

Richard Wakefield CofE (VC) Primary School

Burton Street, Tutbury, Burton-on-Trent, DE13 9NR

Inspection dates

1–2 May 2013

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

- Children in the Early Years Foundation Stage do not have enough stimulating experiences in the outdoor area to enable them to make good progress in developing their skills.
- Weaknesses in key skills have resulted in some pupils underachieving in Key Stage 1.
- In some year groups, pupils' writing skills are below average. This is shown in their spelling, handwriting and presentation of their work.
- Pupils sometimes do not receive enough good guidance to enable them to structure their ideas in writing effectively. Opportunities are sometimes missed in other subjects to reinforce and extend pupils' writing skills.
- Teaching is not consistently good enough to ensure pupils achieve well. Lessons are not always planned carefully enough to ensure all pupils learn securely and can move on to harder work when they are ready to do so.
- Teachers sometimes do not question or use resources well enough to check pupils' understanding, to support all groups of pupils equally and to ensure pupils learn quickly.
- The turnover in staffing has affected continuity through the regular reallocation of leadership roles and movement of staff between classes. Leaders' long-term plans and actions are not focused sharply enough to drive improvement in teaching and achievement more quickly.

The school has the following strengths

- Year 6 pupils' attainment rose considerably in 2012. Some outstanding teaching in Year 6 enables all groups of pupils in this year group to make accelerated progress in their final year at this school.
- Senior leaders, including governors, have worked tirelessly to manage staff changes and resolutely to tackle weaker teaching. Teaching is steadily improving.
- Training, links with other schools and other sources of external support have been used well to develop teachers' expertise. Attainment is rising in Years 3 to 5.
- Pupils' behaviour has improved since the previous inspection. Pupils behave well and know how to stay safe. Attendance has risen and is, currently, slightly above average.

Information about this inspection

- Inspectors observed teaching in 18 lessons taught by eight teachers. Two of these lessons were observed together with the headteacher.
- Samples of pupils’ work in English were analysed. An inspector, together with the headteacher, listened to some Year 2 pupils reading.
- Meetings were held with school staff, a group of pupils, governors and a district manager for improvement from the local authority.
- Inspectors took account of the 11 questionnaires completed by staff and the 36 responses from parents and carers to the online questionnaire (Parent View). Parents’ and pupils’ responses to the school’s own recent surveys were considered. An inspector also spoke informally to a few parents at the beginning of the school day.
- Inspectors looked at a range of evidence including: the work in pupils’ books; monitoring records; school improvement plans; the school’s own data on pupils’ attainment and progress; and policies, procedures and records relating to safeguarding, behaviour and attendance.

Inspection team

Derek Aitken, Lead inspector

Additional Inspector

Patrick Walsh

Additional Inspector

Full report

Information about this school

- The school is smaller than most primary schools.
- Nearly all pupils are from White British backgrounds. A very few pupils are at an early stage of learning English as an additional language.
- The proportion of pupils for whom the school receives the pupil premium (extra government funding for pupils known to be eligible for free school meals, those who are looked after by the local authority and those from service families) is below average. Currently there are no children of service families attending the school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average. The proportion of those pupils supported through school action plus or with a statement of special educational needs is below average.
- Children in the Early Years Foundation Stage are taught in one small part-time Nursery class and one Reception class. Many children join Reception from a local pre-school group.
- A breakfast- and after-school club operates on the school site. This is privately managed and subject to a separate inspection.
- The school has partnerships with other local schools through the Burton Cooperative Learning Trust.
- There have been major changes to staffing at all levels in the last 18 months. Some staff were new to teaching when they took up their appointments. The headteacher joined the school as acting headteacher in June 2011 and was appointed substantive headteacher in April 2012. The assistant headteachers took up their posts in September 2011.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Improve teaching to good or better by ensuring all teachers:
 - plan lessons carefully to reinforce new ideas and time activities sharply to accelerate the pace of pupils' learning
 - make good use of questioning to ensure all pupils are listening carefully, have good opportunities to contribute their ideas and have fully understood new learning
 - make consistently good use of learning resources to ensure all groups of pupils are equally well supported and can develop their skills at a brisk pace.
- Raise children's achievement in The Early Years Foundation Stage, by:
 - providing them with more stimulating experiences in the outdoor area to enable them to become more independent, develop their social skills fully and provide them with better opportunities to extend their skills in all other areas of learning.
- Improve pupils' achievement in writing, particularly in Key Stage 1, by:
 - placing an increased emphasis, for example through feedback from marking, on improving pupils' spelling, handwriting and presentation skills
 - providing pupils with consistently good guidance on how they should structure their ideas and write them down neatly

- increasing the range of opportunities for pupils to practise their writing skills in other subjects.
- Improve the effectiveness of leadership and management by:
 - streamlining long-term plans to enable actions to be sharply focused on the steps the school needs to take to ensure further improvement in teaching and pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- In most years, children's levels of skills and knowledge on entry to Nursery or to Reception are typical for their age. While some recent improvements to children's learning in the indoor area have been made, the outdoor area does not provide enough stimulating experiences to enable children to make good progress in becoming independent, developing their social skills, or through extending their other basic skills.
- By the end of the Reception Year, assessments show that children have made the progress expected of them in most areas of learning. Some weaknesses in children's skills, for example in writing, have not been tackled well enough. This is reflected in Year 1 pupils' results in the phonics (letters and sounds) screening test in 2012, when only 30% of pupils met the required standard.
- Teachers are now starting to make more effective use of phonics programmes. The pupils who took the phonics reading check last year have recently been retested and 61% reached the nationally expected standard.
- Weaknesses in pupils' literacy skills have contributed to a legacy of underachievement for some pupils in Key Stage 1. Many pupils make simple spelling errors. Handwriting and presentation skills are underdeveloped and pupils find it hard to organise and express their ideas in coherent, short paragraphs.
- Less-able Year 2 pupils understand the importance of splitting up the sounds in tricky words to try to pronounce them. While they understand what words mean, a few pupils do not read fluently because they find it hard to blend sounds together.
- Rates of progress in Key Stage 1 are starting to quicken, for example, as a result of improvements made to identify pupils' learning difficulties and to support programmes for disabled pupils and those pupils with special educational needs. This group of pupils make similar progress to pupils in other groups.
- In Key Stage 2 pupils' progress picks up and by the start of Year 6 most pupils, including those pupils with English as an additional language, are working closer to the levels expected nationally for them in reading and mathematics. However, attainment in writing continues to lag behind. Due to outstanding teaching, Year 6 pupils make rapid gains and by the end of the year their attainment in English and mathematics is in line with national averages.
- The achievement of the small number of pupils eligible for the pupil premium varies year on year. In 2012, eligible Year 6 pupils were working five terms behind their classmates in English and mathematics and two terms behind similar pupils nationally. However, a large proportion of these pupils had significant barriers to learning. Currently, all groups of pupils eligible for this funding are making the same progress as their ineligible classmates.

The quality of teaching

requires improvement

- Over time, teaching has not been of sufficiently good quality to make sure that pupils achieve well across the school and securely acquire the range of skills they need to succeed at each stage of their education.

- Teachers do not always plan lessons carefully to reinforce new ideas, or time activities sharply enough to ensure all groups of pupils can take the next steps in their learning when they are ready to do so. In some lessons, especially in the Early Years Foundation Stage and Key Stage 1, learning resources are not used well enough to make sure all groups of pupils are equally well supported and can develop their skills at a brisk pace.
- Teachers' open-ended questioning makes individual pupils think hard. However, teachers sometimes do not vary their questioning to ensure all pupils are listening carefully, can contribute their ideas and have fully understood new learning.
- While the teaching of mathematics is competent, pupils sometimes find writing tasks hard because they do not receive enough good guidance to help them to organise their ideas and to write them down neatly. This failing was observed in a Key Stage 2 lesson and reduced the quality of pupils' descriptions of a 'wanted man'. A lack of planned opportunities to practise and extend their writing skills in other subjects holds back pupils' progress.
- The quality of teachers' marking varies too much. While there are examples of very constructive marking, there is not enough focus in Key Stage 1 on encouraging good standards of spelling, handwriting and presentation.
- Disabled pupils and those pupils with special educational needs occasionally learn well when teaching assistants are more closely involved in lesson planning. This was noted, for example, in a Year 5 lesson where these pupils confidently retrieved key facts from written sources to make balanced judgements on the evidence from an imaginary crime scene.
- When teaching is good or better, as in Year 6, it is marked by strong expectations for pupils' progress and careful planning, which enables pupils to assimilate new ideas quickly and make fast progress in developing a wide range of key skills.

The behaviour and safety of pupils are good

- Nearly all children in Nursery and Reception settle well in school. Children enjoy sitting together indoors and work contentedly on small projects, such as making paper cut-outs of ladybirds. However, the outdoor facilities do not offer enough imaginative experiences to encourage them to work cooperatively in purposeful activities or to find out new things independently.
- Some pupils in Key Stage 1 also lack self-reliance and this sometimes affects their concentration and work rate if they do not have the teacher's full attention. However, learning is rarely disturbed for other pupils. Older pupils are attentive and engage well in their learning.
- A structured approach of high expectations, a new behaviour policy and clear procedures have improved behaviour. Pupils behave well in public areas and assemblies. They have a clear idea of what is right and wrong, understand the school's strong expectations for their good behaviour and relate well to staff. Parents report few concerns about pupils' behaviour, which in nearly all cases is managed well by staff.
- Staff work effectively with outside agencies to support pupils with specific behavioural needs and the 'positive play' programme led by a trained teaching assistant is proving successful in helping targeted pupils to modify their behaviour. Pupils know they can go to the Rainbow Room to seek advice if they are worried or upset.

- There have been no exclusions in the last fifteen months and very few racist incidents in the last three years. Detailed, clear records are kept of the school's work in following up concerns.
- Pupils make a useful contribution to school life, for example as house leaders and councillors. Members of the pupil leadership team (PLT) helped staff draw up the school's new statement of its key purpose and designed its logo. The school band is well known and appreciated by the local community.
- Pupils are aware of the need to stay safe and to be alert to potentially dangerous situations. They have a good understanding of different types of bullying and report that staff deal promptly with the few incidents of bullying that occur. Nearly all parents and carers report that the school keeps their children safe.
- Pupils' attendance has improved steadily in the last few years and most now attend regularly.

The leadership and management requires improvement

- Senior leaders have a realistic view of how well pupils are currently achieving. Long-term plans show an awareness of what the school needs to do to raise attainment. However, more attention has been paid by leaders to managing staff changes than to constructing sharply focused plans and actions for school improvement. Consequently, a few priorities identified at the previous inspection, for example in relation to the Early Years Foundation Stage, have not been tackled effectively.
- Some key leadership roles have recently been reallocated to senior staff, but positive impact of the actions they have taken to improve pupils' achievement is inconsistent across the school.
- The headteacher has tightened up the rigour of the management of staff performance. Weaknesses in teaching and leadership have been tackled vigorously, and there is now a clear strategy to link pay rises to the quality of teaching and improvements in pupils' progress. Improvements to tracking systems have increased staff accountability for pupils' progress.
- Leaders have taken sensible decisions to minimise the negative effects of the rapid turnover in staff on pupils' education. They have prioritised the coaching of new, inexperienced teachers and provided them with useful feedback from lesson observations. Other training, jointly undertaken through the partnership with local schools, has helped teachers to measure more accurately pupils' levels of attainment. These actions are proving successful in helping teachers to develop their expertise.
- The school promotes equal opportunities and tackles discrimination adequately. Individual pupils, whose specific needs make them particularly vulnerable, have benefited from pupil premium funding. This funding has been used to provide extra one-to-one and out-of-class opportunities for eligible pupils and useful analysis of the impact of this expenditure has been undertaken.
- The curriculum is adapted more successfully to pupils' needs in Key Stage 2 than in Key Stage 1, where recent measures taken, for example, those designed to improve boys' writing, have yet to bed in fully. The school promotes pupils' spiritual qualities well in assemblies and through a range of other relevant activities.

- The local authority has provided the school with useful support in tackling key priorities, but has not closely analysed the impact of its work.

■ **The governance of the school:**

- Governors have improved their knowledge of how well the school is doing since the previous inspection. They ensure that the school fulfils its statutory duties for safeguarding pupils. They have a secure understanding of data on pupils' progress and use this information well to identify weaknesses and set goals for staff. Governors are aware that mentoring and more rigorous tracking are improving teaching and raising expectations for pupils' progress. They understand and apply the link between the quality of teaching, pupils' progress and pay rises for staff. The governing body has supported senior leaders well in tackling underperformance. Governors update their training regularly, keep a close check on finances and have conducted evaluation of the strategies used to raise attainment for pupils eligible for pupil premium funding.

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	124281
Local authority	Staffordshire
Inspection number	402246

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Sue Welch
Headteacher	Saroj Bell
Date of previous school inspection	2 February 2010
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