

Richard Wakefield CofE (VC) Primary School

Inspection report

Unique Reference Number	124281
Local Authority	Staffordshire
Inspection number	340531
Inspection dates	2–3 February 2010
Reporting inspector	Jacqueline Wordsworth HMI

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 of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Mrs Sue Welch
Headteacher	Mr David Williams
Date of previous school inspection	6 May 2007
School address	Burton Street Tutbury Burton-on-Trent
Telephone number	01283 239230
Fax number	01283 239230
Email address	office@richardwakefield.staffs.sch.uk

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

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspection team spent 75% of their time directly observing learning. They visited 24 lessons, saw nine teachers and held meetings with governors, staff, groups of pupils, and parents. Inspectors observed the school's work, and looked at pupils' work and records of their progress. They also looked at a range of documents, including governors' minutes, the school's development plan, a range of policies and the school's monitoring of its performance. The inspectors took account of 72 questionnaires from parents, 122 questionnaires from pupils in Key Stage 2, and 10 questionnaires from staff.

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

- how effectively the school's monitoring and evaluation systems promote better outcomes for pupils
- how well the curriculum meets the needs of all pupils
- the performance of different groups of pupils, including those with special educational needs and/or disabilities and looked after children in public care.

Information about the school

This is a smaller than average village school. Almost all of the pupils are White British. The percentage of pupils whose first language is believed not to be English is below the national average. The proportion of pupils with special educational needs and/or disabilities is below the national average, as is the proportion eligible for free school meals. The school has gained accreditation as a platinum Sing Up school for its work in music. It also holds a number of other awards including Healthy Schools and Eco-School, and has taken part in a number of local community projects such as the Tutbury Hydro-Electric project and the Gardening Olympics.

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?

3

The school's capacity for sustained improvement

3

Main findings

Richard Wakefield Primary School provides a satisfactory standard of education. Its promotion of music, particularly singing, is a strength of the school and gives richness and meaning to many pupils' education. The school has a number of other strengths, including:

- pupils who are mostly keen to learn, enjoy school and gain from their
- participation in sport, dance, music and drama
- good provision for ensuring pupils have a clear understanding of the need to keep healthy
- pupils who play an active role in local community activities through their involvement in village and sporting events.
- staff taking time in supporting the social and emotional needs of all pupils, particularly the most vulnerable.

Pupils' achievement is satisfactory, as a result of the satisfactory but inconsistent quality of teaching. Despite some good teaching, the school's curricular planning, particularly in writing and in science but also in other subjects such as history and geography, does not always build systematically upon pupils' prior experience or look ahead to the next stage. Consequently opportunities to really challenge pupils' thinking are missed. Moreover, the pace of pupils' learning slows when teachers do not use assessment information well enough to ensure activities are well matched to pupils' different abilities. This is because much of the school's assessment and tracking of pupil progress data is confusing and difficult to follow. Through oral and written feedback, teachers acknowledge pupils' achievements but do not always provide pupils with the specific guidance about how to improve their work and achieve their learning targets.

Pupils are provided with many opportunities to engage in after-school activities. However, the curriculum is less developed in areas such as information and communication technology (ICT). This is partly due to ongoing technical difficulties with equipment, but largely because teachers lack confidence in using the equipment.

The leadership team makes regular checks on all aspects of the school's work. It uses the information to plan satisfactorily for future improvements. However, school leaders do not always focus strongly enough on learning when they make observations of teaching. As a result, their judgements are sometimes too generous and they are not always able to guide teachers towards the good or outstanding qualities of teaching that would lead to improving their skills. This leads to the inconsistencies in provision that limit pupils' progress. Nonetheless, the improvements made so far in areas such as narrowing the gap in achievement between boys and girls, combined with a common will to succeed and a clear awareness of key areas of weakness, mean that the school

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has a sound capacity to improve.

What does the school need to do to improve further?

- Improve the quality of teaching and raise pupils' achievement in writing, mathematics and ICT by:
 - ensuring that lesson planning makes effective use of assessment information to match activities accurately to pupils' abilities
 - identifying, within lessons, when pupils are ready for the next steps in their learning
 - responding to pupils' work and informing them of the actions they need to take to improve and achieve their learning targets
 - setting clear expectations and guidance for teachers for good practice in lessons
 - improving teachers' confidence and expertise in using new technology.
- Increase the effectiveness of leadership and management in embedding ambition and driving improvement, by:
 - further refining the tracking of pupils' progress to determine the progress made by different groups and inform intervention
 - being more systematic in following up weaknesses in teaching, learning and assessment within challenging timescales.
- Strengthen the curriculum by making the planning for progression more explicit.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils enjoy their learning; their motivation is generally good and their achievement satisfactory. Other features of pupils' learning and performance in lessons include:

The levels of attainment seen in lessons and pupils' books were broadly average. Most pupils, including those with special educational needs and/or disabilities and those who are most vulnerable, make satisfactory progress from their individual starting points. In the past, girls' attainment has been higher than that of boys. To tackle this inequality teachers have taken greater account of boys' interests when planning. This approach has had a positive impact in the proportion of boys attaining at the very highest level in mathematics, but less successful in writing. Inspectors did not see any significant differences between the performance of boys and girls in lessons or in pupils' current work, other than boys answering questions more readily than girls. Occasionally, however, a few of the more able girls in English and boys in science were not reaching levels worthy of their capabilities. This is because teaching does not always challenge their thinking in exciting, interesting ways and some of the activities they are presented

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with do not fully match their needs.

Pupils have a good and growing awareness of how to keep healthy and of how to help look after the environment, with their learning supported by the introduction of a school vegetable garden and membership of the green team. Pupils' spiritual awareness is an important aspect of their personal development and is effectively developed through assemblies and opportunities in lessons for moments of quiet reflection. The school strives hard through its personal, social and health education programme to cultivate an ethos of mutual respect and cooperation in order to promote pupils' confidence and self-esteem. As a result, most pupils report that they generally feel safe and that their views are mostly listened to. Pupils make a good contribution to the school community through their involvement in the school council and their support for younger pupils. The pupils spoke excitedly to inspectors about their recent involvement in interviewing candidates for the school's new headteacher.

Participation in charitable and fundraising events ensures that pupils are developing a good understanding of their rights and responsibilities in the wider community. As a consequence the school has successfully created a climate where pupils generally behave responsibly and acquire social skills that will help them to develop into rounded individuals. There are fewer opportunities to develop pupils' cultural development or extend their knowledge of other cultures and beliefs because this area is not systematically planned. However, pupils have taken part in a French exchange visit, have performed a number of musical concerts and have won the local Gardening Olympics.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2

¹ 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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The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Strengths in teaching include:

- the good relationships between teachers and pupils
- the way the vast majority of pupils are encouraged to be interested in their lessons, with the result that they are keen to do well
- the good support provided by teaching assistants for individuals and groups
- the use made of questioning and discussion to check pupils' understanding, and to give pupils the opportunity to hear the ideas of others.

In a Year 3/4 English lesson on poetry, the pupils buzzed with activity and worked in a very mature and independent way to find exciting and descriptive words for a poem. Pupils forge ahead in such lessons, where the work is challenging and the pace is brisk. However, only a small number of lessons of this quality were seen. More typically, pupils' learning slows to satisfactory when they continue with an activity long after they have gained all they can from it and are ready to move on to more difficult work. Curricular planning, especially for writing and science, does not focus well enough on developing key skills or ensuring that each unit of work places sufficient demands on pupils. As a result, the teaching of writing throughout the school has not been as effective as in reading or mathematics.

Through strong partnerships with a range of agencies, the school provides good support for pupils with specific needs and the most vulnerable. This is reflected in increasing confidence of pupils who are in public care. However, the school is not adept at evaluating the impact of the extra support on pupils' progress, in order to ensure that it always makes the best possible use of resources.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The staff rightly focus their efforts on raising standards and ensuring that the school is

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moving forward. The school monitors all aspects of its work through regular checks, but sometimes these are not evaluative enough to move those aspects of its work that are satisfactory to good. Senior leaders at the school have sustained steady improvement since the last inspection, despite some difficulties caused by a considerable reduction in the number of pupils on roll. Governors support the headteacher and are committed to the continuing improvement of the school. They carefully monitor budgetary decisions, securing the best value from spending, and seek to make savings where possible.

The school has appropriate policies to ensure equality of opportunity but the governing body does not have clear plans for how it should monitor these and report outcomes to parents. The school is a close-knit community in which pupils accept each other's differences. It is involved in village life and pupils take part in local events. However, the school recognises that more could be done to engage with communities beyond the school. Therefore the school has signed up to a small number of projects to increase pupils' and teachers' awareness of cultural diversity. As yet these initiatives are too new to have had any discernable impact on outcomes for pupils.

Safeguarding arrangements are satisfactory. Risk assessments are mostly in place but are not easily accessible or fully up-to-date, especially for practical activities.

Communication with parents is mostly satisfactory and parents speak well of the school. A minority feel that their views are not always requested. Inspectors are satisfied that the school takes seriously the views of parents. For example, the school recently consulted widely to obtain parents' views as part of the selection process for the new headteacher.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
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	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

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Early Years Foundation Stage

Children start school with skills that are broadly in line with those expected for their age. They make good progress in their learning because teachers have a secure understanding of how young children develop and this is reflected in their approach to teaching. Teachers' good knowledge of the six areas of learning supports children's good progress particularly in their personal, social, and emotional development and their speaking and listening skills. By the time children leave Reception, school tracking information shows most are working securely within the early learning goals. Children are kept safe and provided with some good models for developing a healthy lifestyle. Teachers make sound use of observations and assessments to plan some interesting learning opportunities. However, assessments lack detail and rigour to make them fully effective. Some activities reflect children's particular interests and nurture their willingness to participate and learn. For example, opportunities to develop writing skills, particularly with boys, are promoted by linking their interest in dinosaurs to the writing area. Children engage in a balance of adult-led and free-play activities and they have good opportunities to access their own resources and explore a wide range of materials. However, the outdoor curriculum is under used because poor weather is seen as a deterrent to children working outdoors.

Satisfactory leadership and management has led to improvement plans for outdoors and new ICT equipment. However, these plans remain in their infancy as they have yet to be fully implemented. Leaders strive to improve the provision for children through a consistent approach to teaching and learning across both Nursery and Reception. However, some aspects of the leader's role are relatively new and a systematic approach to monitoring the effectiveness of all aspects of the provision is not securely embedded.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Most parents and carers who returned a questionnaire indicated that they are generally satisfied with the quality of education and care that their child receives. A minority of parents raised concerns about some aspects. They were most concerned with behaviour. Inspectors are satisfied that the school has in place a range of suitable

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strategies to deal effectively with unacceptable behaviour and promote good conduct; although records of action taken as a result of incidents could be improved. Pupils told inspectors that staff are generally fair and usually deal promptly with any concerns they may have.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Richard Wakefield CofE (VC) Primary 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	40	36	50	6	8	1	1
The school keeps my child safe	28	39	39	54	1	1	3	4
The school informs me about my child's progress	16	22	40	56	11	15	2	3
My child is making enough progress at this school	16	22	42	58	8	11	4	6
The teaching is good at this school	21	29	36	50	6	8	3	4
The school helps me to support my child's learning	13	18	42	58	11	15	3	4
The school helps my child to have a healthy lifestyle	15	21	49	68	8	11	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)	15	21	40	56	4	6	1	1
The school meets my child's particular needs	17	24	37	51	9	13	5	7
The school deals effectively with unacceptable behaviour	12	17	31	43	13	18	11	15
The school takes account of my suggestions and concerns	14	19	31	43	19	26	5	7
The school is led and managed effectively	16	22	33	46	16	22	2	3
Overall, I am happy with my child's experience at this school	19	26	41	57	4	6	6	8

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.



4 February 2010

Dear Pupils

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

Thank you for being so friendly when we visited your school. We enjoyed having lunch with you and talking to you. We really liked hearing about your vegetable garden and were pleased that you came first in the local Gardening Olympics. It was lovely to see all the awards that the school has gained. This is a real achievement - well done!

You have really helped us. We think your school is a satisfactory school and these are the main things that we thought you might like to know about.

Adults care for you and help you if you are worried or upset.

The school works closely with your parents and this helps you to learn.

You enjoy school and behave responsibly.

You are kind and helpful to each other and share your toys and books.

You are good at helping around the school and do what adults ask you to do.

You know how to keep healthy.

The school is working hard to make things even better for you. We have asked the adults in charge to do three particular things.

Make sure that the teachers always give you work that makes you think hard, especially those of you who find work easy, to help you make faster progress and reach even higher standards.

Make sure that when teachers plan your work, those plans are the very best they can be in deciding on what you need to learn in every lesson.

Make sure all teachers are involved fully in checking how well you are doing and that everyone is following the school policies.

We hope that you will all continue to enjoy coming to school and try your hardest so that you are successful in the future.

Thank you again. We wish you continuing success.

Yours sincerely

Jacqueline Wordsworth

Her Majesty's Inspector

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