CfBT Inspection Services Suite 22 West Lancs Investment Centre Maple View Skelmersdale WN8 9TG T 0300 1231231 Text Phone: 0161 6188524 enquiries@ofsted.gov.uk www.ofsted.gov.uk

Direct T 01695 566863 **Direct F** 01695 729320 **Direct email:** jbennett@cfbt.com



19 December 2012

Mrs Julia May Headteacher Wadworth Primary School Meadow Rise Wadworth Doncaster South Yorkshire DN11 9AP

Dear Mrs May

Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Wadworth Primary School

Following my visit to your school on 18 December 2012, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of my visit. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in October 2012. It was carried out under section 8 of the Education Act 2005.

Evidence

During the visit, meetings were held with the headteacher. The Chair and Vice Chair of the Governing Body and a representative of the local authority. Inspectors analysed a range of management documents, including those relating to school self-evaluation and development planning, pupils' achievement and the improvement of teaching.

Context

No significant change has occurred since the inspection.

Main findings

Since the inspection, senior leaders have taken effective action to improve lesson planning, marking, outdoor learning, partnership with parents and how the Governing Body monitors the impact of the Government's pupil premium funding on achievement. The English and mathematics leaders support the headteacher effectively in ensuring that new methods are used consistently across the school.

The leadership team is focusing its work on improving the progress of the small minority of pupils in each class who are not achieving enough. Thorough record keeping of progress enables them to pinpoint precisely who these pupils are and in which subjects they are falling behind. The school's strategy for accelerating their progress is a combination of additional support and ensuring that learning activities in lessons are pitched at a suitably challenging level. Although it is too early to see any impact from this, the school has a strong track record with other groups at risk of underachievement. For example, they have used pupil premium funding effectively to enable all of the supported pupils to catch up significantly with the others. When leaders observe lessons, their feedback does not always focus on how much progress is made by each group of pupils or how teaching should be adapted for those whose progress is too slow.

School leaders' evaluation is rigorous and accurate and, as a result, their development plan focuses on the correct priorities for raising standards. The headteacher plans the timing of improvements carefully to avoid overloading staff. The Governing Body keeps the school closely under review, for example by helping the headteacher to evaluate the extent to which training has enabled teachers to improve their practice. They are currently improving their understanding of how pupils' progress is judged, which enables them to be more effective in questioning school leaders about the impact of their work on moving the school towards being good.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommend that further action is taken to:

• Ensure lesson observations focus on the progress of groups of pupils and that feedback helps teachers to accelerate the progress of any underachieving groups.

Ofsted will continue to monitor the school until its next section 5 inspection.

External support

The local authority has brokered effective support for the school from a lead learner in education at a nearby outstanding school. The headteacher is using this partnership effectively to check and refine school evaluation and development planning.

I am copying this letter to the Chair of the Governing Body and the Director of Children's Services for Doncaster.

Yours sincerely

John Rutherford

Her Majesty's Inspector