

Ofsted
Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



19 November 2015

Mrs Diane Humphrey
Headteacher
Waverley Primary School
Douglas Road
Balby
Doncaster
South Yorkshire
DN4 0UB

Dear Mrs Humphrey

Special measures monitoring inspection of Waverley Primary School

Following my visit with Juliet Demster, Ofsted Inspector, to your school on 10 and 11 November 2015, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. Thank you for the help you gave during the inspection and for the time you made available to discuss the actions which have been taken since the school's previous monitoring inspection.

The inspection was the second monitoring inspection since the school became subject to special measures following the inspection which took place in February 2015. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached.

Having considered all the evidence I am of the opinion that at this time:

The school is taking effective action towards the removal of special measures.

The local authority's statement of action is fit for purpose.

The school may not appoint newly qualified teachers before the next monitoring inspection.

This letter and monitoring inspection report will be published on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the Chair of the Interim Executive Board and the Director of Children's Services for Doncaster.

Yours sincerely

Suzanne Lithgow
Her Majesty's Inspector

Annex

The areas for improvement identified during the inspection which took place in February 2015.

- 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.

Report on the second monitoring inspection on 10 and 11 November 2015

Evidence

Inspectors observed the school's work, scrutinised documents and met with the executive headteacher, the headteacher, senior leaders, subject leaders, middle leaders, groups of pupils, two representatives of the interim executive board and a representative from the local authority.

Context

Since the previous monitoring inspection, the governing body have been replaced by an interim executive board (IEB). An Academy order has been imposed, which means that Waverley Primary School will become part of an Academy Trust. This is going to consultation shortly. Three teachers have left the school. An assistant headteacher has relinquished their senior leadership responsibilities. Leadership roles and responsibilities have been further refined in September 2015 to take account of these changes, and curriculum working teams alongside phase teams have been established.

Outcomes for pupils

Outcomes for pupils in reading, writing and mathematics at the end of Key Stage 2 in 2015 are significantly below the national average. Similarly, by the end of Key Stage 1, attainment of pupils is below the national average. This has been the case for many years. This legacy of underachievement is now being addressed. Pupils are now making better progress than they were at the time of the previous inspection in mathematics and writing. Similarly, children in the early years are making better progress, and the proportion of children attaining a good level of development has improved over the last two years. This is evident from an analysis of the school's own information about progress, pupils' responses during lessons and a scrutiny of work in writing and mathematics. However, the school recognises that the rate at which pupils make progress is still too variable. Pupils are not making up the lost ground in their learning quickly enough, particularly in reading

Leaders are now monitoring the progress of different groups of pupils more carefully. This has enabled them to provide support where pupils are not achieving as well as they could. As a result of this, disabled pupils, pupils with special educational needs and pupils who are disadvantaged are now making similar progress to their peers. However, the most-able pupils are not yet making the progress which would be expected.

Quality of teaching, learning and assessment

Leaders are ambitious for pupils' achievement, and teachers' expectations are beginning to rise in response to a whole-school focus on writing and mathematics. However, some teachers still do not demand enough of their pupils and this is limiting the rapid progress pupils need to be making in some year groups.

Teachers' understanding of how to teach mathematics and writing is developing more securely and there is now more challenge to the tasks pupils are given in lessons. Pupils are beginning to write imaginatively and at length. Such progress is clear when looking at 'cold writes', where there has been limited teacher input, to 'hot writes', when pupils have had time to practise their skills then apply them in a sustained piece of writing. Not enough has been done to improve the quality of teaching in reading across the school and this needs to be addressed urgently.

Pupils are starting to make better progress because the quality of teaching is improving. Teachers plan work in detail and are clear as to what they want pupils to learn. Pupils have access to appropriate resources that reflect their level of mathematical understanding. Clear explanations of mathematical processes are enabling pupils to gain a greater understanding. However, pupils are still not given sufficient opportunities to deepen their knowledge and to apply their learning through activities which require them to reason and problem solve.

Good deployment of teaching assistants is having a beneficial effect on pupils' progress. Teachers have received training to ensure that teaching assistants are used more effectively. Furthermore, teaching assistants have had additional support to develop their own skills and knowledge. They are managed well by teaching staff and support pupils across a wide range of abilities effectively during lessons.

New assessment systems have enabled teachers to assess pupils' starting points and better plan to meet their needs, and so ensure that pupils are making better progress. This is starting to have an impact, but needs to develop more rapidly to address pupils' gaps in knowledge and skills to ensure all pupils make accelerated progress.

The positive relationships between adults and pupils are a notable feature of the classroom and this gives pupils the confidence to engage in their work. Teachers are now marking pupils' work regularly. Comments and feedback are evaluative and informative, and as a result pupils are better placed to improve their own work.

Pupils' presentation in workbooks is improving in most year groups because teachers are much more effective in following the newly launched presentation policy. Higher presentation standards are reflected in displays around the school. However, standards in handwriting remain a concern throughout the school, and more needs to be done to address issues in spelling, grammar and punctuation.

Personal development, behaviour and welfare

Actions to improve attendance and to tackle persistent absence since the last monitoring inspection are starting to take effect. The appointment and training of an attendance officer has contributed to improving attendance rates from 94% in September 2014 to 96% in September 2015, which is in line with the national average. The number of pupils who are absent persistently has dropped dramatically from 26 pupils to six pupils over the course of two terms. Furthermore, the number of pupils arriving late at the school has also dropped.

Pupils' behaviour has improved since the previous inspection. Pupils conduct themselves well around the school, and know what the expectation is for acceptable behaviour. This is because a clear behaviour management policy is in place and is being adhered to by all staff. Most pupils listen well and are respectful to their peers and to adults. There are still some occasional incidences of poor behaviour. However, sharper recording and analysis of behaviour incidents has enabled leaders to identify a small number of pupils who need additional support to manage their behaviour.

Pupils' behaviour in most classes has improved. Teachers are more aware of what pupils can do and the work set for them is focusing pupils' attention. In these classes, pupils apply themselves to their work and behaviour and attitudes during lessons have improved as a result. However, there are still some examples of low-level disruption. This is evident when the work teachers set is not sufficiently challenging for pupils and they do not have to think deeply to succeed.

Although required practices are in place and school staff are taking effective action to keep pupils safe, improvements to the school systems for checking administrative tasks need to be reconsidered so that paperwork delays can be addressed in a more timely fashion.

Effectiveness of leadership and management

There remains much to do if initiatives relating to teaching and learning are to be embedded in the work of the school and improvement sustained over time. Leaders have an overgenerous view of the school's strengths, but are beginning to recognise the weaknesses and areas which still need to be tackled. Performance management is being used successfully to improve teaching and learning.

The executive headteacher and headteacher are demonstrating their determination to improve the school. They have started to embed a wide range of systems and procedures to secure sustained school improvement. Senior leaders are beginning to understand and analyse achievement data more thoroughly and this is being used more effectively to improve the level of questioning and challenge in some lessons. The success of leaders' work is most evident in improvements to behaviour, attendance and in pupils' achievement in writing and some aspects of mathematics,

although this remains variable across the school. This success is due to clear procedures and good-quality training that have helped staff to implement the reforms. Work to improve teaching and assessment in reading and reasoning and problem solving in mathematics has been slower to develop. School plans, rewritten since the previous monitoring inspection, lack some of the focus and precision which is needed to quicken the pace of school improvement to address these issues. Plans place an emphasis on a broad view of what needs to be done, but are not focused enough on the small steps which will make the big difference. They are also weaker in prioritising actions.

Leaders' checks on the quality of teaching have improved since the first inspection, and are now being used to create action plans to support individual teachers. Leaders are now more able to identify any emerging issues and to address them immediately. Some evaluations of recent strategies to improve basic skills in English and mathematics are not precise and have not been done quickly enough, therefore some time has been lost, resulting in some pupils not making rapid enough progress.

The IEB is in its infancy. Its members understand the need to monitor the work of the school closely, especially the progress of initiatives contained within the school improvement plan. The IEB members are not afraid to challenge the school's leaders to ensure that improvements are realised. The IEB has some experienced members with a clear understanding of what constitutes good teaching and learning. As a result of this, they are well placed to check the school's work.

External support

The local authority has provided a wide range of effective support to the school. This includes: a full teaching and learning review which has identified key aspects in teaching which needs to improve; support for senior and middle leaders to develop key areas for improvement; advice from behaviour and attendance services alongside continued support and challenge to the headteacher and executive headteacher. The local authority recognise that they are crucial in continuing this rigorous external challenge during the transition phase to becoming an academy, and are pivotal in ensuring that momentum is not lost. Opportunities for senior leaders and teachers to work with the schools in the Pyramid (a collaborative of local schools) are developing their skills even further. Furthermore, effective, bespoke professional development and training has been provided by 'Partners in Learning', which is part of Doncaster's Teaching School Alliance. This has included teachers participating in the improving teacher programme, senior and subject leaders having networking opportunities and moderation of work opportunities.