

Waverley Primary School

Inspection report

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| Unique Reference Number | 106735 |
| Local Authority | Doncaster |
| Inspection number | 324451 |
| Inspection dates | 29–30 January 2009 |
| Reporting inspector | Andrew Swallow |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 275 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Kevin Johnson |
| Headteacher | Mrs Diane Humphrey |
| Date of previous school inspection | 15 May 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Douglas Road Balby Doncaster South Yorkshire DN4 0UB |
| Telephone number | 01302 853326 |
| Fax number | 01302 310753 |

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|--------------------------|--------------------|
| Age group | 3–11 |
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized primary school, with the vast majority of pupils of White British heritage. The proportion of pupils eligible for free school meals is well above average. A slightly below average number have learning difficulties and/or disabilities. Since the last inspection there have been many staff changes, including a new headteacher and senior leadership team. The school has the Healthy Schools, Roy Castle 'Clean Air' and Investors in People awards.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that provides satisfactory value for money. Since the last inspection a new headteacher has joined the school and the senior leadership team has changed significantly. Some instabilities in staffing, and a small proportion of inadequate teaching, have resulted in falling standards in recent years, particularly across Years 1 and 2. Staffing is now stable and the new senior leadership team has worked hard to address previous underachievement and raise attainment. Early indications show that this work is beginning to bear fruit.

Good quality personal and social development of pupils lies at the heart of the school's work. Parents are very supportive: 'My child always enjoys coming into school' is a typical response. Children get off to a flying start in the Nursery. From well below expected starting points, many work securely within the early learning goals by the time they leave the Reception. Their progress is not as even across Years 1 to 6 because some pupils have gaps in their learning, as a result of the number of teachers leaving and joining the school in the last two years and some unsatisfactory teaching. Nevertheless, pupils' achievement is satisfactory overall due to a more settled teaching team and specific strategies to develop pupils' writing and reading skills that are paying off. Well targeted support for pupils with learning difficulties and/or disabilities means that they too make satisfactory progress.

Standards in lessons and in pupils' work are rising and, by the end of Year 6, are broadly average. However, standards in reading and writing, particularly across Years 1 and 2 are still not high enough. Teaching is satisfactory overall, with much good practice, but there is a small proportion of inadequate lessons. Teachers are involving pupils more actively in their work, but not all lessons motivate pupils with meaningful tasks. This can result, at times, in inappropriate attitudes to learning.

Pupils' personal development, including their social, moral, spiritual and cultural development, is good. Pupils enjoy school and are generally well behaved and supportive of each other. Attendance is satisfactory. Most pupils have a good understanding of how to keep safe and healthy. Their improving literacy and numeracy skills and their developing understanding of the world of work, prepare them adequately for their future lives. The curriculum is good, with a range of real-life scenarios and a variety of enrichment and extra-curricular opportunities. The quality of care, guidance and support is also good. Pastoral care of pupils is of a particularly high quality but academic guidance is only satisfactory. Most pupils understand what they are aiming for, although not all teachers provide pupils with sufficiently regular information about how to improve their work.

Leadership, management and governance are satisfactory. Self-evaluation has identified the right priorities. However, not all leaders measure rigorously the impact of teachers' work on pupils' learning, thereby determining whether pupils are doing well enough. As a result, leadership has an overgenerous view of the effectiveness of the school. Nevertheless, the committed leadership by the headteacher and governors, and developing strengths of the senior leadership team, are moving the school forward. These factors ensure that the school has satisfactory capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 2

Children get off to a flying start and flourish in this warm, inclusive and stimulating environment. From often low starting points, children reach levels expected of their age. Their personal, social and emotional qualities develop rapidly, ensuring they are well prepared for the next stage in their school life. This is the result of high quality learning experiences and the support of skilled adults, and good leadership and management. Daily 'Plan, Do and Review' sessions give children opportunities to lead their learning, play and develop together. There is a good balance between adult-led and child-initiated activities which enhances speaking, listening and thinking skills. From limited communication skills on entry, children blossom into confident, chatty individuals. They are cared for exceptionally well, with close attention paid to all their individual needs. Adults have a detailed knowledge of their progress and use this information carefully to plan together the next steps in their learning. Parents are fully included and share their children's development and achievements through their exciting learning journals or 'successful spiders'. Leaders recognise the need to ensure that outdoor activities fully reflect the good indoor learning experiences.

What the school should do to improve further

- Raise achievement and standards in reading and writing, particularly in Years 1 and 2.
- Improve the quality of teaching and learning so that it is consistently good throughout the school.
- Ensure all pupils understand what they need to do to improve their work.
- Strengthen the quality of self-evaluation to ensure all judgements reflect the impact of teachers' actions on the quality of pupils' learning.

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 their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils start Year 1 with levels of skills and knowledge that in many cases are in line with aged-related expectations. Increasingly, they leave Year 6 with standards that are broadly average, making overall satisfactory progress. However, in recent years standards have fallen by the end of Year 2. The reasons for this decline have largely been due to changes in staffing that have impacted adversely on pupils' progress. The school's most recent information shows that gaps in learning are closing in Year 2. This is because of the positive actions taken to raise the levels of pupils' reading and writing skills, although they are still not high enough. Strategies to raise achievement more rapidly have also benefited Year 6 pupils, especially in mathematics. Standards in science are above average and pupils achieve very well. Nevertheless, the achievement of some pupils across Years 3 to 6, in recent years, has been more uneven. This has been largely due to a small proportion of inadequate teaching. The school sets challenging targets to raise attainment, but is not always successful in reaching them.

Personal development and well-being

Grade: 2

The strong emphasis placed on developing social and emotional skills results in confident pupils. They are eager to grasp the many opportunities for responsibility, such as helping as 'buddies' at play-times, organising assemblies or taking one of the many roles on the school council. Pupils speak enthusiastically about their school and are proud of their contributions. They feel strongly that they are listened to and allowed to express their views freely. As a result they know that they are safe in school. Pupils clearly understand the difference between right and wrong. They talk enthusiastically about their golden rules which help them to work and play well together. Assemblies allow pupils to celebrate each other's achievements together and also offer good opportunities for reflection. There is a good understanding of the importance of leading a healthy lifestyle and many take part in a wide range of sporting activities, both in and after school. Pupils are polite, behave well and enjoy school, as reflected in their positive attitudes to learning. Most develop satisfactory basic skills to support their future economic well-being. However, attendance is not as high as it could be, despite the school's sustained efforts.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory overall. In many classes it is good, but has not yet had time to address fully some historical deficits in pupils' personal learning and thinking skills. In a small proportion of lessons, teaching is inadequate and this holds back pupils' progress. In almost all lessons, relationships are positive and most children are ready to learn. Where teaching and learning are at their best, well-resourced opportunities encourage pupils to share ideas with each other and to find out things for themselves. Tasks advocate a step-by-step approach, so that pupils gain confidence in what they are doing and have plenty of opportunities to apply their understanding in a practical manner. In some lessons, however, the pace of learning is not brisk enough and work is not always well matched to all pupils' needs. Activities do not always challenge and interest pupils, resulting in low level disruption. Marking is regular, but not always consistent in showing pupils how to improve.

Curriculum and other activities

Grade: 2

The curriculum is varied, meets statutory requirements and is designed to motivate pupils. A strong emphasis is placed on actively involving pupils in their learning. The school organises regular theme weeks, such as Africa Week and Respect Week, which give greater meaning to pupils' learning. All classes make regular visits out of school to widen their experience of the world around them. Trips to museums and 'Digger World', for example, stimulate their work in the classroom. Older pupils have the opportunity to take part in residential visits to Whitby and Robin Hoods Bay. The large number of regular visitors to the school, including poets, authors and theatre groups, further enriches pupils' learning. Pupils of all ages learn French and many take advantage of the chance to play a musical instrument. Information and communication technology is used effectively to develop key research and communication skills. A wide range of sporting and arts-based clubs and after-school activities are popular and well attended. The Breakfast Club, in particular, is a 'hit' with pupils and parents.

Care, guidance and support

Grade: 2

Adults provide high quality care and support for pupils, successfully promoting their physical health and emotional well-being. This is firmly reflected in the inclusive ethos evident throughout the school. Safeguarding procedures meet requirements. Pupils talk proudly of their school and say, 'It's good to be here.' Parents particularly appreciate the way in which their children are helped to settle quickly into school and prepared for life beyond Waverley. They overwhelmingly agree that their children are well cared for. Good mentoring provides one-to-one and small group support. In addition, effective partnerships with a range of providers help the more vulnerable, including those with learning difficulties and/or disabilities, to overcome barriers to learning. The high standard of support is a significant factor in pupils' enjoyment of school and their sense of well-being. Academic guidance, although satisfactory, is not as strong. Pupils have clear targets to aim for and many are confident about how well they are doing, but they are less secure about how they can improve their work.

Leadership and management

Grade: 3

The headteacher has established a positive climate for learning and focused the school on raising pupils' achievement, following a recent decline in standards. Refined tracking procedures indicate how well individual pupils are achieving, but are not yet being used as effectively as they might to pinpoint underperformance and ensure early and successful intervention. The new senior leadership team is equally committed to providing high quality education and care and equal opportunities for all. Senior leaders have been given more responsibility for raising standards faster, although not all are sufficiently confident in evaluating accurately the quality of the school's work. Consequently, the school's self-evaluation is somewhat overgenerous in certain areas. For example, leaders do not always measure rigorously the impact of teachers' work on pupils' learning, in order to determine whether pupils are doing well enough. The school makes a good contribution to promoting community cohesion. Good links have been forged with local schools and community services and French lessons taught by a French national promote pupils' understanding about different cultures and values. These experiences enable pupils to appreciate the importance of belonging to a society in which there are positive relationships and equality of opportunity. Governors are supportive and involved in the work of the school. They discharge their responsibilities appropriately, but have not yet formed a detailed understanding of how well the school is doing.

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Annex A

Inspection judgements

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| Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate | School Overall |
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Overall effectiveness

| | |
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| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 3 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |
| How well does the school work in partnership with others to promote learners' well being? | 2 |
| The capacity to make any necessary improvements | 3 |

Effectiveness of the Early Years Foundation Stage

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|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 1 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

Achievement and standards

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| 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/or disabilities make progress | 3 |

¹Grade 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.

Personal development and well-being

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|---|---|
| How good are the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners enjoy their education | 2 |
| The attendance of learners | 3 |
| The behaviour of learners | 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

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

Leadership and management

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| 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 leaders and managers use challenging targets to raise standards | 3 |
| The effectiveness of the school's self-evaluation | 3 |
| How well equality of opportunity is promoted and discrimination eliminated | 2 |
| How well does the school contribute to community cohesion? | 2 |
| 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 |

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Waverley Primary School, Doncaster, DN4 0UB

Thank you very much for the warm welcome and the help you gave to the inspectors when we came to your school recently. We liked how you talked to us in such a friendly way and were very impressed by how well you all get on with each other. I would like to share with you what we thought about your school.

You are really welcoming to visitors and show good levels of respect for the adults working with you. We were particularly impressed with the work you carry out as school councillors, with how you help, so thoughtfully, younger children and how you raise money for local and national causes.

We were pleased to hear how much you enjoy your lessons. You get off to a really flying start in the Early Years Foundation Stage and now that you have a regular team of teachers in school, the standards that you reach are improving and you are making satisfactory progress.

Overall, we think that your school provides you with a satisfactory standard of education, but that this could be even better. We are asking the headteacher, staff and governors to do the following things to make sure that you get the best out of your time at Waverley:

- help you reach higher standards in reading and writing, especially across Years 1 and 2
- improve the quality of all your lessons so that you make the best possible progress
- show you all how to improve your work, so that you reach your targets
- ensure that teachers are more rigorous in finding out how well the school is doing.

I am sure you will work hard and do your best to help your teachers bring about the improvements we think are necessary.