



Waverley Primary School

Inspection Report

Unique Reference Number 106735
LEA Doncaster
Inspection number 277615
Inspection dates 15 May 2006 to 16 May 2006
Reporting inspector Mr Joe Peacock CfBT Lead Inspector

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

Type of school	Primary	School address	Douglas Road
School category	Community		Balby
Age range of pupils	3 to 11		Doncaster, South Yorkshire DN4 0UB
Gender of pupils	Mixed	Telephone number	01302 853326
Number on roll	327	Fax number	01302 310753
Appropriate authority	The governing body	Chair of governors	Mrs M Edgar
Date of previous inspection	7 February 2000	Headteacher	Mrs V Walton

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The school is situated in Balby, three miles from the centre of Doncaster. The school is bigger than average with almost all of the pupils coming from a white British background. The area suffers from high levels of unemployment. The proportion of pupils entitled to free school meals and the number with learning difficulties and/or disabilities are both well above the national average. The school gained three Achievement Awards in consecutive years, has an Investors in People Award and a Healthy School Award.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The school is correct in judging its overall effectiveness as good. This is a good school largely due to outstanding leadership and management. It is giving good value for money. Inspection judgements agree with the school's self-evaluation in almost all areas but found that the headteacher had been far too modest in her assessment about leadership and management, which are outstanding rather than satisfactory. The issues from the last inspection have been dealt with successfully, including improvement to attendance and punctuality. Pupils' personal development and well-being are good. They enjoy coming to school and parents appreciate the high level of care which is provided. A good curriculum and good quality of care, support and guidance demonstrate the school's strength in meeting the needs of all its pupils.

Attainment on entry to the Nursery is well below the level expected for most schools. Standards are slightly above average with none significantly below average by the end of Year 6. Most pupils' achievement, including the few who have English as an additional language, is good. Pupils do particularly well in mathematics and science but their performance in English is lower, mainly because of their difficulty with writing skills. A detailed action plan for improvement has already been put in place.

The quality of teaching and learning is good. The assessment of pupils' attainment and progress is also good. All staff contribute to the quality of leadership and management. Subject co-ordinators effectively monitor standards and the quality of teaching in lessons, helping to bring about improvement where necessary. Governance is good. Governors are deeply committed to the school and are involved in monitoring the school's performance. The school's capacity to improve further is good.

What the school should do to improve further

- Monitor and improve pupils' writing skills, particularly for higher attaining girls.

Achievement and standards

Grade: 2

Results in national tests at the end of Year 6 are slightly above average. This represents good achievement for pupils who enter the school with attainment levels well below the national average. They make good progress because of the good teaching they receive.

By the end of the Foundation Stage, most children achieve the early learning targets expected of them. By the end of Year 2, standards are just below average as confirmed in the 2005 test results, but this still represents good progress considering the pupils' starting points. Good progress is maintained in Years 3 to 6. Results in the national tests for 2005 indicate that Year 6 pupils achieved above average standards in mathematics and science. All pupils met their targets in these two areas. In English, standards were lower and not enough pupils reached their set targets. The school has

correctly identified a problem with pupils' writing skills, particularly for higher attaining girls and is addressing it.

Pupils with learning difficulties and/or disabilities and the few for whom English is an additional language make similar, good progress because of the focused support they receive.

Personal development and well-being

Grade: 2

Pupils make good progress in their personal development because of the good provision that the school makes for their spiritual, moral, social and cultural development. The Golden Rules and statements on the leaves of the Tree of Kindness demonstrate an emphasis on strong moral and social values. Talking to pupils shows that they are well aware of the benefit of the healthy lunch menu, breakfast club and breaktime toast instead of sweets. Sports activities, including football coaching by Doncaster Rovers and fundraising for charity, help pupils develop skills needed to contribute well to the community and their future economic well-being.

Attendance is now satisfactory. The school has worked hard since the previous inspection to improve this with much success. For a few pupils, punctuality is a problem. Their classmates themselves have noted the impact on lessons when there are late arrivals. 'We think everyone should arrive really early at school and then the teachers wouldn't have to repeat everything if someone arrives late.' The school council has been effective in bringing about changes. The milk bar, benches and a covered area in the playground are some examples. Overall, pupils' behaviour is good, and some pupils thought that behaviour had improved because of better playground facilities.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Some examples of outstanding teaching were seen in Years 1 and 6. In the extremely well staffed and resourced Foundation Stage, the quality of teaching is consistently good. Teachers plan interesting and exciting learning experiences and make good use of the attractive outdoor space.

In Years 1 and 2, the quality of teaching varies from satisfactory to outstanding and in the junior classes, it is consistently good with some that is outstanding. Where teaching is most effective, challenging tasks are set for pupils of all ability levels and there are excellent relationships between staff and pupils. In a few lessons, there is not the same good range of strategies to keep the pupils interested all the time. All teachers are meticulous in assessing pupils' progress. Marking is thorough but not all teachers clearly explain how pupils can further improve their work. The Year 6 teachers provide a model of good practice in their marking.

Pupils with learning difficulties and/or disabilities are particularly well provided for by their teachers and by teaching assistants who demonstrate a good range of specialist teaching skills. The learning mentor makes a major contribution to pupils' learning by planning challenging tasks designed to accelerate pupils' progress.

Curriculum and other activities

Grade: 2

The curriculum meets statutory requirements. Each pupil receives a stimulating and individual education. Opportunities to improve pupils' social skills and raise self-esteem permeate the curriculum. The good Foundation Stage curriculum strongly focuses on establishing children's ability to relate to and communicate with others. There is good provision for literacy, numeracy and information and communication technology (ICT) skills to be used in all subjects. Detailed strategies are in place for improving writing skills, for example. The good quality personal, social, health and citizenship programme and the emphasis on sports activities and healthy eating all contribute effectively to pupils' personal development. A good programme of residential experiences is provided for Year 5 and 6 pupils. This is a good example of the school's vision of giving pupils experiences beyond their locality that excite and stimulate them to write. In addition, curriculum enrichment activities such as an Africa Week and Respect and European Weeks bring together the whole school for special activities. The transition programme for Year 6 pupils is well supported by a Science Summer School.

Care, guidance and support

Grade: 2

The school provides a good level of care, guidance and support. Pupils flourish in the supportive, friendly learning environment. They feel safe to turn to adults as they feel they will be listened to. Many pupils especially value the access they have to the learning mentor for emotional and behavioural support. Parents are very complimentary about the school; 'the school has done wonders for my child'. Arrangements for child protection are well organised and understood by staff. Health and safety procedures are secure and regularly reviewed.

Academic progress is continuously and rigorously assessed. Pupils' targets are well matched to their needs and interests. Pupils know their targets and try hard to achieve them each term. Induction and assessment arrangements in the Nursery and Reception classes are well organised. For example, the Plan, Do and Review arrangements where children see what they need to do to cover all the activities open to them, successfully guide children in making their first steps towards independent learning.

Leadership and management

Grade: 1

The school is far too modest in judging leadership and management as satisfactory; they are outstanding. The headteacher has served the school loyally for 31 years, 9 as headteacher, and is highly respected by parents, pupils, staff and governors. Her

leadership skills are outstanding and the lovely atmosphere in school, commented upon by many parents, is directly attributable to her calm, caring approach and her determination to provide the best education possible for all pupils. Excellent procedures have been developed for monitoring and evaluating the school's effectiveness and these are giving a clear picture of the school's strengths and priorities for development. This is reflected in the accuracy of the school's self-evaluation. The experienced deputy headteacher supports the headteacher exceptionally well. Subject co-ordinators are extremely conscientious and fully involved in managing their subjects and seeking out ways to improve. Governors are proud of their school's achievements and carry out their role well. They plan their budget prudently to ensure that each subject area is well resourced and that the old, unattractive building is transformed inside into a stimulating and exciting oasis of learning. Governors are keen to become more involved in helping to monitor school effectiveness. Their monitoring visits, however, often lack a specific focus and strengths or areas for improvement are not always clearly identified.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	1	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for helping us when we visited your school. We really enjoyed talking to everyone and looking at your work. These are the things that we particularly liked.

- The lovely atmosphere in school. We understand why you all enjoy school so much.
- How lucky you are to have such a wonderful headteacher who cares so much about each one of you. We were very impressed with how well your school is led and managed.
- The many interesting and exciting things provided for you to do by the hardworking staff right from the super Nursery and Reception classes to Year 6.
- We were very impressed with how well you are cared for, even having toast at break times.
- The way all the staff are always trying to get you to work as well as you can.

We are asking your headteacher, staff and governors to concentrate on improving the quality of your writing. We can see how well you are now doing in your reading and hope you will all now try just as hard with your writing.

Thank you again for helping us with the inspection of your school. We enjoyed spending the two days with you. One last thing: remember that coming to school every day and being on time is very important. You miss so much if you are absent or late.