

Richard Wakefield CofE (VC) Primary School

Inspection report

Unique Reference Number	124281
Local Authority	Staffordshire
Inspection number	292943
Inspection dates	16–17 May 2007
Reporting inspector	Brian Holmes

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	242
Appropriate authority	The governing body
Chair	Vacant Position
Headteacher	D Williams
Date of previous school inspection	27 January 2003
School address	Burton Street Tutbury Burton-on-Trent DE13 9NR
Telephone number	01283 239230
Fax number	01283 239230

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Richard Wakefield is a slightly larger than average primary school in a village outside Burton-on-Trent. Most of the pupils come from the area surrounding the school. The proportions of pupils eligible for free school meals and from minority ethnic backgrounds are below average. The proportion of learners with difficulties and disabilities is in line with the average. Pupil mobility is lower than average.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school currently provides a satisfactory quality of education. It has a number of good features, which include the quality of its provision for pupils' care, support and guidance and their personal development and well-being. It has made satisfactory progress since the previous inspection and has a sound capacity to make further improvements. Leadership and management are satisfactory. The leadership team is fully committed to improving pupils' achievement and personal development further.

Achievement is satisfactory. In the Foundation Stage children enter the school with skills below the level expected. They make good progress and most are on target to achieve the goals expected of them by the end of Reception, with a small number on track to exceed them. In Key Stages 1 and 2 most pupils make satisfactory progress and attain standards broadly in line with what is expected. The school has established systems for checking pupils' performance and identifying specific groups who need additional support or extra challenge. These systems are beginning to improve pupils' attainment, including closing the gap between boys' and girls' attainment in mathematics. The school recognises that there is still work to do to address this issue fully in relation to boys' attainment in English.

One factor that is helping pupils to achieve is their good level of personal development and well-being. There are good systems of care and support for pupils. As one parent commented, 'The school is always welcoming and our children have a very positive attitude towards school.' This strong ethos of support and care helps pupils to feel safe and secure at school and to develop as confident learners. As a pupil said, 'When you are upset the teachers are like your friend.' The pupils really enjoy school, particularly all of the activities and after-school clubs on offer. They have full access to the opportunities that school offers. They enjoy a healthy lifestyle and make a positive contribution to the life of the school and the wider community.

The quality of teaching and learning and the curricular provision are both satisfactory. Adults and pupils have good relationships and pupils are managed well. The academic guidance pupils receive is good. Their work is marked regularly and they have targets for English and mathematics which they know and which are checked regularly. Pupils are also involved in checking and assessing their own work. The curriculum meets all requirements and is being adjusted to meet the needs and abilities of all pupils. As yet, however, there are insufficient opportunities in some subjects, such as science, history and geography, for pupils to apply their literacy, numeracy and information and communication technology (ICT) skills.

What the school should do to improve further

- Improve boys' attainment in line with that of girls, particularly in English.
- Provide pupils with more opportunities to apply their literacy, numeracy and ICT skills in a range of subjects. A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before the next section 5 inspection.

Achievement and standards

Grade: 3

Pupil achievement is satisfactory. Children's attainment on entry is below what is expected. Children make good progress in the Foundation Stage and most reach the goals expected by

the start of Year 1, with a small number of children on course to exceed them. In Key Stage 1, pupils make satisfactory progress and attain standards that are broadly in line with the average in reading, writing and mathematics. Strategies introduced to raise pupils' attainment have had a satisfactory effect in increasing the number of pupils who are on track to attain higher levels by the end of Year 2.

In Key Stage 2, pupils maintain their satisfactory progress and attain standards broadly in line with the average expected by the end of Year 6. Strategies introduced to raise attainment for boys and for more able pupils have been implemented effectively. However, although the gap between boys' and girls' attainment is closing, in mathematics, boys are not yet achieving as well as girls in English. Pupils with learning difficulties and disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils' good attendance and behaviour show that they have positive attitudes towards school and to learning. They thoroughly enjoy school. In discussions with pupils, all of them were very positive in their views of school and several felt that learning is fun. Their enjoyment of learning is outstanding as seen in Year 1 when there were shouts of delight as pupils experimented with 'Gloop' and talked confidently about the changes they could see in the material. Pupils' spiritual, moral, social and cultural development is good. They are confident in discussing issues arising in school and feel that the 'worry box' gives them a good opportunity to express any concerns, which are successfully dealt with.

Pupils have a clear understanding of the need to keep healthy and safe. They take an active role in local community activities through their involvement in village and sporting events, for example through the work of the 'Green Team'. Pupils contribute effectively to school life through the school and class councils. They are confident to work collaboratively and independently. Pupils' preparation for the next stage of their education is satisfactory because their development of the basic skills in literacy and numeracy is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory with examples of good teaching and learning. Teaching is good in the Foundation Stage where there are very good relationships and planning builds well on childrens' prior learning to provide them with a good range of activities. Behaviour is managed well in all classes. There are appropriate levels of challenge for different abilities. In literacy lessons the 'Big writing' project is used to stimulate and challenge boys in particular. Pupils respond to this with interest and enthusiasm.

Where pupils are engaged through strategies such as talking partners and working with other pupils in groups, a positive learning environment is created where pupils' learning thrives. Sometimes, teaching is too teacher-led and does not give all pupils opportunities to become involved enough in lessons. Marking is thorough, and where good, for example, in a Year 3/4 class, pupils have clear guidance on what to do next to improve their work. The quality of teaching for learners with difficulties and disabilities is satisfactory and meets their needs appropriately.

Curriculum and other activities

Grade: 3

Curricular provision is satisfactory. The curriculum is being adapted to meet pupils' needs and raise their attainment. The current priority on writing is having a positive effect on pupils' achievement and they speak enthusiastically about their enjoyment of writing. In Reception, the children were eager to show the letters they had written to the 'lonely' robots. As yet however, there are insufficient opportunities for all pupils to develop their writing, numeracy and ICT in other subjects.

In the Foundation Stage, good provision is being made for pupils moving to Year 1 to make sure that they enjoy a smooth transition. A strength of curricular provision is the wide range of enrichment activities and after-school clubs which have a very positive effect on pupils' enjoyment of learning. They enjoy sport, music and drama opportunities and pupils in Key Stage 2 learn French. The school makes good use of the extensive grounds to support the curriculum.

Care, guidance and support

Grade: 2

There are good systems in place for supporting pupils and arrangements for safeguarding pupils meet all requirements and are followed appropriately. The school works hard to make its motto, 'Care, share and learn' work in practice. There are good relationships throughout the school and teachers know the pupils well. The Personal Social Health Education (PSHE) programme is having a positive effect on developing pupils' social and emotional skills and ensures they understand how to keep safe. Some pupils attend the 'nurture' group and a lunchtime club to support the development of their social skills. The school has recognised that it needs to further extend the range of activities it offers to support pupils at lunchtimes. There are good links with outside agencies to ensure all pupils' needs are appropriately supported.

Academic guidance for pupils is good. Pupils receive constructive feedback through the marking of their work and all pupils have targets for English and mathematics which most of them know and understand. They are clear about how to check and assess their own work. Older pupils know what steps they have to take to reach the next level in their attainment.

Leadership and management

Grade: 3

Leadership and management are satisfactory and enable the pupils to achieve satisfactorily. The leadership group has a clear vision for the school and operates efficiently as a team. This was demonstrated during the headteachers' recent prolonged absence when the school was competently led by the deputy headteacher, who did well to maintain and improve the systems for checking the quality of teaching and monitoring pupils' performance. Subject leaders are beginning to make use of these systems to identify groups of pupils who need additional support or additional challenge and they are having a satisfactory effect in raising achievement. The school has begun to focus on developing the leadership skills of all staff on school improvement, but at the time of the inspection it was too early to judge the impact of these developments.

All pupils are equally valued and have full access to the opportunities that the school offers. The governing body fulfils its duties satisfactorily and is sufficiently involved in checking the work of the school through its committees and visits into school by governors. Parents have positive views and are supportive of the work of the school.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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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?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Inspection of Richard Wakefield CofE Primary School, Burton-on-Trent, DE13 9NR

Thank you for being so welcoming and helpful when we visited your school. We enjoyed talking to you and listening to what you had to say about your school. We know that you are proud of your school and like all of the after-school clubs that you attend. We think that Richard Wakefield is a satisfactory school, with some strengths. These are the main things we found out about your school:

- You make satisfactory progress, although the girls do better than the boys in reading and writing.
- You behave well, have good attitudes to your learning and you really enjoy your time in school.
- Teachers do a satisfactory job of teaching you.
- The school provides you with a lot of interesting activities and clubs, although you do not have enough opportunities to develop your writing, numeracy and ICT in other subjects.
- Your teachers take good care of you to keep you safe and healthy and to support your learning.
- The school is satisfactorily led and managed by the headteacher.
- All the adults in school are working hard to make the school better.

In order to make the education you receive at the school even better, we have asked the headteacher and the rest of the staff to:

- help the boys to do as well as the girls in their reading and writing
- give you more opportunities to use your literacy, numeracy and ICT skills in different subjects.

You can help your teachers by behaving as well as you can and by working hard to do your best all the time, particularly the boys to do as well as the girls in literacy.

Best Wishes

Brian Holmes

Lead inspector