

Waverley Primary School

Inspection report

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|--------------------------------|----------------------|
| Unique Reference Number | 106735 |
| Local authority | Doncaster |
| Inspection number | 377454 |
| Inspection dates | 15–16 September 2011 |
| Reporting inspector | Christine Millett |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 280 |
| Appropriate authority | The governing body |
| Chair | Kevin Johnson |
| Headteacher | Diane Humphrey |
| Date of previous school inspection | 29 January 2009 |
| School address | Douglas Road Balby Doncaster DN4 0UB |
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 19 lessons or parts of lessons given by 10 teachers, held meetings with groups of pupils, a representative of the governing body and staff. They observed the school's work, and looked at work in pupils' books, school policies and plans, data tracking pupils' progress, records on safeguarding, health and safety, and attendance. Inspectors considered the 91 questionnaires completed by 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 a number of key areas.

- To establish if attainment at the end of Key stage 2 was continuing to improve.
- The rates of progress being made by pupils across the school.
- Current levels of attendance and the impact of measures taken by the school to reduce the number of persistent absentees.

Information about the school

Waverley is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is above the national average. Most pupils are of White British heritage. A very small minority are from other ethnic groups. The number of pupils who speak English as an additional language is well below average. The proportion of pupils with special educational needs and/or disabilities is below the national average. The school has achieved a number of awards including Healthy School status and the Leading Parent Partnership Award. The school operates a daily breakfast club for its pupils.

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

Waverley Primary School is a good school. It has many strengths. Pupils display positive attitudes towards their work. One pupil described school as, 'a fun and enjoyable place to be'. The school provides a safe and welcoming environment where pupils feel valued. They have confidence in adults to help them resolve any difficulties they may have. Parents and carers are supportive of the school as is typified in the comment, 'Teachers are dedicated and make each child feel special and give them the best start possible.' A wide range of partnership activities make a strong contribution to pupils' good achievement and personal well-being. Pupils' experiences of different cultures and beliefs are well developed through the curriculum, charity work and links with other schools.

Children get off to a good start in the Nursery and do well in the Early Years Foundation Stage. Progress from Year 1 to Year 6 continues to be good. School data in recent years show attainment to be average but an improving picture, year-on-year. The school's own tracking systems show that attainment is now rising rapidly as a result of good teaching, with a noticeable increase in the number of pupils reaching the higher levels for their age. Teaching is good overall and sometimes outstanding though there are inconsistencies across the school. Occasionally, work is not well matched to pupils' different levels of ability and too few opportunities are provided for practical tasks and for the use of information and communication technology (ICT). Pupils with special educational needs and/or disabilities are well supported and make the same progress as their peers. Assessment is regular and frequent analysis of outcomes takes place. Work is marked regularly and, overall, provides good guidance on how pupils can improve. The good, topic-based curriculum provides all pupils with a wide range of experiences designed to give them opportunities to practise and apply their basic skills. Visits and visitors provide first-hand experiences which contribute much to pupils' good social, moral, spiritual and cultural development as well as to good community cohesion.

The effective headteacher is supported well by senior leaders and staff. They have tackled rigorously the high number of persistently absent pupils and previously overall low attendance with the result that these statistics have improved significantly. The governing body is equally committed and oversees safeguarding procedures well, reviewing constantly practices and procedures. All adults share a clear vision for future improvement, recognising what the school does well. Good use is made of accurate self-evaluation to highlight areas for improvement. The impact of

this is clearly evident in improvements since the previous inspection, indicating a good capacity for sustained improvement.

What does the school need to do to improve further?

- Raise attainment further by increasing the proportion of outstanding teaching by:
 - improving the pace of lessons so even more is accomplished
 - ensuring that the planning of all lessons provides work well matched to pupils' different levels of ability
 - providing opportunities for practical tasks and activities and, where appropriate, including the use of ICT.

Outcomes for individuals and groups of pupils

| |
|---|
| 2 |
|---|

Pupils behave well and develop good attitudes towards learning as they move through the school. They enjoy learning and collaborate well when given the chance to work in groups. Behaviour in lessons is good. Very occasionally, when the pace of the lesson drops, a few pupils lose concentration. The quality of learning seen in lessons during the inspection was good overall. This was particularly well illustrated in a mathematics lesson where pupils participated with great enthusiasm and focus in ordering numbers, responding immediately to input from the teacher. As a result pupils rose to the challenges set with confidence. Work seen in pupils' books confirmed the school's own analysis of pupils making good progress from Early Years Foundation Stage to Key Stage 2. Recent analysis of data shows that most pupils across the school are on track to meet challenging targets. The progress of all pupils is monitored carefully. Many children start school with skills and knowledge that are well below national expectations for their age, particularly in communication, language and literacy, and in personal, social and emotional development. Overall attainment at the end of Year 6 is average. Attainment at the end of Year 6 in 2011 showed an improvement on the previous years, particularly in English. Pupils in the current Years 5 and 6 are making good progress and on track to reach or exceed their targets. Pupils with special educational needs and/or disabilities are also making good progress as a result of a range of appropriate intervention strategies.

Relationships throughout school are good, creating a pleasant learning environment. Pupils of all ages have a clear understanding of the importance of healthy eating and regular exercise. They respond well to the responsibilities they are given and make positive contributions to the school and local communities. This is seen, for example, in the enthusiasm with which older pupils carry out their roles as buddies. Pupils gain a satisfactory grasp of basic skills, including ICT. The school also provides them with additional skills and experiences. These, alongside average attendance, good manners and positive attitudes, ensure pupils are adequately prepared for the next stages in their education. Pupils have a marked sense of right and wrong and enjoy the different cultural experiences the school provides. The school's values encourage pupils to think beyond themselves. Parents, carers and pupils value the breakfast club.

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 | 3 |
| Taking into account: | |
| Pupils' attendance ¹ | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

The majority of lessons seen were good with some examples of outstanding practice. The school is working to ensure consistency in the quality of teaching across the school. Overall, teachers engage pupils' interest in learning effectively through the use of interactive whiteboards, vibrant displays and a wide range of artefacts. Overall, teachers have good subject knowledge and usually plan lessons to take into account all levels of ability. Pupils are aware of their targets and usually know what they need to do to improve their work. Occasionally, opportunities to consolidate learning through practical activities are missed. In the best lessons, pupils have occasion to discuss and reflect upon their work before moving on to something else. Other adults in the classroom give valuable support.

The good curriculum has had a positive impact upon the academic outcomes and the personal development of all pupils. It provides imaginative opportunities for learning, which is popular with pupils. A thematic approach ensures greater depth of learning and the sharing of expertise and resources. This is supported by an impressive number of educational visits and experiences from which pupils benefit greatly. The range of topics taught is also strengthened through partnerships with the local high school.

Parents and carers appreciate the caring ethos of the school. Waverley is a caring school. Staff are highly committed and dedicated. As a result, the care, guidance and support pupils receive are of good quality. Great care is taken to ensure that pupils are given good quality guidance on how to stay safe. The individual needs of vulnerable pupils and those with special educational needs and/or disabilities are well met through close liaison between teachers, support staff and outside agencies.

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

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 effectiveness of leaders and managers in embedding ambition and driving improvement, particularly in teaching and learning, is good. Under the clear direction of the headteacher, staff are united in their determination to improve outcomes for pupils and to enhance provision. Regular analysis of pupils' performance provides a sharp focus on the achievements of different groups of pupils.

Effective self-evaluation means there is a clear understanding of specific areas for development and expectations are rising. The governing body is knowledgeable, offers a range of skills, and is supportive and committed to bringing about improvement. It plays an important and effective role in monitoring and evaluating the work of the school. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed.

The school has a good relationship with parents and carers and works hard to involve them in school life. Positive links exist with the local community through the Waverley Action Group. Community cohesion is strong and the school has developed joint ventures with other schools and organisations which make pupils aware of life in different parts of the country. Specific themed weeks, visits and visitors raise awareness of other faiths and cultures. Pupils from different backgrounds get on well together. Equality of opportunity is good. The talents of all individuals are valued and developed. Good provision ensures there is no unevenness in performance for different groups of pupils.

These are the grades for the 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 | 2 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in an attractive, lively environment. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. They are encouraged to be independent, to make choices and develop social skills that ensure good behaviour. Children start school with skills and knowledge that are generally well below age-related expectations. Good teaching and a well-organised curriculum ensure the gap is closing by the end of Reception. Ongoing assessment ensures that individual children's progress is tracked regularly and well-targeted support given.

Achievements are recorded as 'learning profiles' which provide parents and carers with an ongoing record of their children's development. Staff have worked hard to create a bright and attractive learning environment. Imaginative activities such as the 'surgery' encourage children to show care and concern for each other through play. The story of *Little Red Riding Hood* gave the children much to talk about as they made their own very sensible observations on Red Riding Hood's actions, so developing language and thinking skills. Learning moves easily between the indoor and outdoor areas giving all children opportunities to have fun and learn from each other.

Good leadership is focused strongly on continuous improvement. Staff are extremely vigilant and children's welfare has a high priority. Strong links are developed with parents and carers, who are encouraged to be involved in their children's learning. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition from Reception into Year 1.

These are the grades for the Early Years Foundation Stage

| Overall effectiveness of the Early Years Foundation stage | |
|--|----------|
| Taking into account: | 2 |
| 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 in the Early Years Foundation Stage | 2 |

Views of parents and carers

Approximately one quarter of parents and carers responded to the questionnaire. A number felt unable to comment upon some aspects as their child had only been in school for a week. This has distorted some of the percentages. However, of those who did reply, the response was very positive. All agreed that their children enjoyed school. The overwhelming majority agreed that they were happy with their children's experience at school and that their children were kept safe. Most thought that teaching was good, their children made enough progress and school helped them support their children. A very large majority were in agreement with all other areas. A few parents and carers raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised or they were beyond the school's control.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waverley 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 280 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 47 | 52 | 44 | 48 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 45 | 49 | 45 | 49 | 1 | 1 | 0 | 0 |
| The school informs me about my child's progress | 40 | 44 | 47 | 52 | 1 | 1 | 0 | 0 |
| My child is making enough progress at this school | 47 | 52 | 39 | 43 | 3 | 3 | 0 | 0 |
| The teaching is good at this school | 50 | 55 | 36 | 40 | 2 | 2 | 1 | 1 |
| The school helps me to support my child's learning | 44 | 48 | 40 | 44 | 4 | 4 | 1 | 1 |
| The school helps my child to have a healthy lifestyle | 35 | 38 | 49 | 54 | 3 | 3 | 1 | 1 |
| 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) | 37 | 41 | 44 | 48 | 2 | 2 | 2 | 2 |
| The school meets my child's particular needs | 44 | 48 | 41 | 45 | 3 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 36 | 40 | 40 | 44 | 3 | 3 | 3 | 3 |
| The school takes account of my suggestions and concerns | 29 | 32 | 47 | 52 | 2 | 2 | 5 | 5 |
| The school is led and managed effectively | 38 | 42 | 40 | 44 | 4 | 4 | 3 | 3 |
| Overall, I am happy with my child's experience at this school | 40 | 44 | 48 | 53 | 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 | 43 | 47 | 10 | 0 |
| Primary schools | 6 | 46 | 42 | 6 |
| Secondary schools | 14 | 36 | 41 | 9 |
| Sixth forms | 15 | 42 | 41 | 3 |
| Special schools | 30 | 48 | 19 | 3 |
| Pupil referral units | 14 | 50 | 31 | 5 |
| All schools | 10 | 44 | 39 | 6 |

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 2010 to 08 April 2011 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.



19 September 2011

Dear Pupils

Inspection of Waverley Primary School, Doncaster, DN4 0UB

Thank you for all your help when we inspected your school. You were very polite and helped us to understand how you feel about your school. You told us that you go to a good school and we agree. We also found that:

- you get off to a good start in the Nursery class and make good progress during your time in the school
- you are working hard and attainment at the end of Year 6 is average but improving year-on-year
- you enjoy coming to school and are keen to learn, though attendance is only average
- you behave well both in the classroom and in the playground
- adults look after you well and make sure you are safe
- teaching is good and teachers try to make lessons interesting
- you show a good understanding of healthy lifestyles and know how to stay safe
- you take your responsibilities seriously and contribute well to the life of the school and the local community
- your school is helping you prepare for the next stages in your education.

We think that with your help your school can improve even more and we have asked your headteacher and your teachers to do the following things:

- help you reach higher standards by making sure that all teaching in the school is the very best it can be
- make sure your work matches your ability in all lessons
- use activities and information and communication technology to help you learn.

We believe that this will help you all to make more progress and we are sure you will all work hard to make this happen.

Best wishes for the future.

Yours sincerely

Christine Millett
Lead inspector

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