

# Wadsworth Fields Primary School

## Inspection report

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<b>Unique Reference Number</b>	135458
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	341648
<b>Inspection dates</b>	10–11 February 2010
<b>Reporting inspector</b>	Terry Elston

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>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	273
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Amanda Williams
<b>Headteacher</b>	Sally Bates
<b>Date of previous school inspection</b>	Not previously inspected
<b>School address</b>	Wadsworth Road Stapleford Nottingham
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors spent the vast majority of their time looking at learning. They observed all teachers and visited 19 lessons. They held meetings with governors, staff and groups of pupils. They observed the school's work and looked at: the school improvement plan, the tracking of pupils' progress, planning for community cohesion, attendance figures, evidence of lesson observations and information from the questionnaires completed by pupils, staff and 99 parents and carers.

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

- whether pupils' attainment in mathematics at Key Stage 2 is improving
- boys' progress in writing
- the effectiveness of the school's strategies to promote community cohesion and teach pupils about the diversity of faiths and cultures in the world.

## Information about the school

This large school was created in September 2008 by amalgamating the infant and junior schools that occupied the same site. The current headteacher joined the school when it opened. The proportion of the pupils who have special educational needs and/or disabilities is similar to most schools. The majority of these have reading and language difficulties. Very few pupils come from minority ethnic backgrounds, and none is at an early stage of learning English. The proportion of pupils who are eligible for free school meals is a little below average. A private organisation manages care provision after school so it is inspected separately.

**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

Wadsworth Fields Primary is a good school. The amalgamation has been managed well, and staff work effectively as a team. Pupils make good progress in their academic and personal development and leave as mature individuals, well prepared for the future. They make a good start in the Early Years Foundation Stage, and build well on these skills in Key Stage 1 where their attainment is above average in reading and mathematics. Attainment is average in writing but girls' work is of a higher standard than that of boys. At Key Stage 2, pupils continue to flourish, and attainment by Year 6 is above average in English and science and well above in mathematics. The school has done much to improve the teaching and curricular planning in mathematics since the latest national tests, and the benefits are clear in pupils' greatly improved skills and confidence. As one said: 'I am starting to enjoy mathematics now that it's not such a struggle'. In English, while all groups of pupils do very well in reading, boys' attainment in writing lags significantly behind that of girls. Throughout the school, boys tend to take longer with their writing and few enjoy it as much as the girls do.

The consistently good teaching explains why pupils achieve so well. Pupils say how teachers make learning fun and help them when they find work hard. Teachers are good at explaining things clearly, and asking searching questions to make pupils think. This helps them enjoy school and feel proud of their achievements.

Pupils are well cared for by adults, who have a good awareness of their individual needs and make them feel safe. The rules for behaviour are clear, and made more effective by involving pupils in deciding on rewards and sanctions. As a result, the vast majority behave well, and acts of bullying are uncommon. However, a small minority of pupils find it difficult to follow the rules, particularly in the playground, and have to lose privileges. Pupils develop well as young citizens. They work well in groups, and enjoy caring for those who are lonely or upset. They take responsibility readily, and the school council is rightly proud of the improvements it has helped to make in the range of play equipment outside. Pupils' cultural awareness develops well because the school's effective promotion of community cohesion gives them many opportunities to learn at first hand about the diversity of faiths and cultures in the world.

The curriculum is planned well to meet the needs of the different ages and abilities in the class. Teachers are careful to plan work at different levels, and the younger pupils gain considerable benefit from working alongside more mature ones. Pupils mostly enjoy the broad themes that enable them to use their literacy and numeracy skills in all subjects, but topics about food and Ancient Egypt tend to excite girls more than boys. The headteacher leads with high expectations of pupils and staff, and is supported well

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by others with areas of responsibility. The leaders have done much to keep parents and carers abreast of changes in the school, but accept there is more work to do before all are fully aware of the new school's way of working. The school provides good value for money, and is well set to build on its early successes because the leaders evaluate the provision accurately, compare its performance with other schools and employ effective strategies to rectify any weaknesses.

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

- Ensure that boys make faster progress in writing by:
  - providing more topics to stimulate their imagination
  - giving them more practice in writing at length.
- Enhance the school's partnerships with parents and carers by:
  - giving them clearer information on new policies and practices that affect their children's learning and well-being
  - providing evidence that the leaders' strategies are actually working well.

**Outcomes for individuals and groups of pupils****2**

Throughout the school, pupils learn at a good pace. At Key Stage 1, they make particularly good progress in their reading and mathematics, and soon develop a love of books and confidence to calculate in their heads. They learn to write interesting stories, and girls in particular write confidently and accurately. Pupils relish the many practical activities that help them learn to count with understanding and spell difficult words. At Key Stage 2, pupils learn to read with expression, write exciting stories about life in the Second World War and work out complicated problems in mathematics. Their speaking skills develop very well because teachers give them many opportunities to talk to an audience and discuss issues with one another. Drama plays an important part in this, as was seen when older pupils performed an excellent impromptu play about a talking papaya fruit. Boys write well when they get started, but it takes some time before they formulate their ideas. Some are still writing the title when the girls are halfway through the task. Pupils enjoy science, and do particularly well in experimental work.

Pupils with special educational needs and/or disabilities make good progress. They are supported well in class and are really pleased when they answer questions in class before the others. Those with reading and language difficulties benefit from effective and imaginative teaching that makes a big difference to their skills and confidence when tackling books.

Pupils try hard to succeed and persevere well with their work. The vast majority attend regularly but, despite the school's best efforts, a few have too many days off. Pupils work well with talking partners and listen carefully to other's views. Their good awareness of how to look after their bodies is evident in the way they talk knowledgeably about the best foods to eat and choose the healthy options at lunchtime. They mostly have a good sense of right and wrong, think deeply about issues such as

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poverty and bullying and are quick to help anyone who is upset.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

## How effective is the provision?

In typical lessons, learning is good because the teachers provide tasks that are challenging yet achievable for all groups of pupils. Teachers are quick to praise pupils for their efforts, and this gives them confidence to tackle even the hardest tasks. Teachers use computers and interactive whiteboards effectively to, for example, show the different pauses associated with different forms of punctuation. Lessons mostly move at a brisk pace so that all pupils work busily at their own rate. Occasionally, however, the teacher talks for too long and the most able pupils are held back. Teachers assess pupils' work regularly, and use this information well to plan future lessons.

The school has developed a rich curriculum with a strong focus on literacy and numeracy, while providing many opportunities for pupils to develop their artistic talents. The topics are enhanced by exciting visits to museums and galleries and interesting visitors. For example, a chef worked with pupils and they were fascinated to learn what life in a kitchen is really like. The many extra-curricular clubs are popular, and help

<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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pupils develop their skills in sporting and creative activities. The well organised personal, social and health education curriculum helps pupils learn about personal safety and the dangers of activities such as smoking, unsupervised internet access and misuse of drugs.

The good care, guidance and support make pupils feel secure and valued. One pupil remarked: 'I'm not a school person, but I would choose this one every time'. Pupils whose circumstances make them vulnerable benefit from sensitive support, and do well. In particular, parents and carers speak highly of the way the nurture group helps their children grow in confidence and start to manage their own behaviour. Pupils are prepared well for the next stages of their education by comprehensive links with other schools. The school works very closely with parents and outside specialists to provide effective support for pupils with learning, medical and emotional difficulties.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher has done well to knit together the staff of two schools and to create a common sense of ambition. The leaders analyse individual pupil's performance rigorously and use the improvement plan effectively to help rectify any weaknesses. The strong focus on providing equal opportunities for all pupils and determination to tackle any form of discrimination are evident in the way all the pupils feel safe and ready to meet any challenge. The leaders evaluate the quality of teaching and learning rigorously and give teachers clear guidance on how to improve their work. Safeguarding is taken seriously, and systems are robust. The school benefits from effective partnerships with other schools and local businesses that do much to enhance the provision and share expertise.

In order to promote community cohesion, the curriculum and visitors to the school provide many opportunities for pupils to learn how other people in the United Kingdom and across the world live and worship. In particular, the excellent links with a school in Kenya teach pupils much about life in that country. Links with contrasting schools in the United Kingdom, however, have yet to be fully established. The large majority of parents and carers feel proud of the school and believe the amalgamation has gone well. However, not all feel that they know enough about some key aspects of the school, such as the strategies for managing behaviour or how the teachers meet the needs of pupils in the mixed-age classes. The new governing body supports the school well. Governors

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have a clear view of the school's strengths and weaknesses, and are not afraid to hold the leaders to account.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</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>2</b>

## Early Years Foundation Stage

The provision for children in the Early Years Foundation Stage is good. They make good progress, particularly in their reading, writing and number skills. Adults care for children very well, while giving them many opportunities to think for themselves. As a result, they develop good personal and social skills, behave very well and grow into confident, independent learners.

Parents and carers are full of praise for the good teaching that enables children to enjoy school so much and want to come to school every day. All adults are very good at making learning fun, and children enjoy practising writing with finger spaces as much as learning how to play safely on the outdoor climbing equipment. The staff's expectations are generally high, although sometimes they ask too little of the more able children. Adults observe and record children's progress and involvement in class discussions carefully, and use this information well to plan the next steps in learning.

The curriculum is planned well to provide children with a good balance of work and play. Adults use the well-equipped outdoor area creatively so that children continue their learning outside. The leadership and management are good. The staff work very closely as a team to enable children to feel safe and develop a love of learning. They have a clear understanding of how to improve the provision in order to raise achievement.



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*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

## Views of parents and carers

Parents' and carers' views are mostly positive. The vast majority appreciate the good teaching, the way their children feel safe in school and how it helps them learn to live a healthy life. Most believe their children are making good progress, and inspectors agree. A few, however, feel the school does not deal well with some pupils' poor behaviour, and that their children are disadvantaged by learning in a mixed-age class. Inspectors found no evidence to support these concerns.

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

Ofsted invited all the registered parents and carers of pupils registered at Wadsworth Fields 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 98 completed questionnaires by the end of the on-site inspection. In total, there are 273 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	53	54	40	41	5	5	0	0
The school keeps my child safe	57	58	38	39	1	1	1	1
The school informs me about my child's progress	42	42	49	49	6	6	0	0
My child is making enough progress at this school	38	38	46	46	10	10	1	1
The teaching is good at this school	49	49	44	44	1	1	1	1
The school helps me to support my child's learning	43	43	48	48	6	6	0	0
The school helps my child to have a healthy lifestyle	53	54	45	45	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)	39	39	45	45	4	4	0	0
The school meets my child's particular needs	38	38	45	45	9	9	1	1
The school deals effectively with unacceptable behaviour	30	30	45	45	12	12	5	5
The school takes account of my suggestions and concerns	31	31	52	53	9	9	3	3
The school is led and managed effectively	40	40	38	38	9	9	4	4
Overall, I am happy with my child's experience at this school	46	46	42	42	10	10	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.**



12 February 2010

Dear Pupils

Inspection of Wadsworth Fields Primary School, Nottingham, NG9 8BD

Thank you for making the inspectors so welcome when we visited your school. We really enjoyed seeing you work hard in lessons and play so happily outside, even when it was so cold. You think yours is a good school, and we agree.

This is what we found out about your school:

You work hard in lessons and make good progress.

Most of you behave well, although a few of you find it hard to remember the rules.

You know a lot about how to live healthy lives and stay safe.

You think deeply about people in the world who are not as lucky as you.

The school's leaders do a good job, and help the school to improve.

The activities provided for you are interesting, and you enjoy the many clubs at lunchtime and after school that teach you important skills in things like music and sport.

Your teachers make learning fun and help you when you find things difficult.

All staff at the school make you feel safe.

To make your school even better, we have asked your teachers to:

- find ways to help the boys do as well as the girls in writing - you boys can help by getting on quickly with your work and thinking of interesting words to use
- make sure your parents and carers know all about the new ways of teaching you and helping you to behave well.

Good luck for the future and make sure you come to school every day.

Yours sincerely

Terry Elston

Lead inspector

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