

Wadsworth Fields Primary School

Wadsworth Road, Stapleford, Nottingham, NG9 8BD

Inspection dates 9–10 May 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage make good progress from their below-average starting point.
- Pupils continue to make good progress throughout the school and, by the time they leave in Year 6, attainment is average in English and above average in mathematics.
- Teaching is good overall and some is outstanding.
- Pupils are keen to learn, and relationships with one another, teachers and teaching assistants are very positive.
- Behaviour is good. In some lessons, it is exemplary.
- Pupils feel safe and appreciate how well they are cared for.
- The headteacher and leadership team have been effective in maintaining good teaching and in raising pupils' attainment.
- Good governance provides effective challenge and support.
- Links with parents and attendance have both improved significantly since the previous inspection.

It is not yet an outstanding school because

- In some lessons, the pace of learning is too slow and work lacks sufficient challenge.
- Not all teachers give helpful feedback when they mark pupils' work. When advice is given about pupils' next steps in learning, it often goes unheeded.
- Although achievement in writing is improving, it is not yet good in all years. Some pupils are unsure of their targets and there are not enough opportunities to practise writing in the subjects they study.

Information about this inspection

- The inspectors observed 20 lessons, including three joint observations with the headteacher.
- They held discussions with the headteacher and senior leadership team, staff, parents and carers, a representative from the local authority, the Chair of the governing body and two groups of pupils.
- The inspectors took account of the 65 responses to the online survey (Parent View) and the findings of the school's own survey.
- Questionnaire responses from 27 staff were analysed.
- The inspectors looked at teachers' planning, samples of pupils' work, information on pupils' achievement, governing body minutes, school policies, and a range of improvement planning and safeguarding procedures.

Inspection team

Lynn Brewster, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Patrick Cook

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- Most pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium (additional funding for particular groups, including those known to be eligible for free school meals) is average.
- The proportion of disabled pupils and those who have special educational needs supported through school action or school action plus, is average. The proportion supported by a statement of special educational needs is well below average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - ensuring that the pace of teaching and learning, and the activities provided within lessons, provide suitable challenge for every pupil
 - developing feedback in marking so that pupils know how to improve their work and provide time for them to respond appropriately to advice.
- Raise achievement in writing by:
 - making sure that all pupils capable of reaching the highest levels are given sufficiently challenging writing tasks
 - ensuring that pupils know their targets
 - extending the opportunities for pupils to use their writing skills in the subjects they study.

Inspection judgements

The achievement of pupils is good

- Children start in the Nursery with knowledge and skills that are typically below those expected for their age. They make good progress. Most transfer to Year 1 having achieved the expected levels of development and are well prepared for the next stage in their learning.
- Pupils make good progress and achieve well in Key Stage 1. In the 2012 tests in reading and writing, standards were broadly average. In mathematics standards were the equivalent of around six months ahead of those seen nationally. An average proportion of pupils in Year 1 achieved the expected standard in the national reading check.
- Standards in reading are improving due to the systematic teaching of phonics (the link between letters and the sounds they make). Pupils enjoy reading and most get plenty of practice in reading at school and at home. Writing is improving but some pupils capable of reaching the higher Level 3 are not always challenged enough by the writing tasks they are set.
- Pupils achieve well in Key Stage 2 and, in mathematics, many pupils make outstanding progress. In 2012, standards overall were above average but weaker in writing than reading.
- Current standards are rising in writing, with the work in most pupils' books showing clear improvement due to the school's effective actions. The school's checking of progress is thorough and any underachievement is addressed swiftly, with pupils supported by effective teaching and additional resources. Almost all pupils in the current Year 6 are on track to make at least two levels progress in reading, writing and mathematics by the time they leave school.
- There is good support for different groups of pupils, including disabled pupils and those who have special educational needs, who make progress equal to other pupils. In 2012, the attainment of pupils known to be eligible for free school meals was a long way behind their classmates. They were the equivalent of around five terms behind in English and more than two years behind in mathematics. However, the gap in achievement is closing rapidly due to the close tracking of pupils' progress and putting swiftly in place what is needed to help these pupils do their best.

The quality of teaching is good

- Teaching is good and there were several lessons observed that were outstanding, particularly in mathematics.
- In one example in mathematics, pupils in Years 2 and 3 found that there were a number of ways to solve a problem through trial and error, and were able to track their progress on a class wall chart. In another mathematics lesson, in Year 6, all pupils were engrossed in using their knowledge of rotation, reflection and translation to rearrange furniture on a diagram of a room. The care taken by the teachers in planning for different ability groups resulted in swift progress being made by everyone.
- Where teaching is most effective, teachers' expectations are high and interesting activities are typically matched well to the range of pupils' needs and abilities. Where teaching enables the very best learning, the progress of all groups of pupils is thoroughly checked, with skilful questioning helping pupils to deepen their knowledge and understanding.

- Pupils' presentation is generally of a good standard with the majority showing pride in their work.
- Teachers work well with teaching assistants to ensure that pupils who need extra support make good progress, particularly with reading and writing tasks. Pupils with particular needs benefit from their expert guidance, are fully included in all activities and, as a result, are successful in their learning.
- The support that children new to the school in Nursery receive, in terms of expected behaviour and routines, the progress they make and the care they receive, sets the scene well for the rest of their time at the school.
- Although marking is up-to-date, feedback to pupils is not always clear about how they can improve and there is little time made available for pupils to respond to advice when it is given. This means that opportunities are missed to address misunderstandings. Targets help pupils aim high, but not all pupils are sure of their targets in writing.
- Occasionally, the work set for more-able pupils in writing lacks challenge and opportunities are missed to promote independent working.
- Sometimes, teachers spend too long talking and the pupils spend too long sitting inactive before getting on with their work. This slows the pace of learning and opportunities are missed for pupils' independent learning.

The behaviour and safety of pupils are good

- Pupils' attitudes to learning are very positive. They are keen to please their teachers and try hard to complete the tasks they are set.
- Pupils are polite, helpful and eager to please. They take on responsibilities, such as participating in the school council, running their own clubs at lunchtime or volunteering to help in a range of different ways. By the time they leave Year 6, pupils are well-mannered, calm and confident young citizens, ready for the next stage of their education.
- Relationships are strong. Pupils work well together and support each other throughout activities.
- Attendance has improved since the last inspection and is above average.
- From Nursery onwards, behaviour in lessons is consistently good or better. There are examples, particularly during activities such as themed weeks, school visits and club activities, where behaviour is exemplary.
- Teachers and other adults manage behaviour well, in and out of lessons, and the school's behaviour policy is applied consistently throughout the school. Sensitive and appropriate support by adults is available for the small minority of children for whom good behaviour is occasionally a challenge. Pupils say they feel safe, are safety conscious and know how to keep safe.
- Pupils are alert to all forms of bullying but do not regard it as a problem. On the rare occasion when bullying does occur, it is dealt with effectively. The school's Year 6 'Playground Peacemakers' play an important role in talking through any potential conflicts that occur outside lessons.

- Pupils enjoy their lessons and are eager to talk about their learning. Occasionally, when they spend too long listening to instructions at the start of lessons, some become restless.
- A small minority of parents raised concerns about how the school deals with bullying. The school's behaviour log shows incidents managed positively and reducing over time. The positive views of the large majority of parents were reflected in the comment: 'At Wadsworth, children can be themselves. You feel like they are looking after their best welfare.'

The leadership and management are good

- The headteacher and senior leaders guide the school well. Standards are rising, with parental engagement and attendance, judged satisfactory in the last inspection, now both good. Leaders are ambitious for pupils to succeed, and pupils' progress is tracked systematically, with regular checks made on the quality of teaching to ensure good outcomes.
 - The school's accurate self-evaluation identifies where further improvement is required; for example, in writing. Approaches to tackling weaknesses are proving effective and show the school's strong capacity to improve further.
 - The headteacher is a Local Leader in Education and is involved in several partnerships locally and further afield which benefit the school and its pupils. For example, newly qualified teachers are linked with experienced teachers and given time, training and the benefit of a mentor as they develop confidence and competence.
 - Leaders' focus is clearly on raising teaching from good to outstanding through regular checks on teachers' performance and setting demanding targets. Staff morale is high. Staff questionnaire responses show overwhelming support in all areas, indicating a strong team identity.
 - Information about how well pupils are achieving is analysed well and used to plan for pupils who would benefit from additional support. The new progress-tracking system being introduced promises to streamline this process still further.
 - The local authority holds the leadership and management of the school in high regard and provides only light touch support due to their policy of providing wider assistance to schools that need it most.
 - The curriculum is themed around the interests of the pupils and provides breadth, balance and promotes good behaviour. Many opportunities exist for pupils to take part in a range of enrichment activities, including art, music, dance, sport and gardening, as well as residential visits and school trips that complement their learning. Spiritual, moral social and cultural opportunities provided by the school contribute well to pupils' overall education.
 - Parents' survey responses show that they are overwhelmingly positive about the school's leadership and management.
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■ **The governance of the school:**

- Governors have a clear view of the school, its strengths and the areas for development. They know the school well and take on areas of responsibility according to interest and expertise, providing good strategic and academic support and challenge in holding the school to account. The management of the headteacher’s performance is effective. The training and development needs for leaders and the governing body support the school improvement planning process. Governors ensure that teachers’ pay is linked to performance and they are instrumental in keeping a close check on pupil premium funding and its impact on achievement through regular update meetings with the senior leadership team. Governors ensure that all procedures and practices in respect of safeguarding at the school are met.
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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	135458
Local authority	Nottinghamshire
Inspection number	412913

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	293
Appropriate authority	The governing body
Chair	Simon Hunt
Headteacher	Sally Bates
Date of previous school inspection	10 February 2010
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