

Wrenthorpe Primary School

Imperial Avenue, Wrenthorpe, Wakefield, WF2 0LW

Inspection dates

27–28 November 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.

- From their starting points, not enough pupils make good progress in their mathematical skills and knowledge by the end of Year 6.
- Teaching does not enable all pupils to make good or better progress as work is not always set at the right level, particularly for more-able pupils.
- Pupils are not given enough time to work on their own because teachers take too long providing instructions.
- Children in the Early Years Foundation Stage have limited opportunities to explore learning in the outdoor area.
- Leaders and managers do not focus closely enough on the link between pupils' progress and the quality of teaching.
- All leaders do not always have the opportunity to support the efforts to improve the quality of teaching and learning.

The school has the following strengths.

- There is a clear vision, drive and dedication by the headteacher and governors.
- The headteacher and governors are strongly committed to improving both achievement and the quality of teaching and understand the need to hold staff to account to achieve this aim.
- Pupils enjoy school, feel safe and cared for, and this is reflected in their high rates of attendance.
- The curriculum provides opportunities for pupils to link their learning across a range of subjects.
- Relationships between adults and pupils are highly positive, contributing to good behaviour in classrooms and around school.
- Standards in the quality of reading and writing at the end of Key Stage 2 are improving.

Information about this inspection

- The inspectors visited 15 lessons and observed eight teachers. In addition, they observed the teaching of small groups receiving particular support for English and a whole-school assembly.
- The inspectors spoke to groups of pupils about their learning in lessons and their safety in school.
- The inspectors checked a wide range of books from pupils across the school.
- The inspectors heard groups of pupils read and checked the school's assessments of pupils' progress in reading. They also looked at the school's system for checking pupils' progress in mathematics and English.
- Meetings were held with members of the governing body, school staff and a representative of the local authority. In addition, inspectors looked at the school's own assessment of its performance and its development plan, safeguarding information, school policies and governing body minutes.
- The inspectors analysed 19 responses to the online parent questionnaire (Parent View) and 17 staff questionnaires.

Inspection team

Andrew Morley, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- Wrenthorpe is an average sized primary school.
- The proportion of pupils known to be eligible for the pupil premium (extra funding to support pupils eligible for free school meals, those looked after by the local authority and those children from service families) is lower than the national average.
- The proportion of pupils from minority ethnic backgrounds is below average.
- A small number of pupils are learning to speak English as an additional language.
- The proportion of pupils supported through school action is below average as is the proportion supported at school action plus or with a statement of special educational needs.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of the Outwood Grange Pyramid collaborative group.
- The school has gained Healthy School status and the Green Tree Award for environmental awareness.

What does the school need to do to improve further?

- Accelerate pupils' progress and ensure that teaching and learning is consistently good or better, especially in mathematics by:
 - ensuring that activities are matched precisely to pupils' needs, taking account of what they have previously learnt, particularly for the more able pupils
 - teachers planning suitably challenging and exciting activities, which encourage pupils to think, generate ideas and become confident learners who can work by themselves
 - teachers enabling pupils to move on to working on their own more quickly by spending less time talking when introducing lessons
 - teachers checking on pupils' progress and understanding during lessons and make the necessary adjustments to meet their needs.
- Improve the quality of provision in the Early Years Foundation Stage by:
 - making sure all staff make daily, systematic assessments so they know that they are providing the right opportunities and guidance for the children
 - improving the quality of the resources and provision in the outdoor area to allow children to initiate and explore learning for themselves.
- Further strengthen leadership and management by:
 - making more effective use of the systems for checking on pupils' progress especially of different groups, to ensure action is targeted to those needing most support
 - ensuring that checks made on the quality of teaching focus closely on its impact on pupils' progress and provide precise guidance as to how individual teachers can improve their work
 - ensuring that there are more opportunities for all leaders to contribute to improving the quality of teaching and learning.

Inspection judgements

The achievement of pupils

requires improvement

- The school has worked hard to make improvements since the last inspection. Recently there has been a rise in pupils' attainment and achievement in reading and writing and this is reflected in the improved performance in the 2012 tests at the end of Key Stage 2. However, achievement in mathematics continues to require improvement because pupils' progress from their starting points is not consistently good across all year groups or for all groups of pupils, particularly in Key Stage 2.
- Children enter the Reception class with skills typical of those expected for their age. Overall, children reach standards that are in line with those of most children by the end of the Reception Year. Progress is variable because activities do not always precisely match children's individual needs.
- Overall progress from Year 1 to Year 6 is variable because of differences in the quality of teaching and hence pupils do not always build continuously on their skills as they move up from class to class.
- Pupils' progress in reading is more consistent across the school and pupils are confident in their reading skills. Most pupils have a good knowledge of the sounds that letters make (phonics) and know how to 'break words down' when they are unsure about new vocabulary. Pupils have a wide range of books in school and enjoy opportunities to read extensively. Teachers work well in partnership with parents to improve pupils' reading skills. The best readers are fluent and read with expression.
- Progress in mathematics remains slower than in reading and writing because pupils are not provided with the opportunities to apply their skills regularly in different subjects.
- Achievement across the wider curriculum is good. Pupils are developing some good information and communication technology (ICT) skills. For example, Year 3 pupils made good progress in developing an appreciation of musical notation using the computer.
- The very small number of pupils who receive additional funding through the pupil premium make good progress from their starting points both through additional support and opportunities to enhance their experiences.
- Disabled pupils, those who have special educational needs, those from minority ethnic groups and the small number of pupils who speak English as an additional language make good progress, particularly in English, because of the well-targeted support they receive.

The quality of teaching

requires improvement

- School records show the proportion of good and better teaching is increasing. Some good teaching was seen, though there is still weaker teaching across school.
- Positive relationships between adults and pupils support learning and progress and ensure that pupils are usually ready to learn.
- The Early Years Foundation Stage staff are working hard to ensure that individual needs of children are met. They act as good role models and are keen to ensure provision is improved by using more focused activities to help children to learn. However, not all staff checks children's progress on a daily basis. Resources and equipment are used well indoors so that children are happy, busy and actively learning. The outdoor environment does not sufficiently enable children to have good opportunities to explore learning for themselves.
- There were some examples of good teaching and in these lessons, pupils were actively engaged and made good progress. For example, in a Year 1 and 2 class pupils made good progress in a phonics lesson because the teacher was enthusiastic and motivated the pupils to learn. The pupils responded well and were able to work with their friends which enhanced their learning.

- In a lesson to improve writing Year 3 and 4 pupils benefitted from a knowledgeable teacher who was able to ensure the pupils were confident at all stages of the lesson.
- Teaching was also good when teachers planned activities that allowed pupils to explore learning across different subjects. For example, Year 6 pupils were very appreciative of having the opportunity to develop their writing and historical skills in a topic on the Aztecs.
- In weaker lessons, teachers set the same work for the whole class and do not match work at the right level for individual pupils; this is particularly the case in mathematics. Too often the work set, particularly for the more able, lacks challenge. Expectations of what pupils can achieve are sometimes not high enough, especially in mathematics. Work is sometimes too easy and does not always take them forward in their learning. Pupils have too few chances to think for themselves, come up with their own ideas or learn to work things out for themselves.
- Too much time is spent giving the pupils instructions about what they will be doing at the start of lessons which results in less time for them to work on their own. This limits the progress pupils make and hinders their ability to practise and improve their work.
- Teachers mark pupils' work regularly and provide useful feedback. Pupils know the levels at which they are working and can describe what they need to do to improve. Checking on pupils' knowledge and understanding during lessons is less effective.
- Teaching assistants are usually well deployed, especially in supporting disabled pupils and those who have special educational needs, both in and out of class.

The behaviour and safety of pupils are good

- Pupils behave with respect and courtesy to adults and other pupils. They have a well developed sense of right and wrong. This was exemplified in a lovely assembly where older pupils acted out a short drama that helped all pupils think about how they should behave.
- Pupils enjoy school and all groups of pupils say that they feel safe due to the good care and attention they are given by their teachers and other adults.
- Pupils show a high level of respect, care and engagement with other pupils and staff. As one young pupil said with great maturity, 'Our teachers are nice; Miss always looks after me and I try to be good for her'.
- Older pupils understand their responsibility to model good behaviour and safe practice. The 'fitbods' show a very responsible approach in ensuring younger pupils are looked after on the playground and around school. Pupils enjoy playtimes which are very happy and secure for all.
- At all times pupils are calm, orderly and considerate. When in class they understand that they are there to learn so lessons flow smoothly and there were no examples of pupils being distracted from tasks. Scrutiny of behavioural records shows that this is the case over time too.
- Pupils are unanimous in their rejection of bullying in any form. They say that the school teaches them about what forms bullying can take and the dangers of each.
- The great majority of parents who completed the online questionnaire expressed the view that their children believe they are safe and well cared for in school. This is reflected in their high attendance.

The leadership and management requires improvement

- The headteacher and governors have a clear sense of purpose and direction. They are resolute in their determination to continue to raise achievement. As a result of a 'team approach', all staff feel valued.
- The school has a robust system for checking on pupils' progress, which provides an overview of the progress of different groups. However, this information is not always used well by class teachers to ensure suitable tasks are provided for all pupils to achieve their best. Neither is it well used to target specific groups of learners that require attention, especially the more able

pupils in mathematics.

- While there are regular checks on the quality of teaching there are still weaknesses in teaching, and the guidance given to teachers on areas to improve is not as precise as it might be. Not enough lessons enable pupils to make good progress.
 - Not all leaders regularly check on teaching to provide them with a clearer understanding of training needs. The school is aware that further improvements to teaching are needed in order to eradicate inconsistencies between subjects and year groups.
 - The curriculum ensures there is a comprehensive coverage of all subjects. There is a wealth of additional activities that enrich the pupils' experience. Staff and pupils are rightly proud of the school's sporting success. The wide range of music opportunities are appreciated by the pupils, who can learn to play different instruments. Pupils look forward to the residential visits to Carlton Lodge and Cober Hill; and the recent arts week was enjoyed by all.
 - Good relationships exist with parents and newsletters are of a high quality. Governors provide a termly newsletter which shows a determination to continue to improve the school.
 - The school works well with a range of partners and agencies so pupils with additional needs receive suitable support. The school is increasingly benefitting from working with other schools in the Outwood Grange Pyramid. The local authority has worked well with the school to help to raise achievement.
 - All statutory safeguarding regulations and duties are met and regularly reviewed. Leaders promote equality of opportunity and tackle discrimination. They are determined that achievement for all pupils in all subjects will be good.
 - **The governance of the school:**
 - The governing body are totally committed, actively support the school and take advantage of training opportunities. They receive regular reports on the quality of teaching and have an understanding of data and the achievement of the pupils. They are aware of the need to hold leaders to account to ensure consistently good progress is made. The governing body ensures that performance management takes place and as part of this they are regularly updated on training needs of staff. The finance committee review the school budget and check that pupil premium funding is used well to support the achievement of this small group. Governors communicate well with parents and take account of their views.
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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	108226
Local authority	Wakefield
Inspection number	405158

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	243
Appropriate authority	The governing body
Chair	Andy Scholey
Headteacher	Jane Coyle
Date of previous school inspection	18 January 2011
Telephone number	01924 303775
Fax number	01924 303778
Email address	headteacher@wrenthorpe.wakefield.sch.uk

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