

# Inspection of a good school: Wales Primary School

School Road, Wales, Sheffield, South Yorkshire S26 5QG

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Inspection dates:

30 April and 1 May 2024

## **Outcome**

Wales Primary School continues to be a good school.

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

Pupils at Wales Primary School feel safe and supported by the adults around them. They are polite and respectful towards adults and each other. Pupils follow the 'Wales Code' and are rewarded for demonstrating positive learning behaviours. Pupils learn about other faiths and cultures. They are interested in people who are different to themselves. All staff prioritise pupils' well-being and their wider development. Pupils experience a variety of trips and experiences. They talk enthusiastically about visits to the science museum, a space centre and the Year 6 residential to Wales. Pupils enjoy a range of clubs after school and at lunchtimes. These include choir, martial arts and football. They particularly enjoy learning to swim in the school's pool.

Pupils take on a range of leadership roles. They become eco-warriors, school councillors and road safety officers. Older pupils buddy up with the youngest pupils to help them at lunchtimes. They develop a sense of responsibility and independence. Pupils support the local community through collections at harvest time. They also fundraise for charity at other times in the year.

Staff want pupils to achieve well. Pupils with special educational needs and/or disabilities (SEND) are supported to learn in class with their peers. Pupils attend school regularly. The school supports families to overcome any barriers to attending school. Pupils are ready for the next stage of their education as they leave the school.

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

Reading is prioritised across school. The Reception classroom is a vocabulary-rich environment. Pupils know that teachers place high importance on reading. The school has a well-established phonics scheme to teach early reading. The school works with external support to improve practice. Pupils confidently use phonics strategies to work out unfamiliar words. Leaders regularly assess pupils' progress. Interventions support those pupils who might fall behind. Staff are trained to deliver reading sessions. However, the pace of some early reading lessons is inconsistent. In some lessons, pupils lose

concentration. Some pupils do not become fluent readers as quickly as they could. Pupils say they enjoy reading and talk with enthusiasm about their favourite authors. At the end of key stages 1 and 2, pupils achieve reading outcomes which are above national averages.

In mathematics, the school has developed an innovative and bespoke curriculum. Pupils achieve well because teachers regularly check for gaps in learning. Previous learning is revisited to close any gaps. Pupils then build on prior knowledge. Mathematics is always linked to real-life situations. Pupils understand the purpose of their learning. Teaching focuses on mental mathematics and speedy calculations. This develops into written methods and problem-solving. Pupils achieve above national outcomes at the end of key stage 2.

The wider curriculum is at different stages of development. The school is determined to build a curriculum that is right for its pupils. Leaders take external expert advice to try different approaches. This has been successful in some areas. For example, in history, older pupils talk knowledgeably about how the Vikings overcame the Anglo-Saxons. They learn what happened to different civilisations. They can compare different eras and make links within all learning in key stage 2. Sometimes, the knowledge the school wants pupils to remember is too broad for younger pupils. As a result, some pupils cannot always remember what they have learned.

Teachers adapt lessons and resources to support pupils with SEND. Staff are ambitious for all pupils. They ensure that all pupils can learn together. Pupils with SEND have achievable targets. All staff know the targets. They support pupils well in the classroom. Pupils develop independence and achieve well.

The school has prioritised improving pupils' attendance. This is to ensure that all pupils attend school regularly. The school supports pupils and families by identifying barriers to attendance. The school has taken steps to motivate pupils to come to school regularly and on time. There has been some impact already and, for a number of pupils, attendance rates have improved.

Pupils behave well. They are attentive in lessons and play well together. They want to learn, and they are clear about what is expected of them. Pupils are proud of their school and would recommend it to others. Staff's workload and well-being are considered by leaders. Governors support and challenge the school effectively. All leaders have a shared vision for the school and want the very best for the pupils who attend.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Although the phonics scheme is well established, not all staff are experts yet in the

teaching of early reading. In some lessons, pupils lose focus. The school should ensure that all teachers have a sharp focus on the teaching of early reading to ensure that pupils become fluent readers as quickly as they can.

- Sometimes, in the wider curriculum, the intended learning is too broad. This means that some pupils do not remember some of the knowledge that the school intends them to learn. The school should ensure that the curriculum is broken down into clear steps so that pupils can remember and build on previous learning.

## Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in January 2015.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

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| <b>Unique reference number</b>             | 106883   |
| <b>Local authority</b>                     | Rotherham  |
| <b>Inspection number</b>                   | 10315535   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Community  |
| <b>Age range of pupils</b>                 | 4 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 210  |
| <b>Appropriate authority</b>               | The governing body   |
| <b>Chair of governing</b>                  | Nick Parr  |
| <b>Headteacher</b>                         | Anna McDonald and Ruth Sampson (Co-Headteachers)                   |
| <b>Website</b>                             | <a href="http://www.walesprimary.co.uk">www.walesprimary.co.uk</a> |
| <b>Date of previous inspection</b>         | 22 January 2019, under section 8 of the Education Act 2005         |

## Information about this school

- The school has a co-headteacher model.
- Wraparound care and nursery provision is provided by a separate provider within the school grounds.
- The school makes use of one alternative provision.

## Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. For each deep dive, the inspector met with subject leaders to discuss the curriculum, had discussions with staff and pupils, visited lessons and looked at samples of pupils' work.

- The inspector scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record of pre-employment checks; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with senior leaders, a representative from the local authority, teachers and the wider school team.
- The inspector met with the chair of the governing body and other members of the governing body.
- The inspector also considered responses to Ofsted's online surveys for parents, staff and pupils.

### **Inspection team**

Helen Haunch, lead inspector

His Majesty's Inspector

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