

Wadworth Primary School

Meadow Rise, Wadworth, Doncaster, DN11 9AP

Inspection dates

23–24 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Too few pupils make better than expected progress, especially in Key Stage 2.
- Attainment is rising and is relatively higher by the end of Year 2 than it is by the end of Year 6.
- Teachers do not always give pupils the right level of work to motivate them to do their best.
- Not all teachers mark books well enough and, as a result, some pupils do not have a very clear view about how to improve their work.
- Senior leaders successfully addressed a number of difficult staffing issues last year, but have not ensured that all teaching is now good.
- Leaders with particular responsibilities do not carefully check that agreed actions to improve teaching are being implemented successfully. As a consequence, some pupils do not do as well as they should.
- The governing body does not monitor carefully enough how the school spends the additional pupil premium funding.

The school has the following strengths

- Pupils enjoy coming to school, behave well and their attendance is well above average.
- Since her appointment the headteacher has improved the way pupils' progress is checked.
- Any pupil who is now seen to be underachieving is quickly given additional support to help them catch up.
- The headteacher has introduced ways to check the performance of teachers and provides training to help them improve, ensuring the school gets value for money.
- Senior leaders, including governors, know what the school does well and what still needs to improve. As a result, plans for making improvements are focused on the right priorities.

Information about this inspection

- Inspectors observed 16 lessons, one of which was a joint observation with the headteacher, and also a number of small-group and one-to-one activities led by support staff.
- Meetings were held with the Vice-Chair and Chair of the Governing Body, senior leaders and school staff. Two telephone discussions were also held with a representative of the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and talked to groups of pupils from Key Stage 2.
- Inspectors took account of 22 responses to the online questionnaire (Parent View), a recent school survey of parents' views and spoke to parents at the start of the first day. Inspectors also spoke to a number of parents who took the opportunity to phone the team.
- Inspectors also took account of 20 questionnaires returned by members of staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and attendance, as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Karen Foster

Additional Inspector

Full report

Information about this school

- This is smaller than the average size primary school.
- The proportion of pupils supported by school action is below average. There are no pupils supported by school action plus or who have a statement of special educational needs.
- A lower than average proportion of pupils are from minority ethnic groups.
- The proportion of pupils known to be eligible for free school meals and for whom the school receives additional funds (the pupil premium) is below the national average.
- The school meets the government's current floor standards, which set a minimum expectation for pupils' attainment and progress.
- A new headteacher was appointed in January 2011.

What does the school need to do to improve further?

- Improve teaching so it is at least good or better, by:
 - improving the quality of marking, so that all pupils are clear about how to make their work better
 - providing a range of activities in every lesson that better meets the different needs and interests of all pupils
 - ensuring that teachers spend less time talking when introducing lessons and provide more time for pupils to work by themselves.
- Raise achievement in reading, writing and mathematics by:
 - increasing the number of pupils who make better than expected progress by the end of Year 6
 - accelerating the progress pupils make in their lessons, particularly in Years 5 and 6
 - challenging more able pupils by giving them more demanding and open-ended work
 - making better use of the Early Years Foundation Stage outdoor learning environment especially to develop number work skills.
- Improve the impact of leadership, by:
 - developing the role of the English and mathematics subject leaders, especially in checking that actions to improve teaching are fully implemented
 - monitoring work in pupils' books more regularly to ensure that marking and guidance are of a high standard and pupils' presentation skills are improving
 - establishing a wider range of ways to keep all parents fully informed and meet requirements to publish information on the school's website
 - ensuring that the governing body evaluates the impact of the pupil premium funds on pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Achievement requires improvement because while some pupils make good progress, particularly in Year 2 and Year 3, for the majority it is not good enough. This is because teachers have not always given the pupils work that is challenging enough which meets their needs, especially the more able.
- There is evidence to show that things have been improving in the last couple of terms. The headteacher has addressed a number of staffing issues, which slowed down a consistent approach to raising achievement across the school. Teachers are now helping pupils catch up, but there are still gaps in pupils' knowledge and understanding.
- Most children start school with skills that are as expected for their age. Progress in Reception class requires improvement because children make much faster progress in their social skills and language development than they do in their number work.
- While attainment by the end of Year 2 fell slightly in 2012, it has been on a rising trend for a number of years and is generally above average in reading, writing and mathematics. This represents good progress for these pupils.
- Attainment by the end of Year 6 is typically broadly average in reading, writing and mathematics. Progress across Key Stage 2 is varied and some pupils make good progress, notably in Year 3, but in other classes progress is not so good.
- Across the school pupils read regularly and most enjoy a range of texts. Younger pupils use their knowledge of sounds and letters well to help them read tricky words.
- Pupils learn best when they are inspired by the teaching and their imagination is captured by the topic. For example in Year 2, pupils were helped to develop their research skills to find out about healthy lifestyles and were asking some wonderful questions. However, when pupils are not so well engaged their attention can wander and they achieve less.
- Support for disabled pupils and those who have special educational needs enables most to make good progress. Pupil premium funded groups of pupils, for example those who are eligible for free school meals are supported, for example in small-group activities and, as a result, the majority also make good progress. The small number of pupils who are from minority ethnic groups make the same progress as others in the school.

The quality of teaching

requires improvement

- Teaching requires improvement because while it is good in an increasing number of lessons, it is still weaker in some. The quality of teaching has not been consistently strong enough to ensure that all pupils make good progress over time.
- Teaching is getting better. However, improvements in some year groups are more established than in others. For example last year pupils in lower Key Stage 2 made much faster progress than pupils in Year 5 and Year 6.
- Children receive a warm welcome when they start in the Early Years Foundation Stage and make a positive start to school life. However, the quality of teaching requires improvement in this setting because opportunities are missed to challenge and extend children still further, particularly in their number work. Leaders have improved the outdoor learning area, but this is not used as well as it might be to develop all areas of learning.
- Across the school, teachers are making work more practical and effective use is made of artefacts, visits and visitors to stimulate pupils' interest. Teachers help pupils use information and communication technology (ICT) confidently to support their learning.
- The quality of marking and guidance offered to pupils, so they know how to improve their work, is too varied. When marking is at its best, pupils say it 'really helps us know how we can make our work better'. However, there are other examples where teachers mark work as either right or wrong, but offer little or no guidance about how to improve. There are also some examples where work is not marked.

- Not all teachers are helping pupils to present their work well enough. This does not help some pupils, for example, when it comes to adding up tens and units. Simple errors are made, not because children do not understand the concept, but because their work is untidy.
- Well trained teaching assistants effectively support whole-class lessons as well as individual pupils or small group activities.

The behaviour and safety of pupils are good

- Pupils enjoy coming to this improving school and know that their contributions are valued. As a result, attendance has been improving year on year and is now well above average. All parents who completed the on-line survey said that their children are happy to come to school and feel safe.
- The number of exclusions is very low and incidents of bullying are exceptionally rare. Pupils say that 'there has been some bullying in the past, but that's history now'. Pupils are clear about what steps to take to keep themselves safe and understand for example, the importance of e-safety.
- Pupils are keen to learn and usually make positive contributions to their lessons. They respect the views and opinions of others, even when different from their own. Pupils work well together even when things do not go according to plan, for example when computers crash.
- When teachers occasionally talk for too long, for example at the start of a lesson, pupils are always respectful and keen to get started, but are they not regularly given enough time to work by themselves.
- There are clear systems to manage any low-level problems and pupils respond very quickly to the quiet word. Pupils say that when they do fall out they are confident that 'play leaders are always wanting to help us to sort things out. Oh yes, and adults too'.

The leadership and management requires improvement

- Leadership requires improvement because while action was taken last year to address some difficult staffing issues, leaders have not secured good teaching for all pupils within the school.
- The introduction of new performance management arrangements is at an early stage and not yet fully reviewed to establish its effectiveness. However, leaders are already only awarding staff pay increases where there is clear evidence that the quality of teaching is meeting the latest agreed standards.
- However, senior leaders have not checked the work of teachers in charge of English and mathematics often enough this term. This means that actions which had been agreed by staff, for example to improve the quality of marking, are not being carried out by all staff.
- The headteacher has introduced a robust system to check how quickly pupils are making progress and to find out where there are gaps in their learning. This information is being used to ensure that pupils get the right help at the right time. This is one example of the school's commitment to promote equality of opportunities for all pupils.
- Leaders have used a range of evidence to give them a secure knowledge of what is working well within the school and what still needs to improve; plans for making improvements focus on the right priorities.
- Leaders describe the effective support provided by the local authority, particularly with regard to the recent appointment of new staff.
- The headteacher has allocated the pupil premium funding well and it is already making a noticeable difference. A learning mentor provides one-to-one counselling and a highly qualified teaching assistant is providing some small-group work. Leaders have also enabled some pupils to attend an after-school club to help them catch up still further. A small amount is also used to support some to benefit from the many residential trips that are available through Key Stage 2.

■ The majority of parents who completed the on-line survey or took the opportunity to speak with inspectors consider the school is led and managed well although a minority do not consider their views are always considered carefully enough or that they are given enough information.

■ **The governance of the school:**

- Governors bring a range of skills and expertise and have ensured that its statutory requirements are met regarding the safeguarding of children. They are working in partnership with the local authority and local residents to address concerns about parking at the end of the school day. Since the last inspection the governing body has been reorganised and is much better informed; it has a secure understanding of attainment at the end of Key Stages 1 and 2 and has used this knowledge to ask some tough questions, holding the school to account for the standards reached. Governors have not evaluated the impact of the way the pupil premium funds have been spent or met requirements to publish on the school's website a summary of how well this money is being used.
-

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	106715
Local authority	Doncaster
Inspection number	405049

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	176
Appropriate authority	The governing body
Chair	Dr Les Ranson
Headteacher	Mrs Julia May
Date of previous school inspection	7 February 2011
Telephone number	01302 851451
Fax number	01302 857272
Email address	admin@wadworth.doncaster.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

