

Branton St Wilfrid's Church of England Primary School

Valley Drive, Branton, Doncaster, South Yorkshire DN3 3NB

Inspection dates

9–10 November 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- The quality of teaching and learning is not yet consistently good. Some activities do not challenge pupils to think deeply about their learning, particularly the most able pupils.
- Teachers do not consistently provide opportunities for pupils to apply their skills in specific subjects. This means that pupils' outcomes in different subjects are inconsistent.
- Subject leaders who are new to their role are not yet fully involved in monitoring the quality of teaching and learning and in analysing pupils' outcomes. This means the impact of their work is limited.
- Pupils' progress varies between year groups and between subjects. Too few pupils make better than expected progress, particularly in writing.
- Plans to improve the work of the school are not sufficiently linked to gains in pupils' outcomes. This limits governors' ability to challenge fully the impact of the work of leaders in the school.
- Provision in the early years, particularly in the outdoor areas, does not stretch children's learning sufficiently. As a result, few make rapid progress or reach standards beyond those expected.

The school has the following strengths

- Leaders' evaluation of their work is accurate. This has enabled them to set the right priorities for improvement.
- The recently appointed headteacher is strengthening the quality of teaching, learning and assessment across the school successfully.
- The curriculum is engaging pupils' interest. This has led to improvements in pupils' behaviour since the last inspection.
- Pupils are proud of their school and their achievements. They are happy and confident and welcoming to visitors.
- The schools' work to keep pupils safe is effective. This is endorsed by the views of parents and carers and pupils.
- Support for pupils who have special educational needs and/or disabilities is good and has led to improving outcomes.

Full report

What does the school need to do to improve further?

- Strengthen the quality of teaching, learning and assessment, particularly in writing, so that more pupils make better than expected progress and reach standards beyond those expected, by:
 - ensuring that pupils of all abilities are provided with opportunities to write at length
 - increasing the expectation of what pupils can produce when writing in other subjects
 - providing more opportunities for pupils to apply and use their skills in specific subjects
 - ensuring that activities planned are consistently challenging pupils, particularly the most able, to think deeply and apply their learning in all subjects.
- Improve provision in the early years, especially outdoors, so that:
 - children have opportunities to accelerate their progress, particularly in literacy and numeracy
 - independent activities are suitably engaging to sustain children's interests and extend their learning.
- Improve the work of leaders and governors within the school, by:
 - sharpening plans to improve the work of the school, so they are linked more precisely to gains in pupils' outcomes
 - ensuring recently appointed subject leaders are well supported in their roles
 - equipping governors to challenge school leaders fully about their work.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Systems to monitor the school's work are strengthening. While there are early signs of improvement in pupils' outcomes, systems are not yet sufficiently secure to ensure that pupils are making consistently good progress across different subjects.
- Action plans that identify improvement priorities for the school are accurate. However, they are not yet linked rigorously enough to specific gains in pupil outcomes or to improvement in the quality of teaching, learning and assessment. This means it is difficult for leaders, including governors, to evaluate the impact of the school's work precisely enough.
- Subject leaders new to their roles are knowledgeable and enthusiastic. They have a clear understanding of the strengths and weaknesses in their subjects and are keen to bring about improvements. Their role in monitoring is strengthening. As a result, there is increasing consistency in teachers' use of resources and in engaging pupils' interests. Further support would enable subject leaders to measure their impact on raising standards.
- The recently appointed headteacher has brought much-needed stability to the school and a determination to improve outcomes for all pupils. She is ably supported by the deputy headteacher and together they have become relentless in their drive to raise the expectations of all staff, so that all pupils reach their full potential.
- There is increased accuracy and rigour in the way that leaders are using the assessment system to check pupils' learning. This is beginning to accelerate pupils' progress and raise standards. Leaders know they need to consolidate this work before the profile of pupils' achievement becomes consistently good.
- Leaders use the pupil premium to support disadvantaged pupils effectively. They have set out their approach to helping these pupils overcome any difficulties. However, this approach does not set out precisely enough the gains in pupils' achievement that are required for them to do as well as other pupils.
- The physical education and sports premium for primary schools is used well. It is used to pay for additional sports coaching, which has strengthened the quality of physical education teaching across the school. The funding has also extended after-school provision and increased pupils' access to sports tournaments.
- All teachers are set robust targets for their work that are linked to pupils' outcomes. Standards and progress meetings take place each half term, where pupils' performance is analysed in detail. This is a very recent development. However, there is evidence that the raised levels of accountability are having a positive impact on pupils' outcomes.
- The curriculum is broad and balanced and provides increasingly rich experiences that engage pupils. As a result, behaviour has improved and pupils are more forthcoming in talking about their learning. This change in attitudes is an improvement on the situation at the previous inspection and is endorsed by the views of parents.
- Pupils' spiritual, moral, social and cultural development and the promotion of fundamental British values are explicit within the curriculum. They are supported by a

well-developed programme of assemblies. Discrimination is not tolerated. Leaders ensure that pupils have a good understanding of those with different faiths and beliefs, to ensure that pupils are well prepared for life in modern Britain.

- The local authority is providing support to the school to strengthen the quality of teaching, particularly in the early years. Both the local authority and diocese have worked collaboratively with governors to secure the strengthening leadership of the school.
- Parents acknowledge that the school has experienced considerable staff turbulence in recent years, including several changes of headteacher. That said, they remain fully supportive of the school and recognise the improvements that have taken place since the appointment of the new headteacher in September 2016.

Governance of the school

- A lack of precision in improvement plans hinders governors' ability to challenge fully the work of leaders within the school. This means that much of their evaluation is drawn from a limited evidence base.
- Governors are committed to securing improvement to the school's overall effectiveness. They are supportive of leaders within the school and acknowledge the high levels of staff turnover that have prevented the rapid improvements they desire.
- Governors' role in monitoring is increasing and is specific in its focus, but their reports are not wholly evaluative in recognising the specific gains in pupils' outcomes. Governors ensure that additional monies received by the school are used effectively and targeted appropriately. This includes additional funding for disadvantaged pupils and pupils who have special educational needs and/or disabilities.

Safeguarding

- The arrangements for safeguarding are effective. All staff are committed to keeping pupils safe and know what is expected of them. A comprehensive induction programme supports new appointments to the school. Staff all expressed how confident they felt as a result of the training they had received. A detailed safeguarding policy is in place and regular training ensures that all staff are kept up to date with legislative changes. There are clear processes for staff to report any concerns. The designated officer is diligent in her record-keeping. Well-established relationships with other agencies mean that communication about support for vulnerable pupils is strong.

Quality of teaching, learning and assessment

Requires improvement

- Teachers' expectations of what pupils can achieve are inconsistent. This means that outcomes for pupils vary between classes and year groups.
- At times teachers overwhelm pupils by expecting them to apply too many features all at once in their writing. This slows the rate of their progress.
- Expectations for the quality and quantity of writing in different subjects are not consistent. As a result, there are missed opportunities for pupils to reinforce their use of

different writing styles in different subjects.

- Leaders place a great emphasis on pupils working collaboratively to research and investigate. This is increasing pupils' enthusiasm for learning. However, teachers are not giving pupils sufficient opportunities to apply their skills in specific subjects. This means the standards pupils reach vary between different subjects.
- New approaches to teaching mathematics are beginning to give pupils confidence. Pupils use equipment to support their growing understanding of mathematical concepts. While progress for middle and lower ability pupils is accelerating, the most able pupils sometimes find their work easy.
- In 2015, a new approach to the teaching of phonics was introduced. It provided a clear structure for teachers and in turn has led to improving outcomes that are now consistently above national averages.
- Investment in new library books and more focused teaching of reading skills are ensuring that pupils read well and with enthusiasm. Pupils are able to use their phonic skills to read and spell unfamiliar words, because phonics teaching is secure. Most-able pupils are able to express their preferences and share their love of reading. A pupil told the inspector: 'I'm currently reading the eighth out of a nine-book series. As soon as I start reading I'm glued to the book.'
- Teaching assistants are effectively deployed in lessons to support groups and individuals. Their work is particularly effective in supporting pupils who have special educational needs and/or disabilities, whose progress rates are accelerating across the school.
- Homework is appropriate and regular. It allows pupils to follow their interests by combining basic skills with extended projects. Pupils can choose from a selection of activities relating to the topic being studied in school. This means pupils' attitudes to their homework are overwhelmingly positive.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are developing a growing maturity in their personal development and awareness of others. They know how to keep themselves safe and have confidence that should an incident arise there is a trusted adult in whom they can confide.
- The school's partnerships with other agencies are strong and these are ensuring that pupils have a good awareness of bullying in all its forms. For example, the Anti-Bullying Company led a parent and pupil workshop as part of the school's preparations for anti-bullying week.
- Pupils enjoy contributing to school life. They are particularly proud of their work to support charities and are growing a deeper awareness of their responsibility to help others. The school council members told the inspection team about the various events they organised to raise money for their preferred charity.
- The curriculum is used well to support pupils' growing understanding of how to keep

themselves healthy. One Year 1 pupil eagerly told inspectors, 'We made poo in science so we know how our bodies work.'

- Attendance is broadly in line with the national average for all pupils and lateness is infrequent. Leaders rightly identified that systems to support attendance needed strengthening and have implemented a raft of new initiatives. While it is too early to determine the impact of these measures in the longer term, there are early signs of improvement, as current attendance rates are high.

Behaviour

- The behaviour of pupils is good. This is an improvement upon previous inspection findings. Rules for expected behaviour are consistently applied across the school. Pupils know what is expected of them, which leads to pupils overwhelmingly saying they feel safe. They enjoy the rewards they receive, particularly 'golden time'. Parents endorse their children's view.
- Pupils are proud of their school. They are keen to talk about their work and demonstrate good manners around the school and to visitors. Pupils are all smartly dressed and in full school uniform. This reflects the expectations set by leaders and ensures there is no discrimination.
- Playtimes are well organised, so that all pupils can play with older brothers and sisters and also have time with their peers. There is plenty of equipment to engage in play and adults are keen to join in and support pupils' games. As a result, playtimes are harmonious.
- In the main, pupils show positive attitudes to their learning. On the rare occasions when this is not the case, it is because the work teachers set for them is not sufficiently challenging or engaging.

Outcomes for pupils

Requires improvement

- Since the school was last inspected, there have been high levels of staff turnover. This has led to gaps in pupils' learning and year-by-year variability in pupils' outcomes, particularly in writing.
- In 2015, outcomes for pupils at key stage 1 were below the national average in reading, writing and mathematics, at both the expected and higher levels of attainment.
- In 2015, at key stage 2, while outcomes for reading and mathematics were broadly average, outcomes in writing were also below average at both the expected and higher levels of attainment.
- While most pupils made expected progress in all subjects, there were fewer pupils than the national average making better than expected progress, particularly in writing.
- In 2016, standards at key stage 1 and 2 were above average in reading and mathematics. However, outcomes in writing and English spelling, grammar and punctuation were below average. This was because pupils did not have sufficient opportunities to write at length and teachers' expectations about how pupils should apply

what they had learned in English lessons in other subjects were not consistent.

- Outcomes in mathematics are strengthening, particularly for pupils of lower and middle ability, who are making strong progress in all year groups. They are not yet consistently strong for the most able pupils, including the disadvantaged most able pupils. This is because work is not sufficiently challenging to make pupils think deeply about their learning and apply their skills in other subjects.
- Outcomes for pupils in science vary and in 2016 key stage 2 test results were below average. While pupils acquire appropriate knowledge and skills, teachers do not provide sufficient opportunities for them to apply the specific skills of recording, reasoning and drawing conclusions.
- In reading, the proportions of pupils making strong progress and reaching the expected levels of attainment are above those found nationally. This is because pupils are secure in their phonics skills and develop a love of reading. There has been year-on-year improvement in outcomes in the Year 1 phonics screening check. Almost all pupils reach the required standard.
- The progress of middle-ability pupils was significantly below average in the 2016 national tests. However, inspection activity would indicate this was specific to that cohort. Work scrutinised and the school's own assessment information show this group of pupils to be making expected progress in all year groups. A growing number are now making better than expected progress, particularly in the current Year 6.
- The progress of disadvantaged pupils, including the most able disadvantaged pupils, is improving as a result of targeted interventions and additional activities. The proportions of disadvantaged pupils within each cohort vary greatly, but across the school the majority of these pupils are reaching the expected standard in reading, writing and mathematics and are making at least expected progress.
- Pupils who have special educational needs and/or disabilities are making strong progress. This is because they receive good levels of support, which are accurately targeted to meet their needs.
- The school's own assessment information indicates that while the proportions of pupils reaching age-related expectations remain variable, particularly in writing, a strengthening picture of accelerating progress is emerging this year.

Early years provision

Requires improvement

- Outdoor provision in the early years is not yet fully meeting the needs of all pupils. This means that early concepts and skills taught indoors, particularly in literacy and numeracy, are not built upon progressively. Some opportunities to extend children's thinking are lost. Consequently, some children are not achieving as well as they could.
- Independent learning tasks are not sufficiently engaging to sustain children's interests over longer periods of time. As a result, there are missed opportunities to ensure more children make better than expected progress, particularly in literacy and numeracy.
- There have been some improvements in response to local authority support. Resources are increasingly well labelled, so that children can read them and access equipment

independently. Children have more opportunities to practise their early writing skills within all areas of learning.

- The vast majority of children enter Reception class with skills that are typical for their age. A significant minority of children are already demonstrating skills beyond this. Since 2015, leaders have ensured that this assessment is checked for accuracy using local authority staff.
- At the end of Reception in 2016, the majority of children reached a good level of development and a growing proportion of children exceeded this. From their different starting points this represents expected progress, with some children having made better than expected progress.
- Staff have established their expectations of good behaviour well. As a result, children are happy and confident. They are very keen to share their thoughts, as one of the children told inspectors: 'Have you come to see us? We're doing PE today, but I don't think we'll go outside as it's too wet.'
- Learning journals provide an accurate picture of the stages in a child's development. An electronic system is used to enable parents to contribute easily to their children's records.
- Leaders ensure that all welfare requirements are met and that all staff understand their responsibilities. Consequently, children are safe, a view supported by parents.

School details

Unique reference number	106767
Local authority	Doncaster
Inspection number	10011947

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Celia Brown
Headteacher	Susie Arnold
Telephone number	01302 537344
Website	www.st-wilfrids.doncaster.sch.uk
Email address	admin@st-wilfrids.doncaster.sch.uk
Date of previous inspection	8–9 April 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- This is a smaller than average-sized primary school.
- The proportion of pupils who speak English as an additional language is below the national average and almost all pupils are of White British heritage.
- The proportion of disadvantaged pupils eligible for support through the pupil premium funding is below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is below the national average.
- There have been significant changes to the staffing team, including the appointment of three headteachers since the last inspection. Only three of the current teachers were

present at the time of the last inspection.

- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed pupils learning in 14 different lessons and part-lessons, several of which were observed jointly with the senior leadership team of the school.
- In addition, inspectors looked at samples of pupils' work in a range of subjects and listened to pupils read from Year 1, Year 2, Year 4 and Year 6.
- Inspectors also met with groups of pupils, the headteacher, members of the governing body as well as representatives from the diocese and local authority.
- In addition to having several conversations with parents at the end of the school day, inspectors took account of 44 responses to the online parental questionnaire, Parent View, as well as those to the school's own consultations.
- Information from the school about pupils' recent and current progress was examined as well as the school's evaluation of how well it is doing and records of leaders' monitoring of the quality of teaching. Records relating to behaviour, attendance and documents relating to safeguarding were also scrutinised.

Inspection team

Diane Buckle, lead inspector

Ofsted Inspector

Linda Clay

Ofsted Inspector

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