

Wrenthorpe Primary School

Inspection report

Unique Reference Number	108226
Local Authority	Wakefield
Inspection number	356326
Inspection dates	18–19 January 2011
Reporting inspector	Roger Sadler

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	218
Appropriate authority	The governing body
Chair	Mr Andy Scholey
Headteacher	Mrs Jane Coyle
Date of previous school inspection	10 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited eight lessons, each taught by a different teacher. The team analysed samples of pupils' work, particularly in writing and mathematics, and held meetings with members of the governing body, staff, pupils and parents and carers. They observed the school's work, including assembly and play times and looked at records from the current and previous academic years. School documents, including the school improvement plan and safeguarding procedures and records were evaluated. The school's data in relation to pupils' attainment, progress and attendance was compared with national data. Inspectors analysed the 68 questionnaires returned by parents and carers, along with questionnaires returned by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The achievement of pupils, especially higher-attaining pupils, and the extent to which pupils' attainment is improving.
- Whether assessment is effectively used to promote learning.
- The effectiveness of monitoring and evaluation systems and how well the findings are used to support school improvement.

Information about the school

The great majority of pupils attending this average-sized school are from White British families and speak English as their first language. The proportion of pupils known to be eligible for free school meals is below average as is the proportion of pupils who have been identified as having special educational needs and/or disabilities. Since the previous inspection, the school has gained Healthy Schools status and the Green Tree Gold Award for environmental awareness. Since April 2009 there have been considerable changes in leadership and governance, including the appointment of a new headteacher. Registered childcare provided after school on the school site is run by an independent organisation and is inspected separately.

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?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school which is improving well. Relationships are good and pupils enjoy their time in this happy school. Pupils behave well and concentrate in lessons and enjoy the good-quality curriculum with which they are provided. They attend regularly, feel safe and act with due regard for the safety of others. Attainment is broadly average. The school has introduced challenging targets to help more pupils attain above-average standards over the next few years and standards are rising. Pupils' achievement is satisfactory and all pupils, including those with special educational needs and/or disabilities, and higher-attaining pupils, securely make satisfactory progress. The school has identified that the weakest area in mathematics is in pupils' skills of investigation and problem-solving. It is also aware that the weakest aspect of writing is in extended creative writing. Opportunities are missed in some classes to develop writing skills in subjects other than English.

Teachers are beginning to use assessment information more effectively in lessons, in order to accelerate progress, but this is not fully consistent in all classes. In particular, marking and oral feedback to pupils is sometimes too general. Although staff have begun to provide pupils with useful checklists that help them see how to assess and improve their work, these sometimes include too many aspects or are not fully used during lessons and this slows some pupils' progress.

The recently appointed headteacher has begun to tackle the school's weaknesses with great energy and skill. Many parents, governors and pupils point to a range of recent improvements and staff very much welcome the clear direction and strong guidance provided by the headteacher. A recently introduced system to track the progress of each pupil, followed up with regular meetings between the headteacher and each individual teacher, enables a close eye to be kept on the quality of learning of each pupil. Carefully tailored extra help is provided to those at risk of falling behind, which is already accelerating pupils' progress. Although leaders other than the headteacher have begun to improve their skills and understanding in leadership and management, these remain under-developed. The headteacher's self-evaluation is accurate and monitoring is used well to direct and assure improvement. Consequently, staff share a clear understanding of how well the school is doing and what needs to be improved. This, together with recent improvements, shows the school has a satisfactory capacity for sustained improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspection before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment in English and mathematics by:

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- improving the quality of pupils' extended creative writing
- developing particular writing skills in subjects other than English
- improving pupils' skills in mathematical problem-solving and investigations.
- Improve the quality of teaching, learning and assessment, by:
 - sharing with pupils a smaller number of criteria for evaluating the success of their work and helping them to appreciate which of these they are meeting and where further improvement is needed
 - ensuring greater consistency and focus in the use of oral and written feedback to pupils.
- Improve and distribute leadership and management skills and understanding beyond the headteacher.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy lessons and school and their achievement is satisfactory. Many pupils are articulate and confident in speaking because they are given many opportunities to hold short discussions in lessons. Pupils' good behaviour and concentration in lessons is helping accelerate their progress.

Children generally enter Reception with knowledge and skills typical for their ages. In most classes, all groups of pupils make at least satisfactory progress and in some classes progress is good, especially where teachers ensure that pupils are clear about exactly which aspect of their work they need to concentrate on improving. Although attainment by the end of Year 6 remained average last year, recent school assessments and pupils' work indicate that standards are rising and rates of progress are improving as new initiatives begin to bear fruit. The daily teaching of letter and sounds and a well organised home reading programme are helping accelerate pupils' progress in reading. The achievement and progress of pupils with special educational needs and/or disabilities are satisfactory.

Pupils' spiritual, moral, social and cultural development is good. Their cultural development is the weakest element because it is limited by a lack of knowledge and experience of the diversity of life in modern Britain. Pupils take a strong role in the school community, especially older pupils, as Fitbods or 'Energy enforcers'. Pupils are polite and sociable around school. The school's work towards Healthy Schools status has helped provide pupils with a good understanding of healthy diet and the need for regular exercise. Many pupils show real interest in the environment and appreciate the efforts of staff to improve the school grounds. Their satisfactory progress in basic skills and their good relationships and behaviour ensure pupils are appropriately prepared well for the next stage of education and the world of work beyond school.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
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	3
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 manage behaviour well and relationships are good in classes. This contributes to pupils working hard at the tasks they are set. Teachers use interactive whiteboards well to add impact and clarity to whole-class learning. In some classes, however, too much time is spent on whole-class teaching and too little on independent or group work and this slows the pace of learning. Some aspects of the use of assessment are good. For example, assessment information is used well to ensure that teaching matches the learning needs of all pupils in the class. Other aspects are less effective. For example, the quality of marking and the quality of guidance to help pupils assess their own work is not fully consistent. Although staff often provide pupils with useful checklists to help them understand and evaluate what they are learning, these sometimes include too many aspects. Consequently, some pupils are insufficiently clear where they need to focus their efforts to improve.

The school's curriculum focuses increasingly well on basic skills, promoting improving attainment and progress. Growing priority is being given to creative writing and to investigational skills in mathematics, where pupils experience most difficulty. Learning opportunities are broad and enhanced well by additional subjects such as French, for older pupils. Music is given a high priority and many pupils enjoy learning instruments and being choir members. The curriculum is suitably modified to meet the learning needs of all pupils and the more-able pupils are being provided with more additional challenge and support,

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which is accelerating the progress they are making. The curriculum to support pupils' personal and social development is good. The school's sports partnership considerably enhances the curriculum and pupils' well-being. There is a good and well-supported programme of after-school clubs, visits, including residential, and visitors to school. Although pupils are given frequent opportunities to write in subjects other than English, opportunities are sometimes missed to develop particular writing skills in subjects such as history, geography, science and religious education.

Pastoral guidance is strong and pupils are treated with sensitivity, respect and kindness, helping them to grow in confidence as they mature. The pastoral and personal needs of each pupil, including potentially vulnerable pupils and those with special educational needs and/or disabilities, are well known to the school. As a result additional support is targeted accurately and effectively. Staff work effectively with families and other professionals, and parents and carers and pupils recognise that their personal and pastoral needs are given great priority by the school. Academic guidance is improving but is not as consistently strong as pastoral guidance.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
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?

On appointment, the headteacher quickly introduced an effective means of tracking the progress of individual pupils. This system is being used widely by teachers and is an important reason why pupils' progress is improving. This work is also helping all staff see clearly the part they can play in improving pupils' achievement throughout the school. Effective monitoring and evaluation systems have been introduced by the headteacher and any weaknesses or inconsistencies that come to light, in teaching or in learning, are followed up with appropriate action. This is beginning to contribute well to improvements in the quality of teaching and in the pace of learning.

The whole-school community feels fully involved in moving the school forward and ensuring that all pupils do their best. The senior management team and subject leadership are being strengthened but there is more to do to ensure that leadership responsibilities are fully shared throughout the school. The governing body is enthusiastic and supportive but its role in monitoring standards is underdeveloped, so its effectiveness is satisfactory rather than good. Equal opportunities are promoted well, all pupils are equally valued and discrimination is not accepted. For example, the school identified that the more-able pupils were not doing as well as they might and has improved provision for these pupils. Hence, their progress is accelerating. Parents and carers recognise that communication with them is good and they appreciate the newsletters, and the recently introduced curricular

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information which is provided each half term to help them better support their children's learning. The school has recently undertaken a review of the way in which it contributes to community cohesion, the provision for which is currently satisfactory. Leaders are aware of the need to improve pupils' understanding of other cultures, both in Britain and abroad. Safeguarding procedures are thorough and effective and demonstrate good practice in all respects.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
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	3

Early Years Foundation Stage

Children make satisfactory progress as they move through the Reception Year and most attain the expected skill levels by the time they enter Year 1. Good procedures to ensure that children are well cared for have been introduced. As a result they quickly settle, feel safe and enjoy school. The school communicates well with parents and carers, most of whom feel welcome and involved with their children's learning. However, not all parents and carers are clear about which of the staff is their child's key worker.

Adults have a sound understanding of the learning requirements for children of this age and provide a sufficient range of experiences to support their learning. There are good arrangements to meet the needs of children of differing skills when enabling them to recognise letters and sounds, and those of higher ability are well challenged. In larger-group teaching sometimes the teacher talks for too long and adults other than the teacher are not fully deployed. As a result children lose concentration and learning slows. Leadership and management are satisfactory and adults have a sound understanding of where improvements are needed. Leaders are becoming more confident in measuring, analysing and comparing children's progress through the use of performance data.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Around one-third of parents and carers returned the questionnaire, which is an average-sized response. The great majority of parents and carers are fully supportive of the school. Their comments on the inspection questionnaire and their oral reports to inspectors indicate that they are confident that their children are happy and feel safe in school. Parents and carers were particularly appreciative of the quality of care and support provided and of the improvements made over the last year. The inspectors endorse these views. The aspect most frequently criticised by parents and carers in their responses to the questionnaire concerned the management of pupils' behaviour. This does not align with inspectors' judgements based on observations and discussions with parents and carers and pupils, which indicated that behaviour is managed well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wrenthorpe 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 68 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	51	30	44	3	4	0	0
The school keeps my child safe	34	50	32	47	1	1	1	1
My school informs me about my child's progress	27	40	37	54	4	6	0	0
My child is making enough progress at this school	31	46	34	50	0	0	3	4
The teaching is good at this school	27	40	39	57	1	1	1	1
The school helps me to support my child's learning	30	44	33	49	5	7	0	0
The school helps my child to have a healthy lifestyle	30	44	37	54	1	1	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)	21	31	39	57	4	6	0	0
The school meets my child's particular needs	26	38	39	57	0	0	3	4
The school deals effectively with unacceptable behaviour	16	24	38	56	8	12	4	6
The school takes account of my suggestions and concerns	27	40	33	49	4	6	2	3
The school is led and managed effectively	37	54	26	38	3	4	1	1
Overall, I am happy with my child's experience at this school	33	49	32	47	1	1	2	3

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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



20 January 2011

Dear Pupils

Inspection of Wrenthorpe Primary School, Wakefield, WF2 0LW

Thank you for making the inspectors so welcome when we came to your school. We especially want to thank those of you who gave up part of your lunchtime to talk with us. My colleagues and I enjoyed watching you learn and talking with you in lessons and around school.

Your school provides a satisfactory standard of education and you make satisfactory progress. Staff look after you well and we are pleased you enjoy lessons. You clearly enjoy school and your attendance is good. It is good to see that most of you arrive on time. You know how to act safely and you think about the safety of others. Your preparation for life at your next school and for life beyond school is satisfactory. You show consideration for others, understand what is right and what is wrong, and are very friendly to each other. We hope you are proud of your good behaviour and manners. Those of you who find learning difficult make sound progress because the school helps you learn and you are given extra help in small groups.

There are many things that your headteacher, teachers, other staff and the governors want to improve, because they want your school to get even better. We have asked that the headteacher and governors concentrate especially on:

- helping you do even better in some aspects of your writing and mathematics
- making sure you know just how you can improve your work
- making sure that more adults take a greater part in running the school.

Yours sincerely

Mr Roger Sadler

Lead inspector

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