

Waverley Primary School

Douglas Road, Balby, Doncaster, South Yorkshire, DN4 0UB

Inspection dates 11–12 February 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Leadership and management		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Quality of teaching		Inadequate	4
Achievement of pupils		Inadequate	4
Early years provision		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires special measures.

- The effectiveness of the school has declined sharply since the last inspection in the standards that pupils achieve and the progress that they make. Leaders' monitoring of many aspects of the school's work is too superficial to improve its performance.
- Pupils' progress in Key Stage 2 is inadequate. Consequently, the standards at the end of Year 6 have been significantly below average in reading, writing and mathematics for two years and currently show little improvement.
- Pupils do not have the basic skills in reading, writing and mathematics they need to prepare them adequately for their secondary education.
- The work pupils are given is not matched well enough to their abilities to enable them to achieve at least as well as they should.
- Not all teachers have high enough expectations of pupils' behaviour around school or of their attitudes to learning. The behaviour policy is not applied consistently to ensure pupils know exactly what is expected of them.
- Attendance is average and not improving because leaders are not rigorous in checking on and addressing absenteeism. Too many pupils are late to school and to learning.
- School leaders do not have an accurate picture of the school's deterioration because they have not been checking its work sufficiently to know this nor to identify and address where it needs to improve. Systems are not in place to facilitate this.
- Leaders do not have clear roles, nor accountability for checking all aspects of their areas of responsibility, including the quality of pupils' work and learning.
- Several leaders are new to their roles and have not had the appropriate training to enable them to carry them out effectively.

The school has the following strengths

- Pupils learning English as an additional language are making rapid gains in their speaking skills.
- Pupils are safe in school and know how to stay safe.
- Children's learning and development in the early years and pupils' achievement in Key Stage 1 is improving because there is an increasing proportion of better teaching in these key stages.
- The governing body is starting to challenge the school more effectively because it has had training to help it to check its performance carefully and, therefore, has a better understanding of its strengths and weaknesses.

Information about this inspection

- The inspection team observed 20 lessons, two of which were observed jointly with the headteacher.
- The inspectors talked with pupils while they were playing and working. They listened to several pupils reading and watched other pupils being supported with their learning in small groups.
- One inspector had a discussion with a group of pupils to hear their views about their school and spoke with numerous parents at the start of the day; an inspector also observed an assembly.
- The inspectors held meetings with the headteacher, senior and subject leaders, members of the governing body and a representative of the local authority.
- The inspection team looked at numerous documents about the school's work, including information about how well pupils achieve, the school's improvement planning, minutes of governing body meetings and how the school helps to keep pupils safe. The inspectors checked samples of pupils' work jointly with the headteacher, as well as in lessons.
- Twenty-nine parental responses to the online Ofsted questionnaire (Parent View). The team also checked the 18 responses to the staff questionnaire.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Jane Langley	Additional Inspector
Lindsay Hall	Additional Inspector

Full report

In accordance with section 44 of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- The school is larger than most primary schools and the number on roll is increasing.
- The children in the Nursery class attend school part-time.
- Most pupils are of White British heritage and speak English as their first language. The proportion of pupils speaking English as a second language has increased in the last two years and is now approximately one tenth of the school's cohort.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is above average. The pupil premium is additional funding for those who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- In some year groups, the proportion of pupils joining the school at times other than those typically expected is above average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The school works in partnership with seven local schools, comprising six primary schools and one secondary school, to share practices and to strengthen teaching and leadership.
- The headteacher has restructured the senior leadership team. A new deputy headteacher took up post in January 2015. There has been instability in staffing, particularly of teaching staff, since the last inspection.

What does the school need to do to improve further?

- Urgently improve the quality of teaching across the school so that it is at least good, in order to raise standards and enable pupils to progress well, especially in Key Stage 2, in reading, writing and mathematics by making sure that:
 - teaching focuses on ensuring pupils have secure skills in reading, writing and mathematics which they practise regularly in all their lessons
 - the work provided for all abilities of pupils challenges them well and enables them to achieve their potential.
- Improve pupils' behaviour and safety so they are both at least good, by making sure that:
 - all staff have equally high expectations of pupils' behaviour around the school and of their attitudes in lessons
 - the school has a clear behaviour policy that all staff apply consistently well
 - pupils understand the need to attend well and be punctual if they are to make good progress and are themselves involved in recording their individual attendance data.
- Quickly strengthen the overall impact of leadership and management at all levels by ensuring that:
 - leaders have a fully accurate picture of all aspects of the school's work, through their thorough checking of all aspects of its performance
 - leaders have very clearly defined roles and accountability for monitoring their areas of responsibility and addressing their findings, including improving the quality of pupils' work and learning over time
 - leaders are given the training they need to become effective in their roles.

Inspection judgements

The leadership and management are inadequate

- The leadership and management of the school have been unable to sustain the school's previously good performance. Consequently, standards are too low and the progress pupils make is inadequate by the end of Year 6 because the quality of teaching is too variable and leaders are unable to make the rapid improvements needed.
- Leaders' monitoring of many aspects of the school's work is too superficial to improve its performance. Systems to check and analyse, for example, pupil's behaviour and attendance are under-developed. There is an inaccurate and over-generous view of how well the school is doing.
- The restructuring of the senior leadership team has not improved the school's performance. While a few leaders are new to post, the main barrier to improvement is that senior and middle leaders are not checking pupils' work sufficiently regularly or thoroughly to have an accurate idea of how well pupils are learning. As a result, some pupils' significant weaknesses in their reading, writing and mathematical skills are not being identified and addressed quickly enough.
- While senior and middle leaders are developing their roles and their understanding of how the school needs to improve, some have not had the training to carry out their roles effectively and they are not sufficiently checking on the quality of pupils' knowledge and skills. However, they all understand that detailed monitoring of pupils' learning must start from the Nursery class, rather than further up the school to ensure any underachievement is picked up promptly.
- The leadership of teaching is inadequate. The senior leadership team observes teaching formally three times a year and other leaders carry out informal checks. However, the school's judgement of teaching is over-generous because it does not take into account how well different groups of pupils learn. Consequently, teaching is not consistently good enough to raise standards by the end of Year 6. While teachers' performance targets are appropriate and most are measurable, they are not resulting in the necessary impact on pupils' achievement in Key Stage 2.
- Staff questionnaires show just under half of the staff who responded, while very supportive of some aspects of the school's work, have concerns such as the quality of pupils' behaviour and whether pupils' needs are equally well met.
- Newly-qualified teachers may not be appointed.
- Disabled pupils and those who have special educational needs are supported, but too many previously identified as having special educational needs are lower-ability pupils who are not achieving as well as they should. It is this group of pupils who fail to make the expected progress through Key Stage 2, which until recently the school has been too slow to help. The new leader of this area knows what to do but their impact is too slow.
- Disadvantaged pupils suffer, as do other pupils, from a variable quality teaching, which means that their progress over time does not at least match similar pupils nationally.
- The school has introduced a new curriculum, which provides a wide range of interesting learning opportunities. Pupils enjoy learning through topics, which are chosen to appeal to both boys and girls.
- The primary school sports funding is providing a strong boost to pupils' interest and participation in sport. They are benefiting from the broader range of sports and developing a much greater range of skills. Pupils enjoy competing against other classes and schools, in activities which support both the development of their physical and personal well being.
- Pupils are developing their spiritual, moral, social and cultural understanding, which is incorporated into assemblies as well as into lessons. This includes the good promotion of British values through, for example, learning about the nation's heritage and the importance of Remembrance Day. The school celebrates the students' cultural differences in topics about other countries and festivals which also promote good relationships between pupils.
The curriculum overall does not enable the pupils to achieve as they should because the work they are given is often too hard or too easy. Thus, the school does not promote equality of opportunity for pupils, prevent a culture of discrimination, nor foster good relations well enough.
- The school's safeguarding procedures meet the statutory requirements.
- The school's performance has been causing the local authority concern because of pupils' rates of progress and the quality of teaching. The senior adviser allocated to the school is providing carefully considered, focused support to improve teaching and to raise standards, but the impact so far is limited. Similarly, the school has partnerships with other schools in order to provide support in improving teaching and leadership, but as yet there has been no discernible impact.

■ The governance of the school:

- The governing body has benefited from an external review of governance, which has increased its understanding of its roles and accountability and practices. It knows that standards are not high enough.
- Governors have a helpful range of skills and training that enable them to oversee the school's work more confidently, for example in safeguarding the pupils. Governors check the school's finances, which are sound, very regularly and comprehensively. Governors find out information for themselves, through linking with classes and subjects, as well as receiving reports from the headteacher and other school leaders. One governor, for example, is helping to make reports about pupils more helpful to parents in terms of their style, content and layout.
- The governing body questions the headteacher closely about many aspects of the school's work, including pupils' progress. Pupils' achievement is an agenda item for all governing body meetings.
- Governors know that teaching is variable in quality, but they view teaching as being stronger than it actually is because they are not linking it to pupils' progress over time. Governors speak confidently of the purpose of performance management in improving the quality of teaching and the expectation that teachers meet all their targets in order to be awarded a pay rise. They know that support is given to teachers who need help to strengthen their practice. The governors know, for example, exactly how well disadvantaged pupils supported by the pupil premium funding achieve compared to non-disadvantaged pupils and how the money is spent.

The behaviour and safety of pupils

requires improvement

Behaviour

- The behaviour of pupils requires improvement.
- There is variability in pupils' behaviour and their attitudes to learning. Although a majority of pupils always behave sensibly and well around the school and in lessons, some pupils let themselves down by not being as polite as they should be to lunchtime supervisors. In addition, some do not respond quickly enough to teachers' instructions, for example, when they are told to line up to come back in to school.
- Pupils play together well in the playground; they have fun and are supportive of each other.
- Pupils are always keen to learn when teaching interests and involves them, but in a few lessons when they find the work too hard or easy, some stop concentrating and become restless.
- Pupils greatly value having responsibilities, such as running various clubs, activities and fund-raising. They are very proud because they have to apply for their roles and then carry them out conscientiously. Pupils model British values very well in respect of the helpfulness and empathy they show to other pupils.

Safety

- The school's work to keep pupils safe and secure is good.
- Pupils say that they feel safe and speak confidently about how to stay safe in a range of situations, such as riding a bike and crossing the road. Pupils know a lot about the dangers posed by using the internet and how to avoid them.
- Pupils say there is not much bullying. Parent View responses and the findings of the inspection support this. Some pupils have the role of bullying ambassadors to ensure other pupils do not suffer from unkind words or actions. They understand all kinds of bullying, including that homophobic bullying is wrong, because everyone is equal.
- Pupils' attendance remains average and has only improved a little over three years. The school is only now putting better systems in place to address absence and to ensure pupils and their parents know the importance of good attendance in order for them to achieve as well as possible. Too many pupils are late to school and, therefore, to lessons.

The quality of teaching

is inadequate

- By the end of Year 6, pupils do not make at least the progress expected of them from their starting points because the quality of teaching, particularly in Key Stage 2, is very variable, as seen in pupils' books. Overall, the quality of teaching in subjects and topics ranges from being inadequate over time to a small proportion that is good. It is not strong enough to raise pupils' standards.
- Teaching is not always appropriate for lower-ability pupils. Learning can be too hard for them because it is

not always sufficiently carefully planned, so they learn slowly.

- The most able pupils are not challenged sufficiently in too many lessons to enable them to develop and use more sophisticated language and calculations in order to reach higher standards.
- Pupils' progress and standards are improving by the end of Key Stage 1, but in Year 1, no pupils are able to form every letter correctly, including the most able pupils and few can use capital letters and full stops. This underlines the variability in teaching and expectations.
- There are numerous examples of pupils' writing displayed around the school. However, there is a variable amount of writing in pupils' books and they do not write enough at length in order to develop their skills.
- Pupils read regularly and enjoy doing so. The library is attractive and well-stocked with books that interest both boys and girls. Guided reading time is now better planned to enable pupils to develop their comprehension and evaluative skills.
- The pupils learn well when they are taught effectively. They know exactly what they have to achieve and work very hard. This was the case in a Year 2 numeracy lesson, where pupils learned well in developing their knowledge and understanding of what a sequence of numbers stands for. They enjoyed the problem solving and the way the work made them think hard.
- Marking of pupils' work is generally helpful and sometimes extremely so, in telling pupils what they know well and what to do next. Pupils say that marking guides them well and they like having time in lessons to respond to teachers' marking.
- Some teaching assistants are effective in supporting small groups of pupils and question them skilfully, although support is not always effective from the beginning of the lesson.

The achievement of pupils

is inadequate

- Standards in reading, mathematics and in English grammar, punctuation and spelling have been well below average for the last two years. Standards in writing dropped to well below average in 2014. This represents pupils' inadequate progress from their starting points.
- Teaching is too variable, particularly in Key Stage 2 to raise standards. Year 5 and Year 6 pupils' work shows they are a long way away from reaching the levels expected for their age.
- The most able pupils do not achieve as well as they should because work is often undemanding and does not give them the chance to deepen and broaden their learning and to critically evaluate their work.
- While some pupils start at the school later than other pupils and find it hard to catch-up, those pupils who attend the school for much longer fare no better because they fail to make at least expected progress.
- Until recently, support programmes to enable pupils to catch-up in their learning have been introduced too late, in order to enable pupils to reach at least the standards expected for their age. Classes after school in Year 6 are being held to try to raise standards. This is needed because standards and the rate of progress in Year 5 and 6 are not good enough. Some pupils are still not using capital letters or full stops correctly in their work, have weak grammatical skills for their age, including spelling and do not know their times tables securely. Consequently, it is difficult for them to carry out some basic numerical processes.
- An average proportion of pupils, compared to nationally, reach the expected standards in the screening check on the sounds that letters make (phonics) in Year 1. The majority use their knowledge of phonics to break-down words into sounds but lower-ability pupils struggle to do this. Although many pupils know enough to recognise the words in the phonics test, teaching is not consistently carefully planned to challenge them to build-on their knowledge. This is particularly the case for those pupils capable of reaching higher levels in their reading and writing.
- Standards by the end of Year 2 have risen in reading, writing and mathematics over the last three years. While there are inconsistencies in the quality of teaching in the key stage, standards by the end of Year 2 are average because of accelerated progress pupils make in Year 2.
- The current progress of disabled pupils and those with special educational needs is unclear because the assessment of their rates of progress is only just developing. Pupils with specific learning needs make good progress, including in their behaviour, because they get exactly the support they need.
- The gap between the attainment of disadvantaged pupils and non-disadvantaged pupils in the school has narrowed to one term behind in writing and mathematics and two terms behind in reading. Disadvantaged pupils do not attain as well non disadvantaged pupils nationally, especially in reading, where the gap is four terms. In writing, the gap has closed and in mathematics, there is a one term gap. Even fewer disadvantaged pupils in the school attain higher levels in reading, writing and mathematics compared to other pupils. A greater proportion of disadvantaged pupils than non-disadvantaged pupils make expected progress although neither group makes the progress expected of them compared to those groups nationally. While disadvantaged pupils have regular support from the early years onwards, it is not always

matched well enough to develop the skills they need to enable them to learn more quickly.

- Pupils who speak English as an additional language make rapid gains in their learning because staff teach them a little and often as part of a structured programme so they constantly practise, strengthen and secure their speaking, reading and writing skills.

The early years provision

requires improvement

- Children do not always have sufficient opportunities to extend their learning and development or learn independently, especially in reading, writing and number skills. They make expected gains in their learning by the end of the early years.
- Children join the Nursery class with knowledge and skills that are below those typical for their age. Generally, most children make the progress expected of them by the end of Reception. However, the early years is an improving area of the school's work. The proportion of children who made a good level of development in 2014 increased to 26%, although a well-below average proportion achieved a good level of development, especially in literacy and numeracy.
- Children do not make consistently quicker progress because sometimes there is not enough purpose or challenge in the activities. This means children do not learn and develop their skills as well as they could.
- However, children of all abilities do learn well in some activities. In numeracy, for example, a group of children practised counting back and understood that they could use a number line to do so. There was though a missed opportunity for the most able children to be further challenged.
- The staff know children's needs and interests when they start school because they meet with their parents. Parents are invited to workshops to enable them to support their children's learning and development through the early years and are encouraged to share with the school their children's achievements at home.
- There are lots of interesting activities for the children in both the Nursery class and Reception classes. There is plenty of space for them to move and learn freely because the area is well laid out and activities are easy to see and access.
- Most groups of children make similar rates of progress, including those with special educational needs and the most able. Children who speak English as an additional language make quicker progress because the staff focus on very specific speaking skills.
- The children develop appropriate skills in their personal and social development, learning to take others needs and feelings into account. They are kept safe in the early years and have an appropriate understanding for their ages of how to stay safe.
- The leader of the early years is improving the provision, including records of the children's development and learning.

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	106735
Local authority	Doncaster
Inspection number	456093

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	315
Appropriate authority	The governing body
Chair	Kevin Johnson
Headteacher	Diane Humphrey
Date of previous school inspection	15 September 2011
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