

# Wentworth CofE (Controlled) Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	106929
<b>Local Authority</b>	Rotherham
<b>Inspection number</b>	336771
<b>Inspection dates</b>	11–12 November 2009
<b>Reporting inspector</b>	Andrew Clark

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	121
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Miss J Collier
<b>Headteacher</b>	Mrs Maggie Duroe
<b>Date of previous school inspection</b>	10 January 2007
<b>School address</b>	Churchfield Lane Wentworth Rotherham S62 7TX
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited nine lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at a range of documentation, including policies, the improvement plan and analysis of school records on pupils' progress and attainment. The inspection team received and analysed 57 questionnaires from parents as well as a number of questionnaires completed by pupils.

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

- the children's skills and abilities when they start the Reception class and the progress they make
- the progress made by the more able pupils through school
- the quality of teaching and how it has improved since the last inspection.

## Information about the school

This school is much smaller than average. It serves the village of Wentworth and outlying areas and several pupils travel to school by bus. The percentage of pupils eligible to a free school meal is below average. The vast majority of pupils are from White British families. The percentage of pupils identified with a special educational need and/or disability is above average. The Early Years Foundation Stage consists of a Reception class mixed with Year 1 pupils.

The school has received Activemark and Artsmark Gold awards and an Advanced Healthy Schools award. It recently received a Leading Aspect award for its curriculum work.

**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?**

**1**

**The school's capacity for sustained improvement**

**1**

## Main findings

Wentworth Church of England Junior and Infant School is an outstanding school. Pupils make rapid progress to reach high standards in many subjects. The pupils benefit from an innovative curriculum and teachers set high expectations. As a result, pupils' behaviour is excellent and they have very positive attitudes to their work. The outstanding care, guidance and support staff give to pupils means that those with a special educational need and/or disability make excellent progress towards challenging targets. Parents are very involved in school life and are appreciative of all the school offers. 'Wentworth is an incredibly supportive school. They offer pupils lots of extra-curricular experiences and there is excellent dialogue between school and parents. It is an excellent school,' reflects the typical view of parents.

Children get off to a good start in the Early Years Foundation Stage. They make outstanding progress throughout the school to reach high standards in English, mathematics and many other subjects by the time they leave school. Pupils are very keen to learn and take great pride in their work. Pupils of all abilities achieve very well. Pupils are mature and very considerate. They thoroughly enjoy school and take full advantage of the many opportunities to participate in sports, arts and other clubs. They show initiative and are very entrepreneurial. They recently turned £5 into £500 through designing, making and selling – through local shops – a guide to the village! Their spiritual, moral, social and cultural development is outstanding.

The quality of teaching is outstanding because of the very high expectations teachers have for all aspects of pupils' work. The school makes very good use of assessment procedures to accurately match work to pupils' ability but, very occasionally, the activities children choose for themselves in the Early Years Foundation Stage are not as challenging as they could be for the more able. The curriculum is very well planned so that learning is meaningful and exciting. The school has very rigorous procedures for keeping pupils safe and promoting the highest standards of behaviour.

The senior leadership team, strongly guided by the headteacher, is very reflective and self-critical. All staff, governors and parents contribute to sharply focused and accurate self-evaluation. The school provides outstanding equality of opportunity. The school is fully involved in the local area and community cohesion is good. The new team for the Early Years Foundation Stage have made good improvements to many aspects of provision, especially the use of the outdoor areas. The school has maintained the many strengths seen at the last inspection and made further significant improvements to pupils' achievement and the quality of teaching and learning. The Developing Excellence Plan provides challenging and achievable priorities for future development and, as a result, the school is very well placed to continue to improve.

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

- Maintain the outstanding outcomes for pupils by:
  - ensuring activities children choose for themselves in the Early Years Foundation Stage provide challenge for all abilities
  - speeding up the implementation of new assessment procedures identified in the Developing Excellence Plan.

## Outcomes for individuals and groups of pupils

**1**

Pupils of all abilities make excellent progress in English and mathematics throughout the school. They reach standards of attainment which are significantly above average by the end of Year 2 and Year 6. The school has successfully brought standards in mathematics closer to those of English since the last inspection through a radical overhaul of the teaching of calculation skills and careful monitoring of teaching and learning. Pupils of all abilities take great pride in their work and standards of basic skills such as spelling and handwriting are high. Pupils are very good at problem-solving and writing for a specific purpose because their work is relevant to other studies and often very exciting. For example, they learn how to calculate area and perimeters through their closely observed study of rock pools on a visit to Whitby. High standards of work are evident in many subjects including art, history, information and communication technology and science and often lead to success in national and local competitions.

Pupils' attitudes to work and school are excellent. They are modest, yet proud of their achievements. Pupils are courteous and helpful towards each other and know how to stay safe. This is very evident in the busy playground. They are very aware of the requirements of a healthy living and all groups of pupils eagerly participate in, and often run, lunch-time Intra Sports activities, after-school clubs and running the tuck shop. Pupils take their many responsibilities seriously and have a very good impact on the life of the school. For example, through their involvement in designing and commissioning the beautiful benches, sculptures and leaded windows that adorn the school. They are very well prepared for their future schooling because they learn to work well independently as well as collaborating with others. They take their homework seriously and present it to a high standard.

*These are the grades for pupils' outcomes*

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

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>1</b>
Taking into account: Pupils' attainment <sup>1</sup>	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>1</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account: Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

The quality of teaching and learning is outstanding. The outstanding features seen in most lessons include:

- excellent classroom management, which leads to superb relationships where pupils feel they can make a meaningful contribution to the lesson
- clear lesson planning which closely meets the needs of different groups of pupils, ensuring very good rates of progress
- teachers' expectations are very high and pupils strive hard to achieve them
- lessons are very exciting: they are brought to life through role-play, the excellent use of a wide range of information and communication technology, competitions and games
- all adults are highly skilled at questioning pupils to deepen their understanding and help them consolidate their ideas the excellent quality of marking
- teachers and teaching assistants working together closely to ensure pupils of all abilities are included fully and progress well.

Occasionally, teachers miss the opportunity to provide very precise criteria for pupils to assess their own success and therefore guide their own improvement even more quickly.

The outstanding curriculum brings learning to life for pupils of all abilities and is recognised in the recent Leading Aspects Award. Very well planned visits, including residential ones, are often the centre point for further studies. These are supported by a rigorous backbone of well planned schemes to develop and assess pupils' progress in all aspects. Creative and practical topics lead to imaginative and high quality work. Specialist teachers for subjects such as gymnastics, modern foreign languages and

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music contribute well to the pupils' high achievement and the school staff take leading roles in supporting the local authority's curriculum development. The school takes very good care of all its pupils and there are particularly good systems to monitor and support the progress of those with special educational needs and/or disabilities from an early stage. As a result, these pupils benefit fully from all learning opportunities, including residential visits and extra-curricular activities.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>1</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

**How effective are leadership and management?**

The school does not stand still. There is very close team work amongst the staff which contributes to the very positive ethos of the school. The headteacher provides fair and decisive leadership which is well respected by the parents. Despite its small size, the school thrives on innovation and challenge and this is reflected in its many national awards. The school's contribution to community cohesion is good. The school plays a central role in its local community providing educational opportunities for adults as well as pupils including involvement in events such as the Village Day. The school supports several charities such as Water Aid and is beginning to develop email links with pupils in other countries such as Canada. All agencies work together very effectively to safeguard and protect pupils and to respond to any concerns. The school is very inclusive and promotes equality of opportunity extremely well. Systems to support the most vulnerable pupils are rigorous, recorded in detail and the impact evaluated. There are many well planned opportunities to challenge gifted and talented pupils. The governors provide very robust financial management, contribute well to the drive for continuous improvements and ensure the school gives outstanding value for money.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	1
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>

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<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>1</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>

## Early Years Foundation Stage

The children start school with a wide range of skills. These skills are fairly typical for their age but vary from year to year because of the small number of children involved. Children get off to a good start and are well prepared for future learning because:

- children make good progress and by the end of the Reception year they are above local averages in many aspects and there is a rising trend of improvement
- children quickly gain in confidence because of the respect they are shown and the high expectations of adults
- good arrangements for promoting children's welfare and positive relationships ensure children feel safe and secure and settle quickly following visits to the children's pre-school settings
- the quality of teaching is good because staff make good use of the limited space available to provide work in all areas of learning
- there is a wide range of activities children select for themselves to promote all areas of learning, although there is not always enough challenge, especially for the more able children
- the small outside space has recently been improved and good use is made of the space to promote all aspects of learning; children's physical development is enhanced by very good use of the school hall
- children's basic skills are taught well through direct activities and good, relevant opportunities for further practise
- the quality of leadership and management is good because staff work well as a team, are knowledgeable and continue to develop their professional skills well.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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



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## **Views of parents and carers**

Parents are wholly positive about the school and recognise its many strengths. They are appreciative of the leadership shown by the headteacher and the 'open door' policy of the school. They welcome the opportunities to support the work of the school and there is strong competition for roles on the governing body and other committees. They feel their children receive good support and are challenged to reach high standards. The inspection team agrees with the parents' views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wentworth CofE (Controlled) Junior and 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 inspector received 57 completed questionnaires by the end of the on-site inspection. In total, there are 121 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	0	0	0	0	0	0	0	0
The school keeps my child safe	0	0	0	0	0	0	0	0
The school informs me about my child's progress	0	0	0	0	0	0	0	0
My child is making enough progress at this school	0	0	0	0	0	0	0	0
The teaching is good at this school	0	0	0	0	0	0	0	0
The school helps me to support my child's learning	0	0	0	0	0	0	0	0
The school helps my child to have a healthy lifestyle	0	0	0	0	0	0	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)	0	0	0	0	0	0	0	0
The school meets my child's particular needs	0	0	0	0	0	0	0	0
The school deals effectively with unacceptable behaviour	0	0	0	0	0	0	0	0
The school takes account of my suggestions and concerns	0	0	0	0	0	0	0	0
The school is led and managed effectively	0	0	0	0	0	0	0	0
Overall, I am happy with my child's experience at this school	0	0	0	0	0	0	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



13 November 2009

Dear Pupils

Inspection of Wentworth CofE (Controlled) Junior and Infant School, Rotherham, S62 7TX

Thank you for the very warm welcome you gave to me and my colleagues when we visited your school recently. You gave us a great deal of help and information and it was a pleasure to spend time with you in lessons and at break times. I would like to tell you about some of the things we found:

- you go to an outstanding school and you and your parents are right to be proud of it
- you make very good progress in all your work and reach high standards
- you get a good start in the Reception class, but some of the activities you choose could make you think even more
- you take lots of responsibility such as being school councillors, play leaders and Intra Sport Captains
- you are very positive and your behaviour is excellent
- you are given many exciting things to learn about because the quality of teaching is excellent
- you know how to keep safe in many different situations because the staff take very good care of you
- the headteacher and her staff provide excellent leadership and make sure you are all involved in everything the school has to offer.

We were very impressed with the super writing, mathematics and art work following your visits to Whitby and Filey and projects with the National Galleries.

We have asked the school to help you keep up the high standards and provide children in the Reception class with more opportunities to choose challenging activities for themselves. You can all help by continuing to work hard and enjoying your time at school.

I wish you all the best for the future.

Yours sincerely

Mr Andrew Clark

Lead Inspector

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