

Wadworth Primary School

Meadow Rise, Wadworth, Doncaster, South Yorkshire DN11 9AP

Inspection dates

31 January–1 February 2018

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

Summary of key findings for parents and pupils

This is a good school

- The headteacher has worked effectively to improve the school since the last inspection. This has led to higher expectations of staff and pupils, who achieve well from their starting points. By the end of Year 6, standards are much higher than average.
- Teaching has improved and is strong in Years 1 to 6. It meets the needs of pupils well. Thanks to accurate assessment of pupils' understanding, teachers now plan and provide challenging and engaging activities.
- The early years provision has not moved on at the same pace as the rest of the school. The impact of leadership and teaching has not been effective. Children do not make good progress.
- Pupils' conduct is good and they demonstrate positive attitudes to learning. They respond well to being challenged and are keen to improve their work. However, a few pupils sometimes use inappropriate language.
- Arrangements to keep pupils safe are effective. Pupils are safe and feel safe in school. They are well cared for and benefit from regularly taking part in sport and learning how to keep themselves fit and healthy.
- The curriculum is well balanced and broad and is well taught. The various subject areas engage and interest pupils and reinforce key skills, such as reading, writing and mathematics. Pupils' oral communication skills are also well developed. However, pupils' use of spelling, punctuation and grammar in their writing is still variable in key stage 2.
- Pupils benefit from opportunities to enhance their spiritual, moral, social and cultural development, and to support their understanding of British values and the wider world. Pupils demonstrate respect and kindness towards each other. Their knowledge and understanding about different cultures, religions and lifestyles in modern Britain, however, are not fully developed.
- Governors are well informed about the school. They recognise the improvements made over the past two years. Like the headteacher, they remain ambitious for the school and know what the school still needs to do to improve further.
- Attendance is very high. This is the case for all groups of pupils. Very few pupils are persistently absent.

Full report

What does the school need to do to improve further?

- Strengthen the early years provision, by ensuring that:
 - leaders provide good training opportunities for all adults in the setting, especially around their regular verbal interaction with children, so that they can check children’s understanding and support their speech and language development
 - leaders provide clear guidance for all adults on a day-to-day basis, so that they understand their role clearly and can support children effectively across the setting
 - assessment systems are improved so that children’s development is accurately understood and teachers can plan activities which meet their needs closely
 - activities are appropriate and fully accessible to children so that they are challenged and rapidly develop their key skills.
- Deepen pupils’ understanding of cultural and religious diversity in modern Britain and the different life choices people make.
- Ensure that pupils always make positive word choices, so that they use language which is always appropriate.
- Continue to support and challenge pupils in key stage 2 to practise and use accurate spelling, punctuation and grammar in their writing.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has made effective improvements to the school since the last inspection. With governors and other leaders, the headteacher has an accurate account of the school's strengths. This comes from regular and rigorous monitoring of school life, including teaching, which has led to high-quality and bespoke training for most staff. However, leaders have been less accurate about the support needed in the early years setting. As such, training needs have not been fully met in this area of the school.
- Such monitoring also means that leaders know the school's areas for development. For example, they know that the teaching of spelling, punctuation and grammar skills for pupils in key stage 2 is not as strong as it is across other areas of the curriculum.
- The appraisal system is thorough and ensures that staff are held to account. Targets are clear and linked to improving school life, and staff are provided with the necessary training so they can be successful in improving their practice. As such, standards in teaching, and pupils' outcomes, have improved and are now good.
- Middle leaders who oversee different subject areas are effective in their role. They are clear about the priorities for their areas and have made a positive impact on the whole-school delivery of their subjects. They work in strong collaboration with each other and the headteacher. These factors have supported improvements in the curriculum and its impact on pupils' learning.
- The leadership of the provision for pupils who have special educational needs (SEN) and/or disabilities is strong. These pupils' academic and social needs are well understood by leaders and these are well communicated to all staff. Teachers and teaching assistants are well trained by the SEN coordinator so they have a range of strategies to support pupils in the classroom and beyond. Pupils' needs are regularly reviewed and support is adjusted, as needed. Parents and carers are kept closely informed about their children's progress and ongoing needs.
- The provision for disadvantaged pupils is well led. Funding is used to provide these pupils with extra support in the classroom, as necessary, and to provide other opportunities, such as taking part in trips or learning a musical instrument. Consequently, the attainment and progress of disadvantaged pupils have improved substantially.
- The physical education (PE) and sport funding is well spent. There are a range of sports available to all pupils during their PE lessons and in after-school clubs, in which a high proportion of pupils participate. PE is well taught and, as well as being very active, lessons focus on developing pupils' understanding of how to keep themselves fit and healthy.
- Most parents have a positive view of the school. They are pleased about the changes that have been made and believe that these have been positive for the school. They report that the headteacher and other staff are very approachable and that issues raised are dealt with effectively. As such, parents, rightly, believe their children are safe and happy at school.

- The curriculum is broad, balanced and engaging. Pupils develop strong skills in reading, writing and mathematics across all subjects. In addition, they are given lots of opportunities to develop skills in science, history and geography, as well as in art, music and French. Pupils go on several trips each year and welcome visitors into school. These experiences are linked to learning in the classroom, which pupils say makes learning more exciting and understandable.
- The curriculum offers pupils the chance to enhance their spiritual, moral, social and cultural development and to understand British values. In this way, they are kind, honest, considerate and respectful. They are also knowledgeable about different world cultures. Key stage 1 pupils, for example, have recently learned about Aboriginal culture, and can talk and write knowledgeably about this topic.
- However, pupils lack a depth of understanding about the diversity of life in Britain regarding culture, faith and lifestyle choices. Leaders are fully aware of this issue and have recently brought in a programme to develop pupils' understanding of diversity so that all pupils understand the importance of using courteous and respectful language.
- The additional support for the school from the local authority has been effective. They have worked with leaders to monitor the provision and to provide support for the school, which has been well received.

Governance of the school

- Governors have effectively improved their understanding of the school and, therefore, their support since the last inspection. They are in the school on a regular basis and check assertions made by leaders through their own monitoring of the provision.
- They have received training to ensure that they know how to support and challenge leaders. They understand how well pupils achieve compared with pupils nationally, so that they are well informed to identify the school's strengths and areas for improvement. Such diligence has helped the school to improve.
- Governors hold leaders to account through the appraisal system. This system allows governors to be informed about teachers' impact on the learning of different groups of pupils and to ensure that they are accountable for pupils' outcomes.
- Governors take account of extra funding the school receives, such as the funding attracted by disadvantaged pupils and pupils who have SEN and/or disabilities, and analyse the impact of this funding on these pupils. This has helped leaders to use this funding effectively.
- Governors understand that they play an important role in ensuring that pupils are kept safe and protected. They check and update their policies and protocols regularly so that they are in line with regulations set by the government, and they check that they are implemented properly and thoroughly.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff, leaders and governors receive regular training to refresh their understanding of

their role and responsibilities in keeping children safe at all times.

- The school provides parents with information on how to keep their children safe at different times, including when they are at home and when they use the internet. Parents and pupils know what to do if they have a concern, and whom to go to.
- Policies and protocols are regularly reviewed and updated, and there are good communication systems in place to update pupils, parents and staff.
- The school works with a range of external agencies that support them in their work with vulnerable pupils and families.

Quality of teaching, learning and assessment

Good

- Teaching in key stages 1 and 2 is good across all areas of the curriculum. It meets the needs of different groups of pupils well, including those who are disadvantaged and those who have SEN and/or disabilities. This represents an improvement in the school since the last inspection, as seen by pupils' improved progress and attainment, which are now good.
- Mathematics is particularly well taught. Pupils' skills are strongly developed because teachers provide pupils with regular opportunities to apply and use their learning, and to use their skills to investigate mathematical problems. Teachers have high expectations of the pupils and provide them with challenging activities, which means that a high proportion exceed the expected standard for their age.
- Pupils' phonics skills are developed quickly and securely from a young age, meaning that pupils are then ready to develop more complex reading skills rapidly. This is enhanced by teachers' focus on developing pupils' passion for reading. Pupils read regularly and widely, and receive good advice about which books to choose.
- Writing skills are well taught. As with mathematics and reading, this is because assessment of pupils' needs is accurate and teachers use this information to plan activities accordingly. Work is challenging, supporting pupils' good progress. Furthermore, writing skills are regularly reinforced across the curriculum, as is the case with reading and mathematics.
- Due to a legacy of weaker teaching historically, older pupils' phonics skills were not well secured when they were in key stage 1. This has left gaps in their spelling accuracy and understanding of patterns in words. Teaching in key stage 2 currently is too variable in supporting pupils' development in spelling accuracy, as well as in pupils' use of grammar and punctuation.
- Questioning is strong. Teachers use it as a way to gauge pupils' knowledge and understanding, and use the information to plan the pupils' next steps in learning. Pupils are encouraged to talk through their learning and ideas. As such, pupils' oral communication skills are well developed.
- Teachers use a variety of strategies to assess pupils' learning and this is done regularly and with accuracy, so that it informs planning which meets pupils' needs well.
- Teaching assistants are well used in school, especially with pupils who have SEN and/or disabilities. They develop positive relationships with pupils and are skilful in

challenging pupils to work increasingly independently.

- Teaching in the early years is not good. This is because assessment is not done regularly or accurately enough, so children's needs are not closely met by the activities planned for them.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The school makes sure that pupils are safe and well protected in school. Pupils report that they feel safe and can say why this is. Parents believe their children are happy and safe.
- Pupils and parents rightly believe that behaviour is good and bullying is rare. This is confirmed by records held in school. Furthermore, where pupils or parents have concerns, they report that staff are approachable and deal with issues quickly and effectively.
- Pupils know how to keep themselves safe in a variety of situations, thanks to various events held in school. Pupils understand the potential dangers in using the internet, how to avoid them and what to do if they are worried. Parents receive information from school to support their children to use the internet safely.
- Pupils enjoy sport and enthusiastically take part in after-school sports clubs, where there are a wide range of sports available. They say there is something for everyone, and these opportunities help them to understand the enjoyment and benefits of being fit and healthy. Pupils who opt to eat school dinners report that they do so because they are healthy and tasty.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well at all times of the day. They are eager to start activities and demonstrate respectful attitudes towards each other and all adults. They need very few reminders of how to behave and of teachers' expectations, supported by the well-established routines in place. This means that learning time is used well by pupils, which has contributed to their strong outcomes.
- Pupils demonstrate positive attitudes to learning as their conduct shows, as does their work in books. Pupils take pride in their work, present it neatly and work hard to improve their learning where possible. Books show that pupils are highly productive over time and relish the opportunity to work on challenging activities.
- A few pupils have experienced difficulties in regulating their own behaviour. The school has worked effectively with these pupils, so that they understand teachers' expectations and have strategies to cope with the boundaries set by adults. As well as being clear with these pupils, the school also offers them the chance to talk about how they feel and to reflect on the choices they make. As a result, these pupils now make

positive choices and their behaviour, and progress, has improved.

- A very small proportion of pupils can use inappropriate language on occasion, which can cause offence. Most pupils know that this is unacceptable and to report these incidents. They say that adults take these incidents very seriously. However, leaders have put plans in place to ensure that all pupils have a good understanding of cultural, religious and lifestyle diversity in Britain.
- Attendance is very high and this is the case for all groups of pupils. Very few pupils are persistently absent. This is because pupils enjoy and value their time at school. It is also because the school is rigorous in its checks on pupils' absence. Parents also receive a very clear and consistent message about the importance of their children being in school every day.

Outcomes for pupils

Good

- Pupils' outcomes are good and have improved well since the last inspection. This is largely because pupils are well challenged by teachers, and the proportion of pupils who exceed the expected standard for their age in reading, writing and mathematics is well above average. In mathematics, progress and attainment are particularly strong.
- All groups of pupils achieve well including disadvantaged pupils and those who have SEN and/or disabilities.
- The standard of pupils' spelling, punctuation and grammar in key stage 2 is not good. Gaps in their learning from their time in key stage 1 have not been properly dealt with and pupils do not consistently practise and apply these skills accurately in their writing. Other aspects of pupils' writing, such as their ability to write creatively, or persuasively, are strong.
- Thanks to strong teaching in phonics, and in developing pupils' passion for reading through the interesting and engaging curriculum, pupils' reading skills are secure and they make good progress in this subject area.
- Outcomes in a wide range of subjects are good because pupils are well taught and well engaged in their learning. Teaching across the curriculum is used well to reinforce pupils' reading, writing and mathematics skills, which deepens and extends their understanding and use of these skills, giving them practical ways to apply their learning. This contributes to the strong progress pupils make.
- Since the last inspection, pupils' achievement in key stages 1 and 2 has improved. Pupils now make good progress from their starting points in reading, writing and mathematics. This is because pupils are taught well. By the end of Year 6, standards of attainment have risen and are much higher than average.
- All groups of pupils achieve well. Pupils of all abilities are effectively challenged to reach their potential in key stages 1 and 2. Expectations of what pupils can achieve are high. In Year 6 in 2017, the proportion of pupils who reached the higher levels of attainment in reading, writing and mathematics increased considerably from the previous year and was well above average in each of these subjects. The most able pupils made strong progress from their starting points. By the end of key stage 1, a higher than average proportion of pupils also reached levels of greater depth in both

2016 and 2017. This represents good progress from their previous starting points.

- The few disadvantaged pupils and those pupils who have SEN and/or disabilities make equally good progress. Good teaching, effective support from leaders, teachers and teaching assistants, and carefully targeted spending of additional funding ensures that these pupils achieve well overall.
- Pupils are making good progress in mathematics. Pupils regularly use and apply their mathematical understanding to investigate and solve mathematical problems.
- In reading, pupils achieve well. The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has improved considerably in recent years and is much higher than the proportion who do so nationally. Strong phonics teaching, combined with pupils' passion for reading, has resulted in pupils making good progress.
- Pupils' achievement in writing is much improved. In Year 6 in 2017, progress was rapid from pupils' previous starting points. Pupils' ability to write creatively or persuasively is consistently strong. However, standards of spelling, punctuation and grammar currently in key stage 2 are more variable. Some gaps in pupils' learning from their time in key stage 1 have not been fully addressed. Pupils do not consistently practise and apply these skills accurately in their writing.
- Outcomes in a wide range of subjects are good because pupils are well taught and well engaged in their learning. Teaching across the curriculum is used well to reinforce pupils' reading, writing and mathematics skills. This deepens and extends their understanding and use of these skills, giving them practical ways to apply their learning. This contributes to the good progress pupils make.

Early years provision

Requires improvement

- Children arrive in the Reception class with levels of development and skills which are typical for their age. From these starting points, children do not make good progress. In 2017, the majority of children reached a good level of development and were well prepared for learning in Year 1. However, from their starting points, too few made good progress and exceeded a good level of development. A similar picture of progress can be seen currently.
- The assessment of children is not done regularly, and when it is done it is not well used to plan activities which engage the children and support the gaps in their development. In the same way, adults do not have a close enough understanding of what children can already do well, and therefore activities can be too easy. This slows progress.
- The setting inside and outside does not provide children with a good range of activities which help to develop their skills rapidly. Specifically, there are too few opportunities for children to practise their reading, writing and number skills.
- Phonics is well taught. Adults are well trained in this area of teaching and use a range of activities to engage children and to help them to learn and recall letters and the sounds they make. Progress in phonics is therefore good.
- School leaders have not provided adults in the setting with good training opportunities

and, therefore, teaching is not strong. Adults supervise children well at all times. They keep a close eye on children and sometimes use these opportunities to assess children. However, adults sometimes miss opportunities to talk to and interact with the children. This means that the opportunities to gauge children's understanding and to support children's speech and language skills effectively can be overlooked.

- Leadership within the provision requires improvement. Adults within the setting are not well guided at times, meaning that they do not fully understand children's learning needs and how to guide and support the children so that they develop their skills quickly and securely.
- Children's conduct is good and there are strong routines in place which children value and understand. This means that they do not waste time between activities, and they are increasingly independent in organising themselves. For example, children know where to put resources when they have finished using them, and that they are expected to tidy away at the end of a session.
- Adults are kind and caring towards children and this means children settle well into the early years class. Parents agree. In addition, when children are well engaged in an activity, they demonstrate positive attitudes to learning. They are keen to learn and trust adults, so they ask questions if they are unsure of what to do. Children listen to one another politely and take turns. However, adults miss opportunities to take full advantage of these positive attitudes and this means that children's engagement can fade at times.
- Parents are pleased with the provision and report that the adults are very approachable. They believe their children are safe, happy and cared for. If they have a concern, parents feel that adults would listen to them and would respond to any issue quickly and effectively. Parents are well informed about what their children do in school and are given advice on how to help them at home. For example, parents are given resources to practise phonics with their children.
- Safeguarding in the early years is effective and the legal welfare requirements are in place and met appropriately.

School details

Unique reference number	106715
Local authority	Doncaster
Inspection number	10042151

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	144
Appropriate authority	Local authority
Chair	Robert Cartlidge
Headteacher	Peter McLean
Telephone number	01302 851 451
Website	www.wadworthprimary.org.uk
Email address	admin@wadworth.doncaster.sch.uk
Date of previous inspection	16–17 February 2016

Information about this school

- This is a smaller than average-sized primary school.
- Most pupils are White British. The proportion of pupils who are from minority ethnic groups or who speak English as an additional language is well below average.
- A lower than average proportion of pupils are disadvantaged.
- The proportion of pupils who have SEN and/or disabilities is average. The proportion of pupils who have an education, health and care plan is above average.
- Pupils start in the school in Reception on a full-time basis.
- In 2017, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment in English and mathematics by the end of Year 6.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons and scrutinised work in some pupils' books.
- Inspectors observed and spoke with pupils during lessons and at break time. They met formally with two groups of pupils from Year 1 to Year 6.
- Inspectors listened to pupils from Year 2 and Year 6 reading.
- Meetings were held with senior and middle leaders. Meetings also took place with members of the governing body and one of the inspectors had a telephone discussion with a representative from the local authority. The inspectors analysed reports from the local authority.
- Inspectors scrutinised a range of documents, including the school's arrangements for safeguarding, performance management procedures, and pupils' behaviour and attendance data. They looked at information about pupils' progress and attainment.
- Inspectors considered the views of parents through the 75 responses to Ofsted's online questionnaire, Parent View, as well as from speaking to some parents when they brought their children to school.

Inspection team

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Ofsted Inspector

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Her Majesty's Inspector

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