

Adwick Washington Infant School

Inspection report

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| Unique Reference Number | 106670 |
| Local Authority | Doncaster |
| Inspection number | 336719 |
| Inspection dates | 16–17 September 2009 |
| Reporting inspector | John Rutherford HMI |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 3–7 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 213 |
| Appropriate authority | The governing body |
| Chair | Mrs Ann Houghton |
| Headteacher | Mrs M Lockwood |
| Date of previous school inspection | 0 May 2007 |
| School address | Stafford Road Woodlands Doncaster DN6 7LW |
| Telephone number | 01302 723568 |
| Fax number | 01302 337357 |
| Email address | admin@adwickwashington.doncaster.sch.uk |

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and one additional inspector. The inspectors visited 16 lessons, and held meetings with senior and middle leaders, governors and groups of pupils. They observed the school's work, and looked at pupils' books, management documentation, pupils' progress data and 30 parents' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following questions:

- Has the school improved pupils' progress in reading to the same good levels as those seen in writing and mathematics?
- What action is the school taking to improve pupils' attendance and what impact is this action having?
- To what extent do teaching and additional support meet the needs of all groups of pupils?
- Do leaders at all levels have a positive impact on pupils' learning and progress?

Information about the school

This school is similar in size to most primary schools. A quarter of pupils are eligible for free school meals, which is more than normally found. The proportion of pupils with special educational needs and/or disabilities is above average. A very small number of pupils are from a minority ethnic background or speak English as an additional language. The school has received the Basic Skills Agency Award and the Healthy Schools Award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school. Children start in the Early Years Foundation Stage with skills and knowledge below those typical for their age. They make good progress throughout the school and when they leave at the end of Year 2 their standards in reading, writing and mathematics are in line with the national average. All groups of pupils, including higher attainers and those with special educational needs and/or disabilities, make equally good progress. This is because teachers use detailed records of pupils' progress very effectively to identify groups who need additional support and to plan work that is well matched to their needs. There is, however, a lack of consistency in the way teachers assess pupils' understanding during lessons in order to adapt their questions and feedback more closely to individual needs.

The headteacher and senior leadership team have a very strong focus on raising standards. They rigorously monitor pupils' progress and the quality of teaching and learning; they accurately identify strengths and weaknesses and they take effective action where improvement is needed. A year ago they identified that, while progress in writing and mathematics was good, it was no better than satisfactory in reading. In response, they introduced new approaches to teaching reading and the outcome is that pupils' progress is now equally good in all three subjects. This effective evaluation, leading to improved pupils' progress, demonstrates that the school has a good capacity to raise standards further in the future.

An interesting curriculum, including a strong creative and practical dimension, contributes to pupils' good progress. An important strength is the carefully planned work to support pupils' personal and social development. One outcome of this is a cohesive school community in which pupils work and play together harmoniously. The school is developing partnerships to involve pupils in promoting community cohesion more widely, notably with a nearby special school and a school in the Gambia. Teachers are unsure how effective this work is because they have not yet systematically evaluated the impact on pupils' attitudes and understanding.

The care, guidance and support for pupils and their families is strong. This helps to keep pupils safe, healthy and happy and to remove barriers to learning, particularly for those pupils with low self-esteem. Although pupils enjoy school and make good progress, attendance is low. The school is very aware of this and is taking assertive action in partnership with the local authority, which has reduced the number of persistent absentees. The school recognises that it has insufficient capacity on its own to work with parents to improve attendance further and is taking steps to improve this through staff training.

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What does the school need to do to improve further?

- To raise standards further the school needs to:
 - improve pupils' attendance by working more closely with parents where appropriate
 - increase consistency in the way staff assess pupils' understanding during lessons so that questioning and guidance is more closely tailored to individual needs
 - systematically evaluate the impact of work to promote community cohesion as a basis for future planning.

Outcomes for individuals and groups of pupils

2

Higher-attaining pupils make good progress because teachers carefully identify any weaknesses in these pupils' skills that might be preventing them from achieving as much as they can. Teachers then provide effective programmes of support, carefully tailored to individual targets, that help to remove these weaknesses. Pupils with special educational needs and/or disabilities make good progress because teachers are given very clear guidance on how to identify these pupils at an early stage and how to meet their needs.

Pupils enjoy learning and are enthusiastic and hard-working learners. They work very well independently and make good progress when practising new skills in different situations. This enables teachers to spend uninterrupted time with other groups who need more support or challenge, so that they too make good progress.

Pupils' behaviour is consistently good and contributes to a positive climate for learning in the school. They are making good progress in developing skills for contributing to life within school and beyond. For example, when they support local good causes they learn from them how their effort and money will help people in the community.

These are the grades for pupils' outcomes

| | |
|--|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 2 |
| Taking into account: | |
| Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 2 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 2 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

| Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate Please turn to the glossary for a description of the grades and inspection terms | |
|--|----------|
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 2 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 2 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹ | 3 |
| | 4 |
| The extent of pupils' spiritual, moral, social and cultural development | 2 |

How effective is the provision?

Teachers help pupils to improve their progress by providing them with clear, understandable targets and good guidance on how to achieve them. They challenge pupils to achieve well in a friendly and supportive way and this maintains pupils' motivation and enjoyment. Teachers and teaching assistants work in a very effective partnership to ensure that the needs of all groups of pupils are met. They have a good knowledge of how to teach phonic skills effectively and this contributes to pupils' good progress in reading.

The curriculum is carefully planned to enable pupils to extend their literacy, numeracy, and information and communication technology skills in a range of different contexts. Pupils' learning is enhanced by very worthwhile first-hand experiences in educational trips and in activities led by visitors to school. Many pupils enjoy attending the broad range of after-school activities.

A good programme of induction helps pupils to settle well when they start school. Support for pupils with emotional and behavioural difficulties and for those with a disability is very good. This enables them to participate in all aspects of school life, to enjoy school and to make the same progress as other pupils. Teachers systematically monitor and record the social and emotional development of pupils, and they use this information to tailor personal and social education to pupils' needs.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching Taking into account: The use of assessment to support learning | 2 |
| | 2 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 2 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

The headteacher provides strong leadership in continuously improving teaching and pupils' outcomes. She is very well supported by a team of senior leaders who help her to ensure that measures for raising standards are consistently applied in all classes. The team has a strong impact on teaching and learning through monitoring pupils' progress and taking effective action to improve it where necessary. Because of recent staff changes, middle leaders are not thoroughly established in their posts but they are developing their roles well.

The school is well supported by a committed governing body which has a good understanding of strengths and priorities for improvement. Governors ask challenging questions about what actions the school will take to tackle the priorities for improvement, but they are not sufficiently involved in evaluating the impact of these actions.

Community cohesion within the school is strong. Work to engage pupils in communities beyond the school has started but the impact of this has not yet been systematically evaluated. Staff are committed to ensuring that all groups of pupils have an equal opportunity to benefit from all that the school provides. They monitor pupils' academic and personal development thoroughly and quickly provide carefully planned support to minimise any barriers to achievement.

The school has formed effective partnerships with a range of local services in providing guidance and support to parents, carers and children when it is required. The safeguarding of children is given high priority and systems are effective. Keeping safe is a part of the curriculum and pupils know how to recognise many of the risks to their own safety.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 3 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 2 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 2 |

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Early Years Foundation Stage

Children make good progress towards their early learning goals. Achievement in communication, language and literacy was lagging until recently when staff successfully introduced new approaches for improving speaking and early reading skills. This has successfully narrowed the gap in achievement between children's language skills and their other areas of learning. Children are developing well as independent learners and this is seen particularly when they are applying new skills in a range of stimulating activities in their well-planned outdoor area.

Children make good progress because staff keep thorough records of their achievements and use these well to plan activities at the correct level of challenge. During activities adults skilfully promote discussion to help children to extend their language skills.

There is a strong emphasis on continuously reviewing children's progress to identify where improvements can be made in provision. Staff make good use of external expertise when making changes. The indoor and outdoor environments are well-organised and stimulating, and the welfare arrangements for children are good.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

In response to the inspection questionnaire and to recent school surveys the very large majority of parents say that they are happy with the school and the progress their children are making. A parent governor represented the views of many in acknowledging that parents' involvement is encouraged and that they are given good guidance on how they can support their children's learning at home. Inspectors agree with the views expressed by parents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Adwick Washington Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 30 completed questionnaires by the end of the on-site inspection. In total, there are 213 pupils registered at the school.

| Statements | Strongly Agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 46 | 71 | 19 | 29 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 48 | 74 | 15 | 23 | 2 | 3 | 0 | 0 |
| The school informs me about my child's progress | 40 | 62 | 22 | 34 | 3 | 5 | 0 | 0 |
| My child is making enough progress at this school | 35 | 56 | 27 | 43 | 1 | 2 | 0 | 0 |
| The teaching is good at this school | 40 | 63 | 21 | 33 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 38 | 59 | 23 | 36 | 2 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 41 | 63 | 21 | 32 | 3 | 5 | 0 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 36 | 56 | 25 | 39 | 2 | 3 | 0 | 0 |
| The school meets my child's particular needs | 35 | 56 | 22 | 35 | 5 | 8 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 36 | 58 | 17 | 27 | 6 | 10 | 2 | 3 |
| The school takes account of my suggestions and concerns | 31 | 50 | 21 | 34 | 6 | 10 | 2 | 3 |
| The school is led and managed effectively | 34 | 54 | 23 | 37 | 4 | 6 | 1 | 2 |
| Overall, I am happy with my child's experience at this school | 45 | 71 | 14 | 22 | 3 | 5 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

| Grade | Judgement | Description |
|---------|--------------|--|
| Grade 1 | Outstanding | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs. |
| Grade 2 | Good | These are very positive features of a school. A school that is good is serving its pupils well. |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. |
| Grade 4 | Inadequate | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

Overall effectiveness of schools inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|--|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement. |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school. |
| Learning: | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners. |
| Overall effectiveness: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| Progress: | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started. |

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



Inspection of Adwick Washington Infant School, Doncaster, DN6 7LW

Thank you for your help when I brought my team to inspect your school. You gave me some very useful information which helped me to make my judgements.

Your school is good. This is because teachers and teaching assistants make learning enjoyable for you and help you to make good progress in reading, writing and mathematics. They also care for you and keep you happy and safe. They teach you to care for others with really interesting activities like making homes for bog babies. You work very hard in your lessons and you behave well. You are also good at working on your own and sharing with others. This all helps you to make good progress.

Your headteacher and staff are very keen to make your school even better and I have agreed with them some ways to bring this about. They are going to make sure no pupils stay away from school too often. Please help them by never staying away from school unless you really need to. Your teachers and teaching assistants will tell you more often during lessons how you can make your work better. They will also plan some activities that will help you to make friends with people from different backgrounds. I am sure that this will all help you to enjoy school even more.

Best wishes for the future

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