

Wakefield Lawefield Primary School

Inspection report

Unique Reference Number	131734
Local Authority	Wakefield
Inspection number	360312
Inspection dates	28–29 June 2011
Reporting inspector	Andrew Clark

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	250
Appropriate authority	The governing body
Chair	Mr Jerry O'Mahony
Headteacher	Mr Craig Batley
Date of previous school inspection	12 September 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and observed nine teachers. The inspectors held meetings with representatives of the governing body, the staff, groups of pupils, and parents and carers. They observed the school's work and looked at a range of documentation, including essential policies, the school improvement plan and pupils' progress and attainment data. The inspection team analysed 76 completed questionnaires from parents and carers, as well as questionnaires completed by pupils and staff.

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

- The progress that children make in the Early Years Foundation Stage.
- The challenge teachers provide to the more-able pupils.
- How well the curriculum meets the needs of all groups of pupils.
- The contribution all leaders and managers make to school improvement.

Information about the school

This is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average. The percentage of pupils with special educational needs and/or disabilities is well-above average. The majority of pupils are from minority ethnic backgrounds and there is an increasing number from Eastern European families. The proportion of pupils with English as an additional language is higher than usual and over 12 different languages are spoken. The school has achieved Healthy Schools status and Basic Skills Quality Mark.

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

This is a good school. The outstanding care, guidance and support the school provides ensure that all pupils, including the potentially most vulnerable, are well prepared for learning and that behaviour is excellent. The well-planned curriculum and good quality of teaching enable pupils of all abilities and ethnic and social backgrounds to achieve well. The headteacher and deputy provide a clear direction for future improvement. They are supported well by an increasingly effective senior and middle management team. The knowledgeable governing body contributes well to rigorous monitoring procedures. The pupils' progress and the quality of provision have developed well since the last inspection and, as a result, the school has demonstrated good capacity to sustain improvement.

The school is successful in helping groups of pupils of all abilities, including those whose circumstances may make them vulnerable, reach challenging targets. Children get off to an excellent start in the Early Years Foundation Stage. Pupils' attainment is broadly average in English and mathematics by time they leave school in Year 6. Those with English as an additional language, from many minority ethnic backgrounds, progress well also. In a very few lessons, more-able pupils do not make all the progress they are capable of. Pupils have an excellent understanding of how to stay safe from harm. They are very friendly and considerate towards each other. Pupils have a good knowledge of how to live healthily and make a strong commitment to sport and exercise. Their attendance is broadly average. Pupils make a good contribution to the school and local community. For example, the eco-school council has made a good contribution to the tidiness and attractiveness of the school and its environment. Pupils are very reflective and have a well-developed understanding of the lives of those in different circumstances to themselves. The school's promotion of community cohesion is excellent. Pupils' spiritual, moral, social and cultural development is outstanding.

The quality of teaching is good overall. Relationships are excellent and teachers make lessons interesting through exciting themes and a sense of humour. Lessons are often brisk and challenging. On a few occasions, teachers do not expect enough of the more-able pupils. Teachers mark pupils' work well, but sometimes do not involve pupils enough in improving their own work during lessons. The lively and imaginative curriculum and excellent partnerships with others provide very positive opportunities for pupils to follow their interests and participate in a good range of extra-curricular activities. Extremely rigorous procedures to identify and support potentially vulnerable pupils and ensure everyone's safety contribute to the outstanding care, guidance and support. Parents and carers are proud of the school. 'This school has a wonderful staff and a dedicated headteacher who has done a brilliant job,' is typical of their views.

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What does the school need to do to improve further?

- Increase the progress of more-able pupils further by setting high targets in all lessons for the most-able pupils and encouraging them to use their initiative and skills to work towards them.
- Ensure all groups of pupils are involved regularly in assessing their progress in lessons and guide them to improve their own work further.

Outcomes for individuals and groups of pupils

2

Pupils take pride in their work and present it well. They take good care to spell accurately and use punctuation well. They enjoy learning and are ambitious to achieve. For example, older pupils make good use of 'target ladders' to build on their literacy and numeracy skills. They make good use of different sources of information, such as dictionaries, word walls and number displays, to develop their ideas and consolidate their learning. Pupils of all ages who start school with English as an additional language make rapid gains in developing a good bank of words and phrases that enable them to participate and progress in all subjects. Pupils develop good skills in working together and sharing ideas. All those skills contribute well to the progress that pupils of all abilities make and equip them well for their future learning.

Children enter the Early Years Foundation Stage with skills levels which are generally well below those typically expected for their age. Pupils of all abilities make good progress in reading, writing and mathematics and reach standards which are average by Year 6. That is reflected in good trends in the results of national curriculum tests and assessments at Year 2 and Year 6. Very occasionally, pupils do not make the best progress because teachers do not include the pupils enough in making improvements to their work. More-able pupils progress well, although opportunities are sometimes missed to encourage them to take the initiative and reach even higher levels. Pupils with special educational needs and or/disabilities make good and sometimes outstanding progress, developing both their good basic skills and very positive attitudes to learning.

Pupils from many nationalities work and play in harmony. Their behaviour is excellent. They show kindness and consideration towards each other and are attentive to adults and other children. That makes a significant contribution to their learning. Pupils say they feel very safe and explain their reasons for this well. They are very well informed about safe and unsafe situations, particularly those that may face them in later life. Pupils are aware of what constitutes a healthy meal and participate in a good range of physical and sporting activities. The regular swimming club contributes further to pupils' safety. Pupils serve lunches to the elderly in the community regularly and participate in seasonal activities such as the Christmas Fayre. Pupils are very reflective and mature. They have a well-developed capacity to understand different points of view and respect different faiths and cultures. There are striking examples of that in older pupils' persuasive writing.

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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	1
Pupils' behaviour	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

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?

Teaching is good overall and sometimes outstanding. A significant strength of the quality of teaching is the sharp focus on equipping pupils, from the start, with the language skills to enable them to benefit from the full curriculum. Teachers and teaching assistants work very closely together to ensure pupils of all abilities make good progress. Bilingual staff provide skilful interventions to support pupils with English as an additional language well. Teachers challenge pupils often to think deeply and solve problems. Expectations are generally high and pupils strive hard to meet them. Very occasionally, teachers do not make it clear what the highest levels are that more-able pupils could reach if they tried. Most lessons proceed at a brisk pace and pupils enjoy this. Good-quality marking and feedback, generally, prompt pupils to improve their own work and reach challenging targets. On a few occasions, teachers do not provide enough guidance for pupils to improve their work during lessons.

The curriculum is increasingly imaginative and creative and has improved well since the last inspection. The curriculum meets the needs of all groups of pupils well. Very careful tracking of the effectiveness of pupils' learning experiences, especially for those with special educational needs and/or disabilities and those with English as an additional language, enables teachers to adjust the curriculum quickly to individual needs. That is becoming more established for more-able pupils and those who are gifted or talented. Excellent partnerships with local secondary schools, sporting organisations and many

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cultural and artistic groups contribute to pupils' learning and strong personal development. Pupils have good opportunities to learn another language and participate in musical and theatrical events. Parents and carers make a good contribution to pupils' learning through their involvement in lessons and homework activities.

The school has outstanding systems to support pupils who may be vulnerable due to their circumstances. Enthusiastic and highly trained staff maintain meticulous records of pupils' personal development and academic progress, ensuring that the pupils' needs are very well met. Very good partnerships with education, psychological and social services contribute to the effectiveness of support for pupils and their families potentially in vulnerable circumstances. The work is highly successful in breaking down significant barriers to learning. There are rigorous and effective procedures to care for pupils and excellent systems to monitor and improve attendance and behaviour.

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	1

How effective are leadership and management?

The school does not stand still. The headteacher and senior leaders work closely with an increasingly effective middle management team to drive standards higher and create a safe and stimulating environment for pupils and their families. Good self-evaluation is informed well by the views and opinions of staff, pupils, and parents and carers. It provides a clear basis for school improvement planning. The governing body is well informed and brings a good range of skills and interests to school life. It is representative of the community it serves and contributes well to the school's robust monitoring procedures. The procedures are well established and systematically applied. The school knows its community extremely well. It has worked imaginatively and rigorously in partnership with others to provide high levels of training and support to enrich the lives of adults and children alike increasingly. As a result, the contribution to community cohesion is excellent. The school promotes equality of opportunity for success well, for both pupils and staff, taking steps to avoid discrimination. The headteacher takes a leading role in training other schools in aspects of safeguarding. There are extremely rigorous policies and procedures to protect pupils and their families from harm and safeguarding procedures are excellent. The school seeks grants and other funding successfully and financial procedures are robust and ensure good value for money.

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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	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children start school with skills levels which are generally well below those typical for their age. The levels are especially low for communication and literacy. Children of all abilities, including those with special educational needs and/or disabilities, make outstanding progress overall. There has been a sharp trend of improvement since the last inspection. As a result, by the time children start Year 1, attainment is just below, but increasingly close to, average overall. There are excellent induction systems to support children and their families to ensure they settle quickly into the Early Years Foundation Stage. Very good links with parents and carers contribute to the smooth start children make. Children feel very safe and are supported by robust welfare arrangements. The quality of teaching and use of assessment are excellent. The Nursery and Reception classes make full use of exciting resources to bring learning to life. There are high-quality systems to share information on children's progress with parents and carers. There are imaginative programmes to help children make progress in early reading and writing, whatever their starting points. The 'learning journeys' and other records of children's work are engaging for parents, carers and children. As a result of those experiences, the children get off to a rapid start.

There is a very good balance between adult-led activities and those that children can choose for themselves, both indoors and out, which contributes well to all areas of learning. The school makes excellent use of outside areas to provide children with a good range of outdoor experiences. Activities are exciting and meaningful and result in high-quality outcomes in many areas of learning. Children and staff make good use of a wide range of information and communication technology resources to develop basic skills and learn more about the world around them. A key strength is the use and quality of accurate observations of children's learning and the careful planning to help them reach the next steps in their learning. The Early Years Foundation Stage leader provides a very clear

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direction for further development and is supported by a very knowledgeable and well-trained team. As a result, the Early Years Foundation Stage has demonstrated an excellent capacity to improve.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

About a quarter of parents and carers responded to the questionnaire, which is fewer than usual. Almost all parents and carers are very supportive of the school. They feel that their children enjoy school and make good progress. A small proportion of those who expressed an opinion do not feel that their children are prepared well enough for their future learning. The views of the parents and carers are reflected in the findings of the inspection. Virtually all aspects of the school's work are at least good and some are outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wakefield Lawefield 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 76 completed questionnaires by the end of the on-site inspection. In total, there are 250 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	50	37	49	1	1	0	0
The school keeps my child safe	38	50	36	47	2	3	0	0
My school informs me about my child's progress	30	39	43	57	3	4	0	0
My child is making enough progress at this school	34	45	34	45	3	4	0	0
The teaching is good at this school	35	46	37	49	4	5	0	0
The school helps me to support my child's learning	32	42	39	51	3	4	0	0
The school helps my child to have a healthy lifestyle	30	39	39	51	6	8	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)	30	39	34	45	9	12	0	0
The school meets my child's particular needs	31	41	40	53	4	5	0	0
The school deals effectively with unacceptable behaviour	31	41	37	49	4	5	0	0
The school takes account of my suggestions and concerns	25	33	47	62	2	3	0	0
The school is led and managed effectively	36	47	37	49	1	1	0	0
Overall, I am happy with my child's experience at this school	36	47	35	46	3	4	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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



30 June 2011

Dear Pupils

Inspection of Wakefield Lawefield Primary School, Wakefield, WF2 8ST

Thank you for the warm and friendly welcome you gave the inspectors when we visited your school this week. We enjoyed talking to you and seeing you in your lessons and at playtimes.

These are some of the things we found out about your school.

- You go to a good school.
- The headteacher and staff provide good leadership for the school and they take outstanding care of you.
- You get off to an excellent start in the Early Years Foundation Stage.
- You feel very safe and behave extremely well.
- You enjoy your lessons and teachers give you practical and fun things to learn about. You take pride in your work and reach expected standards overall.
- Teachers do not give you enough chance sometimes to make your own work even better during lessons. The work for a few of you could be even more challenging.

To help your school become even better, we have asked your headteacher and the governing body to:

- give you more guidance on how you can improve your own work
- make sure all of you are working towards the highest level you can.

You can help by always trying your best and continuing to enjoy school.

Yours sincerely

Andrew Clark

Lead Inspector (on behalf of the inspection team)

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