

Branton St Wilfrid's Church of England Primary School

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

Inspection dates

5–6 June 2019

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	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive headteacher and senior leaders have improved the quality of education in the school since the last inspection. The introduction of highly effective systems has provided a solid foundation for improvement.
- As a result of good-quality professional development and timely support from senior leaders, the quality of teaching is good. Staff members who are new to the school are supported well.
- Staff are skilled in the teaching of phonics. As a result, most pupils quickly learn to read with fluency and accuracy.
- Pupils' outcomes have improved. The proportion of pupils reaching the expected standard at the end of key stage 2 was above the national average in 2018. Current pupils' work demonstrates that most pupils continue to make strong progress.
- Leaders use additional funding for disadvantaged pupils successfully to overcome the potential barriers these pupils may face.
- Governors are knowledgeable about the school. They provide a good balance of challenge and support to school leaders.
- Pupils behave well. They conduct themselves positively inside and outside the classroom. As a result, the school is a calm and welcoming place.
- Children make good progress in early years. The learning environment is exciting and purposeful. Consequently, children are enthusiastic and engage well in learning.
- The curriculum inspires pupils to learn. Teaching is strong across a range of subjects and systematically develops pupils' use of high-quality vocabulary.
- Teaching is good overall. However, at times, work is not challenging or planned precisely enough to meet the needs of the most able pupils.
- Subject leaders make a good contribution to school improvement. However, they have not ensured that teachers provide additional challenge to ensure that pupils reach the highest standards across all subjects.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment even further, by:
 - ensuring that teachers support the lowest-ability pupils in making strong progress by carefully considering what pupils already know and what they need to learn next
 - ensuring that teachers and teaching assistants communicate effectively about the progress that all pupils, particularly those of lower ability, are making in lessons
 - planning work that consistently engages and challenges the most able pupils
 - ensuring that staff in early years make timely interventions to maximise the progress that children are making.
- Further strengthen the impact of leadership and management, by:
 - extending and broadening pupils' cultural development by ensuring that there is a cohesive strategy for teaching pupils about different faiths and cultures so that they are well prepared for life in modern Britain
 - making sure that subject leaders support teachers in deepening pupils' learning, particularly most-able pupils.

Inspection judgements

Effectiveness of leadership and management

Good

- The executive headteacher is relentless in driving forward school improvement. She is well supported by the deputy headteacher in making the necessary improvements to ensure that pupils receive a good quality of education. Key to this journey has been the way in which senior leaders have introduced clear systems and excellent structures for staff to follow. These well-understood structures have ensured that the school has continued to improve in recent times of significant staff turnover. Leaders, including governors, often describe these as 'the Branton way'.
- Leaders have an accurate and comprehensive understanding of the quality of education at the school. This helps them to plan, monitor and refine actions to improve all main aspects of the school's work.
- Senior and middle leaders are keen to seek out and develop good practice, for example in improving the teaching of mathematics. They have engaged in productive learning partnerships with other schools and consultants. The work of the diocese and local authority has been fundamental in the school improvement process, most recently supporting the school to improve its communication strategy with the community.
- Subject leaders carry out their roles effectively and make a good contribution to school improvement. Consistent systems have been established in the last few years for teaching across a wide range of subjects. The work in pupils' books is of a good standard, especially in history, geography, science and art, as well as literacy and mathematics. Leaders have rightly identified that subject leaders need to support teachers in ensuring that the most able pupils are sufficiently challenged in deepening their learning, so that a greater proportion reach higher standards.
- Leaders identify potential barriers to learning for disadvantaged pupils and the extra funding for these pupils is used successfully to overcome these. The deputy headteacher makes sure that staff are clear about the needs of each pupil and checks pupils' work regularly. She identifies strategies for teaching each pupil and checks their progress regularly. Should she notice that progress is slowing, she adjusts support to make it more effective. Subsidised trips and visits help these pupils engage fully in the life of the school.
- The primary school physical education (PE) and sport funding is used well. Many pupils take part in a wide range of sporting activities at lunchtime and after school. Pupils are keen to participate in football, rugby and orienteering; they are successful in these competitive sports. There are further sporting opportunities such as athletics, dance and gymnastics.
- The leadership and organisation of provision for pupils with special educational needs and/or disabilities (SEND) are effective. The executive headteacher and associate special educational needs coordinator (SENCo) support teachers to identify pupils' needs promptly. Teaching assistants are well deployed and staff receive high-quality training so that they can meet pupils' diverse needs. Governors know how additional funding is used to provide good-quality resources, ensuring that this group of pupils

thrive in their learning and personal development.

- Overall, the curriculum is a strength of the school. Interesting topics and themes capture pupils' imagination and provide an in-depth understanding of complex vocabulary. Pupils describe with passion the dangers of plastic pollution for our planet. However, pupils' understanding of different faiths and cultures is not fully developed to prepare them well for life in modern Britain. A coherent strategy for teaching in this respect is not yet in place.
- In response to Ofsted's online questionnaire, Parent View, some parents and carers expressed concerns about recent turbulence in staffing. Leaders are aware of these concerns and have worked hard to address unexpected circumstances. Inspectors spoke with a number of parents during the inspection. Parents who made their views known to inspectors were confident that their children are safe, happy and well cared for.

Governance of the school

- Governors are very knowledgeable about what leaders need to do to improve the school. They hold senior leaders to account for all aspects of the school's performance, including the use of pupil premium and the PE and sport funding. They ensure that the deployment of staff and resources supports good and improving outcomes for pupils.
- Detailed reports provided by the executive headteacher about pupils' progress and attainment give governors a clear understanding of the school's strengths and areas for development.
- Governors bring an extensive range of experience and expertise to their roles on the governing body. One governor, who is the safeguarding governor for the school, is also a safeguarding officer for St John Ambulance Brigade. Governors are increasingly involved in the life of the school. They use their visits to school and lessons to gain a first-hand experience of what learning is like for pupils and to check the work of school leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have made sure that all staff understand that safeguarding is everyone's responsibility. As a result, staff are very clear about their duty to keep children safe and the procedures they must adopt should they have any concerns.
- Record keeping is meticulous. There is clear evidence to show appropriate links with a range of external agencies to make sure pupils are kept safe, especially the most vulnerable.
- Leaders carry out the necessary checks to make sure that staff, governors and other adults are suitable to work with children.
- There is a designated governor for safeguarding who makes sure that regular reports on safeguarding are made available to all governors and that the school's central record, which records the recruitment checks made on staff, is kept up to date.
- Pupils and staff say that the school is a safe, secure and happy place.

Quality of teaching, learning and assessment

Good

- The quality of teaching has improved since the last inspection, and is now good. This is because teachers make lessons interesting, use skilful questions to deepen pupils' learning and generally use assessment information well to plan pupils' next learning steps. As a result, pupils make good progress.
- The atmosphere in classrooms and around school supports pupils' learning well. Relationships between pupils and adults are extremely positive. Teachers' positive language and use of praise help pupils to develop their self-esteem. As a result, pupils are confident to ask questions and contribute in lessons.
- Teachers have good subject knowledge. They plan effective lessons that build on what pupils already know and can do. This is particularly effective in helping pupils to make good progress. Most teachers provide pupils with challenging work; however, this is not consistent and hinders the progress that some pupils, especially the most able, are making.
- The teaching of early reading, and in particular phonics, is effective and contributes well to younger pupils' progress in reading. Good-quality novels support thematic work and reading these class texts encourages pupils' love of reading. The vast majority of pupils who read to inspectors read with enjoyment, expression and fluency. Teachers pose a good range of questions to check on pupils' understanding and probe deeper to explore unfamiliar words and deeper meaning. In one lesson on 'Harry Potter and The Goblet of Fire', the teacher's skilful questioning resulted in pupils enthusiastically answering their own questions that had first been posed to the teacher. The work in pupils' reading comprehension books shows the most able pupils answering higher order comprehension questions. However, once these are completed, they return to complete less challenging questions, slowing the progress that they are making.
- Work in pupils' mathematics books shows that pupils have a good understanding of number. Teachers ensure that pupils develop good skills in number fluency such as knowing their multiplication tables. Teaching has previously targeted fluency in number and there is now a growing emphasis on reasoning and problem solving.
- Teaching across the curriculum enables pupils to draw on rich vocabulary when creating many genres of writing. This helps pupils to craft descriptive and imaginative sentences that bring their written work to life. In art, pupils are able to write analytically about the style of different artists as a result of the teaching of subject-specific vocabulary. Pupils present their work well and their handwriting is neat and clear.
- Teaching assistants make a positive difference in lessons. They work well to effectively model learning and provide practical support to develop pupils' understanding. However, sometimes in lessons, teachers do not make timely enough checks with teaching assistants to find out about pupils' progress, particularly those of lower ability. Teachers do not take into account what these pupils already know and what they need to learn next carefully enough when planning work, and so it is not always well matched.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils told inspectors that they enjoy school and feel safe. They are very clear that staff are readily available to deal with any worries or concerns they might have. In lessons, pupils learn about how to stay safe and keep healthy. They learn how to be friendly and welcoming. They consider how to stay physically and emotionally healthy. Pupils enjoy sport and are active at break- and lunchtimes. Inspectors saw some pupils taking part in the 'daily mile' to keep fit and healthy.
- Pupils spoken to by inspectors said that bullying does not occur and that it has been some considerable time since they can remember it happening. They say there is some 'falling out' but that teachers manage this well and resolve issues.
- Pupils understand how to stay safe online. They learn about road safety and how to stay safe outside school. The school's personal development programme is enhanced by visiting speakers.
- Pupils are proud of being elected as school councillors and being able to influence matters within school. They seek the views of other pupils in school and work with adults to implement new ideas. For example, pupils asked that the new behaviour policy should have more rewards to encourage better behaviour. Pupils now gain raffle tickets and golden stars, not just for achievement, but for good behaviours such as listening carefully to others and for contributing to school life and its values.
- Pupils take pride in their appearance and their work. They are smart in their school uniforms. Handwriting and presentation are usually of a good standard. Pupils are keen to improve their work and respond well to teachers' suggestions. Occasionally, some pupils are too content when work is too easy for them. They do not seek greater challenge so that they make even better progress.
- Leaders foster British values well. As a result, pupils have an impressive knowledge and understanding of democracy. Pupils are thoughtful, respectful and tolerant. There is a wide variety of opportunities for pupils to develop their spiritual, moral and social awareness. Pupils talk enthusiastically about visits from people from different countries to demonstrate, for example, African dance and Indian drumming. However, there are fewer opportunities for pupils to learn about different faiths and cultures across the wider curriculum.
- Pupils play well together at breaktime and lunchtime. There are good opportunities for pupils to use a wide range of equipment to play well together and socialise.
- There are highly effective procedures in place to keep pupils safe in school, especially the most vulnerable pupils.

Behaviour

- The behaviour of pupils is good.
- The school is a calm and welcoming place where pupils conduct themselves well inside

and outside the classroom.

- Parents make sure that their children are punctual to school. Over the past year, attendance has improved and is now above the 2017/18 national average. The school has very effective systems to check on any pupils not attending school. As a result, the proportion of pupils who are persistently absent from school has fallen and is now below average.
- School information shows that the number of behavioural incidents has reduced significantly since the start of the year. The new behaviour policy is used consistently by staff to encourage very positive behaviour from pupils.
- Pupils know what is expected of them and show dedication to their learning. They are keen to learn and respond well to direction to improve their work. They cooperate very well with adults in the classroom and are keen to please them. Very occasionally, when the pace of learning slows, some pupils lose concentration but do not disrupt others.
- Pupils are keen to behave well and to participate in a wide range of activities because they enjoy the rewards available to them. They are well behaved in the dining room and socialise well during their free time.
- Most parents, staff and pupils believe that behaviour is good.

Outcomes for pupils

Good

- Outcomes have improved since the last inspection and are now good. Standards of attainment across the school have risen and are now above average. Pupils are well prepared for their next stage of education when they leave the school at the end of key stage 2.
- Observations of pupils' responses in class and the analysis of work in their books show that pupils currently in the school are making good progress from their different starting points in reading, writing and mathematics.
- Above-average attainment in the Year 1 phonics screening check shows that most pupils make a good start in reading. Pupils are confident readers. Younger pupils are able to answer simple questions about a story and find information in a non-fiction text. Older pupils have favourite authors, such as J.K. Rowling. The engaging texts in the recently developed 'reading shack' motivate pupils to read.
- Writing is a particular strength of the school. Pupils use adventurous and engaging vocabulary in their writing exceptionally well. The quality of pupils' writing across the curriculum is of a high standard and demonstrates that the improvements made in key stage 2 writing attainment and progress since 2016 continue.
- Teachers develop pupils' mathematical problem-solving and reasoning skills effectively. As a result, pupils make good progress in mathematics.
- In 2018, an above-average proportion of pupils attained the higher standards in reading, writing and mathematics combined by the end of key stage 2. Even so, across the school, some most-able pupils do not reach their full potential because work sometimes does not engage them and lacks challenge.
- Leaders have created personalised plans for the small number of disadvantaged pupils.

This ensures that the additional funding to support these pupils is used effectively. As a result, disadvantaged pupils are making good progress.

- Pupils with SEND make good progress from their starting points. This is due to the support that they receive in class, which is tailored to their needs. However, for some lower-ability pupils, work is sometimes not matched accurately to their needs. Consequently, their progress is hindered.

Early years provision

Good

- Leaders make sure that children get off to a positive start in Reception. Well-planned provision and good teaching strategies ensure that children make good progress from their different starting points. Consequently, the proportion of children reaching a good level of development at the end of Reception was above the national average in 2018.
- Leaders have developed effective transition systems with Nursery providers so that children are well prepared to make the best possible start to school. Visits to school, for children and their families, alongside good partnerships with local nurseries ensure that staff know the children well. As a result, children are eager to learn and make good progress from their first day in the school.
- Good-quality provision in early years is successfully planned to ensure that children make good progress. The indoor and outdoor areas provide exciting opportunities for children to play and try out their skills. Inspectors observed children enthusiastically learning about the spreading of germs when they were encouraged to continue to play with glitter stuck to their hands.
- Activities inspire children to be independent and creative in their learning. For example, an inspector observed children enjoying playing the roles of judges on the 'Talent Show' stage. They were keen to ask questions and play the role of contestants. Some children were able to recall the song, 'The Lord of the Dance'.
- Teachers ensure that activities both indoors and outside provide opportunities to challenge children's learning. For instance, in one activity observed during the inspection, children were asked to find 'doubles' on a large set of dominos and then to recall the doubles facts that their domino represented. However, staff do not consistently maximise opportunities to move children's learning forward when they intervene in children's learning.
- Leaders have recently strengthened systems to assess children's progress. Consequently, adults use their knowledge of what children can do to plan learning that is well matched to their needs.
- Children cooperate well and they are kind to each other. They demonstrate good behaviour. There are excellent relationships between children and adults. Children feel safe and happy and are eager to engage in new experiences.
- Staff ensure that all of the early years welfare requirements are met. They conduct regular risk assessments and ensure that children are kept safe. Safeguarding procedures are strong, in line with those in the rest of the school.
- Parents say that their children are happy, settled and content in the Reception class. A

parent told an inspector that she was 'super impressed' with the education that her child is receiving.

School details

Unique reference number	106767
Local authority	Doncaster
Inspection number	10087501

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	195
Appropriate authority	The governing body
Chair	Celia Brown
Executive 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	9–10 November 2016

Information about this school

- This school is smaller than the average-sized primary school.
- The proportion of pupils who speak English as an additional language is below the national average. 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.
- There have been significant changes to staffing since the last inspection. Almost all teachers are new to the school since the last inspection.
- The early years consists of a Reception class.
- The most recent section 48 inspection of Branton St Wilfrid's Church of England Primary School took place on 8 February 2018.

Information about this inspection

- Inspectors observed pupils learning in a number of lessons. Several lesson visits were carried out jointly with the executive headteacher.
- Inspectors looked at samples of pupils' work in a range of subjects and listened to pupils in Years 1, 2 and 6 read.
- Inspectors met with groups of pupils, the executive headteacher and members of the governing body, as well as representatives from the diocese and the local authority.
- In addition to having several conversations with parents at the end of the school day, inspectors took account of 60 responses to Ofsted's online questionnaire, Parent View, as well as the school's own results of parent consultations.
- A range of documentation relating to the school's work was scrutinised, including the school's self-evaluation document and improvement plan. Records relating to behaviour and attendance and documents relating to safeguarding were also scrutinised.

Inspection team

Gerry Wilson, lead inspector

Ofsted Inspector

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Ofsted Inspector

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