

# Inspection of Willow Primary School

Alston Road, Bessacarr, Doncaster, South Yorkshire DN4 7EZ

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Inspection dates: 18 and 19 October 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

This is a school where staff, leaders and pupils live the school values. They ASPIRE to be the best they can be every day. The school has undergone significant changes in the recent past. The changes leaders have made are making a significant and positive difference to the lives of pupils.

Staff make sure that pupils follow clear routines as they walk around school, such as 'wonderful walking' and 'legendary lining up'. There is an atmosphere of calm and consideration throughout school. Pupils who need help with their behaviour receive this in a carefully considered and subtle way. They can talk about how the help they receive has enabled them to improve their behaviour.

Relationships between pupils and staff are built upon respect and care. Pupils feel safe and are confident that adults will help them if they have problems or worries. Some bullying does happen, but pupils know that this will be dealt with by adults. Pupils feel very confident to report concerns. They have a strong moral compass that helps them to identify right and wrong and to help others who need it.

## **What does the school do well and what does it need to do better?**

There is an ambitious curriculum in place for pupils. Teachers receive regular training to be able to deliver the curriculum. Leaders have introduced lesson structures that give pupils some opportunities to think about what they have learned before and what they will learn in the future. Pupils talk about how in lessons they are helped to think about 'this time, last time, next time'. Sometimes the lesson structures leaders have put in place are not used as well as they could be to help pupils to re-cap what they have been taught before, or to help them close gaps in their learning.

Pupils who are learning to read are taught with precision and consistency. They are given books to read which match the sounds they have been taught. Phonics is taught from the beginning of Reception. Pupils who need extra help are quickly identified and given the support they need. There are multiple strategies in place to promote a love of reading across school. Pupils talk with excitement about the 'rainbow reading challenge' and how they are able to access the school and class libraries. Leaders have ensured that book choices in shared areas are carefully considered to promote an understanding of protected characteristics in society.

Leaders have created an ambitious, well structured and sophisticated plan for pupils' personal development. Pupils have extensive opportunities for leadership. For example, anti-bullying and diversity ambassadors fulfil their roles with enthusiasm. Pupils are supported to understand their place in the world through the model of SOW (self, other, world). Pupils understand this and are clear on how they can contribute to their school community and beyond. Leaders look for opportunities to make these contributions to the world as real as possible. For example, Year 6 pupils

are involved in a social justice project which allows them to maturely consider world issues and how to make a difference to people who are suffering prejudice and discrimination.

Pupils with special educational needs and/or disabilities (SEND) are well supported in their learning. The small steps of progress they need to make in their learning are identified. The support pupils receive gives them opportunity to achieve these small steps. There are clear systems in place for identifying pupils with SEND. The special educational needs coordinator has trained staff to give precise support and adaptations for pupils.

Pupils in the early years benefit from a strong start to their education. They are quickly introduced to routines and expectations that support them to learn. The environment pupils learn in is calm, orderly and purposeful. The curriculum they learn is carefully thought out by leaders and prepares pupils well for Year 1 and beyond. Regular assessment helps staff to identify next steps in learning for pupils. Staff ensure that parents are kept informed of their children's progress and experiences.

Leaders at all levels have a detailed and clear picture of the strengths of the school and the areas to develop. There is a consistent and clear moral purpose when leaders speak about the school. Governors are well informed of how the school is performing. They offer challenge for leaders but also support for the improvements they have made. Staff speak positively about the consideration leaders give to their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a culture of safeguarding. Leaders provide regular training and reminders for staff. Staff have a strong understanding of the local safeguarding risks for pupils and families. This culture is built upon robust and rigorous systems for recording concerns about pupils. Leaders work hard to engage other professionals to support pupils when it is needed. If leaders feel that a family needs more support and is not receiving it, they show determination and tenacity to get it for them. Pupils understand how to keep themselves safe. They know the risks of being online but also how to protect themselves. Pupils understand what constitutes a healthy and unhealthy relationships.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- The pedagogical structures leaders have put in place within lessons are not used as efficiently as they could be to re-cap and embed previously taught knowledge. As a result, opportunities are missed to check pupils' understanding of important knowledge for forthcoming learning, or to close identified gaps in learning.

Leaders should ensure that there is clarity for teachers on which knowledge is re-visited and prioritised within the lesson structures across the curriculum to give pupils the best chance of knowing and remembering more.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	145935
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10241402
<b>Type of school</b>	Primary
<b>School category</b>	Academy sponsor-led
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	379
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	John Blount
<b>Headteacher</b>	Davina Sumner
<b>Website</b>	<a href="http://www.willowprimaryschool.co.uk/">www.willowprimaryschool.co.uk/</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school is part of the Exceed Learning Partnership Academy Trust.
- The school joined the trust in April 2022.

## Information about this inspection

The inspector(s) carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke to senior leaders, including the chief executive officer, the deputy chief executive officer, members of the board of trustees and members of the local governing body.
- Inspectors carried out deep dives in mathematics, early reading, history, computing and science. For each deep dive, inspectors discussed the curriculum

with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.

- Inspectors evaluated responses from parents to Ofsted's online survey. They spoke with some parents who were dropping their children off at school. Inspectors also evaluated the responses that staff and pupils gave to Ofsted's online survey.

### **Inspection team**

Liam Colclough, lead inspector

His Majesty's Inspector

Lee Wilson

Ofsted Inspector

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