their time in lessons and so make good progress. From time to time, a few pupils across the ability range do not make good progress because the tasks set for them in a lesson do not exactly meet their needs. However, overall, the individual requirements of pupils with special educational needs and/or disabilities or those who have particular gifts or talents are carefully identified and met so that these groups of pupils make similar rates of progress to everyone else. The relative performance of girls and boys is similar. Pupils' attainment is average and rising securely in English, mathematics and science. Parents and carers say, 'There have been improvements in my child's attitudes, enthusiasm, ability and confidence in and out of school'.

Most pupils attend regularly and are punctual. Pupils' lunch boxes are generally healthy as parents and carers follow the school's guidance on this. Pupils have a good understanding of how to live safe and healthy lives. They participate in a wide range of physical activities and make the most of the varied extra-curricular programme. They have a good understanding of their own cultures and local heritage and respect the views of others. Even so, they do not have a strong awareness of diversity in modern Britain.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers have good subject knowledge and bring learning to life for pupils. Senior leaders strive to develop pupils as independent learners. Increasingly, teachers focus lessons around pupils' interests as this encourages them to research more effectively. Skilful teaching assistants are highly valued and make a strong contribution to the success of the support programmes that meet pupils' individual needs. Appreciative parents and carers state that, 'The school has been a revelation. It has changed our children's lives coming here!'. Teachers plan well from the accurate assessment data they collate for each pupil in their class. However, a small proportion of satisfactory teaching results in very occasional mismatches of work to ability for pupils with differing needs. Teachers mark pupils' work well and offer helpful guidance on how to improve. They make accurate assessments of what pupils know, understand and can do and use this information effectively to accelerate pupils' progress.

The developing curriculum continues to establish more structured links between subjects. This is helping to improve pupils' progress and engagement in their learning. The varied extra-curricular programme means that pupils experience a wide range of activities and so broaden their horizons. Pupils confirm that lessons appeal to them and talk enthusiastically about art, business and history links. The school swimming pool is an excellent resource that encourages pupils to learn safe practices in the water and to develop another important life skill.

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Please turn to the glossary for a description of the grades and inspection terms

Strong relationships and high quality nurture abound here. A keen emphasis by all adults on ensuring the physical and emotional well-being of every pupil underpins all aspects of its work. For instance, there is a comprehensive approach to transition from class to class, whereby pupils spend three weeks with their next teacher before the summer break. This time is highly valued by staff and pupils, as pupils subsequently get off to a flying start the following September. Vulnerable pupils benefit from highly effective support and guidance. Parents and carers confirm that the school takes very good care of their children. Systems to promote all pupils' regular attendance are effective and continue to develop. Adults manage pupils' behaviour very well, although sometimes a small minority of pupils are overly dependent on these systems to the detriment of their developing self-discipline.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and deputy headteacher have a strong determination to drive improvement across all areas of school life. Morale is high and staff work as a strong team for the good of the pupils. For instance, every pupil in Year 6 has an adult writing mentor. The mentors are drawn from all the adults associated with the school and include administrative and ancillary staff. The positive impact of this initiative can be seen in the current and ongoing improvements in pupils' writing. All staff have opportunities to develop their professional skills. Senior leaders and members of the governing body evaluate carefully the work of the school and set clear priorities for further development. The tracking of pupils' attainment and progress is meticulous and all staff demonstrate a clear understanding of how to move pupils forward in their learning.

The school forges strong links with parents and carers. In the past, parents and carers have been less inclined to become involved in the work of the school but this is gradually changing due to the tenacity of senior leaders. A wide range of partnerships exists with other schools and organisations. These ensure that pupils have access to external expertise whenever it is required to meet their individual needs. The school adopts recommended good practice with regard to safeguarding procedures and pays close attention to specific issues such as safety measures at the swimming pool. Parents and carers confirm that the school takes very good care of their children and inspectors saw this during the inspection. Adults promote equality of opportunity and tackle discrimination well and this ensures that pupils, irrespective of background, gender or individual need, usually reach their potential. Leaders continue to develop the promotion of community cohesion, although more remains to be done to engage with communities beyond the immediate locality. The governing body provides good levels of challenge and support to senior leaders, and its members are knowledgeable and conscientious. Well-organised

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administrators and ancillary staff maintain the school's daily smooth running. The school deploys its resources well and manages an interesting, if challenging, site efficiently. It achieves good outcomes for pupils and provides good value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children respond well to their good experiences in the Reception class. The effectiveness of the setting has improved since the last inspection. Current strengths include:

- children want to come to school because they have fun
- the provision is well organised, both inside and outdoors
- caring staff take good care of children's well-being
- good questioning of children helps to develop their language and thinking skills
- strong leadership of the setting continues to improve provision and practice.

When they start school, the levels of children's skills vary, but overall they are around those expected for their age. In reading, writing and personal, social and emotional skills they are lower. In 2009, a far larger proportion of children moved into Year 1 having achieved above the national average, particularly in their language and social skills. Current assessments of children's work in Foundation 2 show that this proportion is set to increase this year to three children in every four. This is because the strong leader of the Early Years Foundation Stage ensures that all adults have consistently high expectations of outcomes for children. The leadership recognises that more remains to be done to develop various aspects of provision and to embed further the good Early Years Foundation Stage provision and practice.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

A majority of parents and carers responded to the inspection questionnaire. They are highly supportive of the school. This reflects accurately the feedback from the school's own surveys. A few parents and carers raised a variety of individual concerns but these had no underlying pattern. The inspection team agrees with parents' and carers' positive views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wales Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 91 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	58	36	40	1	1	1	1
The school keeps my child safe	56	62	33	36	2	2	0	0
My school informs me about my child's progress	44	48	43	47	4	4	0	0
My child is making enough progress at this school	45	49	41	45	4	4	0	0
The teaching is good at this school	54	59	36	40	0	0	0	0
The school helps me to support my child's learning	48	53	39	43	1	1	0	0
The school helps my child to have a healthy lifestyle	43	47	46	51	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	48	53	39	43	0	0	0	0
The school meets my child's particular needs	47	52	41	45	1	1	0	0
The school deals effectively with unacceptable behaviour	45	49	40	44	5	5	0	0
The school takes account of my suggestions and concerns	38	42	42	46	1	1	1	1
The school is led and managed effectively	53	58	35	38	0	0	0	0
Overall, I am happy with my child's experience at this school	54	59	35	38	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 June 2010

Dear Pupils

Inspection of Wales Primary School, Sheffield, S26 5QG

Thank you for your help during the recent inspection of your school. My colleagues and I enjoyed meeting you and hearing your views. This is what we found out about your school.

You told us that you enjoy school very much and this is clear to see. Wales is a good school. You all work hard and do well, whatever your individual needs. Your headteacher makes sure that you achieve well. We saw you all behaving well both in lessons and around the school. You are kind to each other and work well together. Children in Foundation 2 have fun and learn well.

Part of our job is to see what your school could do better. We have asked your headteacher and all the adults who work in school to help you reach even higher standards in your work and reduce any differences in the quality of lessons. We have also asked the adults who run the school to develop more links with schools and organisations outside your local community where there is a different mix of cultures and backgrounds. This will help you all become more aware of the many different groups of people who live in Britain today. You could help by researching some of the information for yourselves.

We hope that you will carry on working hard and enjoying school.

With very best wishes for the future

Yours sincerely,

Jane Hughes

Lead Inspector

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