

# Wawne Primary School

## Inspection report

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<b>Unique Reference Number</b>	117867
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	358212
<b>Inspection dates</b>	27–28 January 2011
<b>Reporting inspector</b>	Derek Pattinson

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	112
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Trevor Hinch
<b>Headteacher</b>	Mr Phil Sainter
<b>Date of previous school inspection</b>	13 March 2008
<b>School address</b>	10 Greens Lane Wawne Hull HU7 5XT
<b>Telephone number</b>	01482 835599
<b>Fax number</b>	01482 835599
<b>Email address</b>	wawne.primary@eastriding.gov.uk

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## Introduction

The inspection was carried out by two additional inspectors. The inspectors visited nine lessons, observed five teachers in school during the inspection, and held meetings with governors, staff and groups of pupils. They looked at the school development plan, the latest report to governors from the School Improvement Partner, the most recent national and school data on attainment and progress, safeguarding policies and records, assessment information, the latest attendance figures and pupils' work in all classes. The 69 questionnaires returned by parents and carers were analysed, as were those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The progress of the more-able pupils and those with special educational needs and/or disabilities, especially in mathematics, to determine whether teaching is sufficiently challenging for them and provision meets their needs.
- Whether there are weaknesses in teaching that may be holding pupils back.
- The success of introduced measures to help teachers track pupils' progress and to give pupils greater ownership in their learning.
- The effectiveness of leaders and managers in driving improvement and evaluating the school's work.

## Information about the school

This is a smaller-than-average school although the number on roll has risen significantly since the last inspection. A little over half of all pupils live in the village with the remaining pupils travelling from Kingston upon Hull, a neighbouring authority. The percentage of pupils from minority ethnic groups is well below what is typical and no pupils speak English as an additional language. An Early Years Foundation Unit was formed in September 2008. Many more pupils enter the school between the Early Years Foundation Stage class and Year 6 than in most other schools, with only very few leaving. Additional staff have been appointed and the building has been enlarged over the past three years. The acting headteacher at the time of the last inspection was appointed to the permanent post in September 2009. The percentage of pupils known to be eligible for free school meals and those who have special educational needs and/or disabilities are close to what is typical nationally. The school has achieved Active Mark and National Healthy School Status.

**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

This is a satisfactory school. Particular strengths are the care, guidance and support provided for pupils, the good curriculum, which brings learning alive for pupils, and pupils' excellent knowledge of how to lead a healthy lifestyle. As a result of these positive features, pupils like school, shown in their above-average attendance, feel safe and almost all behave well in lessons and around the school. Most parents recognise that the school takes good care of its pupils. 'Children settle well because of the care and kindness shown.' is a typical comment. The school is rigorous in keeping pupils safe and works well with other agencies to ensure their welfare. Good spiritual, moral, social and cultural development underpins the school's work and helps to explain why the school is a cohesive community.

Pupils' academic achievement as they move through the school is satisfactory because teaching is satisfactory. Thus, the overall effectiveness of the school is also satisfactory. Pupils reach average standards in English, mathematics and science by the time they leave, although weaknesses in mathematics slow progress. For example, there are too few real-life experiences and too little emphasis on the development of mathematical skills in other subjects to help pupils make the best possible progress. Some pupils, mostly the more able, do not always make the progress they should because work is not always at the right level for them. This is because improvements to assessment practices and procedures to help improve pupils' performances are only just beginning to bear fruit. Pupils sometimes do not know how to improve because marking and the setting of targets are at an early stage.

The headteacher has the support of colleagues, most parents and the governing body; morale in the school is good, priorities for development are the right ones and self-evaluation is largely accurate. Arrangements to track pupils' progress, an issue from the last inspection, have been established to help teachers identify pupils falling behind so they can be given extra support. Nevertheless, the pace of improvement is too slow and some issues from the last inspection remain, which helps to explain the school's satisfactory capacity to improve. The monitoring of the school's work, especially of teaching, and the checks made on the rate of its own progress in meeting identified priorities, are not regular enough and do not focus sharply on learning to be of maximum benefit. Subject leaders are not yet fully accountable for standards and progress. The supportive governing body has a say in decision-making but is not yet involved enough in monitoring the school's work or leading its direction.

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.

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

- By July 2012, ensure all teaching is at least good in order to accelerate progress and raise standards, especially in mathematics and for the most able by:
  - enabling teachers to view and learn from outstanding practice
  - checking that work given to pupils is always at the right level
  - ensuring pupils always know through marking and, where appropriate, through targets, what they are learning, what they have learnt and what they need to do next
  - maintaining a brisk pace and ensuring pupils have enough time for independent work to extend their learning
  - increasing opportunities for pupils to develop mathematical skills through other subjects and solve problems linked to real-life experiences to add interest and enjoyment to their learning.
- By July 2012, improve leadership and management by:
  - increasing the pace of school improvement
  - establishing and adhering to an assessment and monitoring calendar with rigorous time frames to help secure school improvement
  - using established assessment practices to ensure targets are always robust, realistic and challenging
  - ensuring that the monitoring of the school's work, including of teaching and the school development planning, is rigorous, regular and focuses sharply on the impact on pupils' learning
  - developing the role of subject leaders to ensure they are fully accountable for standards and progress.

## Outcomes for individuals and groups of pupils

**3**

Pupils enjoy many lessons, especially when the lessons interest and inspire them, such as when older pupils study good quality photographs to consider issues of personal safety. They make good progress too when they work independently on activities which develop creativity and allows them to 'put their own stamp' on their work, such as when they produce art-work in the style of Henri Rousseau. They especially enjoy undertaking investigations, such as when pupils in Years 3 and 4 investigate shadows. However, progress slows when pupils complete worksheets in mathematics that do not motivate them. Children enter the school from a variety of starting points which are close to, or a little below, what is typical. Achievement is satisfactory for all pupils, including those with special educational needs and/or disabilities, although the more-able pupils do not always make the progress of which they are capable. By the end of Year 6, pupils reach standards in English, mathematics and science which are broadly average. Pupils' rate of progress in mathematics in Key Stage 1 has been declining since 2008. However, the much clearer focus on analysing data for individual pupils and the introduction of initiatives, such as mental mathematics has helped to stop this decline. Nevertheless, the school's targets to

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help raise standards are only moderately challenging, and accelerating progress in all subjects remains an important focus.

Daily activities such as 'Activate' and palm-massaging provide evidence of the very high profile given to health promotion strategies. As a result pupils are very aware of the benefits of exercise and what constitutes a healthy lifestyle. They readily discuss how healthy are school meals in comparison with packed lunches. They feel safe and secure in school and say that there is always someone to turn to. Pupils have a voice through the work of the school council. However, some say they would like the buddy scheme and the buddy bench to be reinstated. Links with the wider community are good. For example, the eco club supports Wawne in Bloom', there are strong links with the parish council and the school has submitted an application for a community garden. Pupils develop citizenship by raising money for local and national charities. Pupils' average standards for the important skills of literacy and numeracy mean that they are adequately prepared for the next stage of their education. Attendance is above average because pupils enjoy coming to school. Their spiritual, moral, social and cultural development is good and underpins learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<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>1</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>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

Although some teaching is good, overall it is satisfactory. Secure relationships, sound subject knowledge, effective control strategies and much use of encouragement and praise are features of most lessons. Teaching assistants usually support pupils with special

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educational needs and/or disabilities well to help ensure that they make similar progress to their classmates. However, weaknesses in lessons prevent pupils from making good progress. For example, work is sometimes too easy while at other times it is too hard. Pupils sometimes have too little time to work independently because the pace of lessons is too slow. Pupils are not always clear how to evaluate success in lessons so that they know what the next step is. Pupils have targets in literacy and numeracy to steer their learning. However, marking does not always help them improve as well as acknowledge what they have achieved.

The curriculum provides pupils with a wide range of interesting activities, which promote enjoyment in learning, and contribute well to their personal development. Well-presented wall displays provide evidence that barriers between subjects are being broken down. As a result pupils gain a well-rounded understanding of the themes they study. Art and information and communication technology are high profile. For example, pupils in Years 3 and 4 make their own cartouche using hieroglyphs in work on ancient Egypt while pupils in Years 5 and 6 create a virtual tour of Wawne. Sports coaches lead good quality physical education lessons. However, numeracy skills through other subjects and problem solving activities linked to real life are given too little emphasis in mathematics. Visits, such as to Beverley Minster, and visitors, such as a Sikh, and a range of after school clubs, such as skipping, dance and games, help enrich pupils' experiences.

Staff know pupils well, are friendly and welcoming and give much time to their care and support. Pupils thrive as a result of this positive climate. The school has established strong partnerships with outside agencies which help to ensure that vulnerable pupils have the support they need to make sound progress, both personally and academically. Pupils identified with special gifts and talents are well supported. Transition arrangements for the many pupils joining the school, between key stages and with the high school to which most pupils transfer are good, ensuring a smooth and seamless move. Attendance is well promoted resulting in above average outcomes.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<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 demonstrates the ability to tackle important weaknesses. Priorities for development are the right ones but there is not enough rigour in the pursuit of them. There is good team spirit and staff, parents and governors believe the school is well led. However, leadership overall is satisfactory. Leaders obtain pertinent information about pupils and their performance because tracking arrangements are firmly established. As a result those falling behind are given extra help. Nevertheless, the pace of school

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improvement is not rapid enough, with few rigorous timescales to help accelerate learning. Subject leaders do not have sufficient opportunities to check pupils' progress. The monitoring of teaching is not regular enough and does not give enough attention to how well pupils learn, rather than how well teachers teach. Assessment arrangements are not yet fully embedded to ensure robust and challenging targets for pupils are set and pursued. The governing body meets its statutory requirements, challenges the school appropriately but is not yet involved enough in leading the school's direction or holding it to account.

Partnerships with parents and carers are good and most believe, rightly, that their children are happy, safe and secure in school. Partnerships with a range of institutions and agencies, such as the local high school and performing arts' college, make a good contribution to pupils' learning and well-being. The school is inclusive and discrimination is not tolerated. However, some pupils, usually the more able, are not always challenged enough to help them reach their potential. Safeguarding procedures, including health and safety systems and child protection arrangements, meet requirements. The school is a cohesive community with strong local links, such as with the parish council. Links with the wider world to help promote an understanding of cultural diversity are given a high profile through the school's good curriculum. Resources are soundly managed thus ensuring that the school provides satisfactory 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>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</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>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</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>3</b>

**Early Years Foundation Stage**

Children make satisfactory progress as they move through the Early Years Foundation Stage and most children attain expected skills by the time they enter Year 1. There are good induction procedures for new children, who are well cared for. As a result they quickly settle, feel safe and secure, and enjoy school. The recently introduced 'wow' books

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are helping to engage parents in their children's learning. Exciting learning opportunities are sometimes provided which children thoroughly enjoy, such as when they use a variety of resources to embellish their space pictures. The external area is being developed and provides a secure and stimulating environment which is increasingly used throughout the day. However, sometimes, when children are engaged in 'free choice' activity, adults both inside and outside do not communicate with the children often enough to help boost their language skills and promote learning. Staff work well together as an effective team, relationships are good and morale is high. The leader is brimming with ideas and is working hard and successfully to introduce initiatives to help improve provision and outcomes. Strategic planning is in its early stages, although priorities for development are the right ones. However, the very recent action plan does not contain rigorous timeframes to help secure planned improvement quickly.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
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

Parents and carers are overwhelmingly positive about the way their children are educated and nurtured in school. Negative responses covered a wide range of areas but were few, with no clear trends emerging. Inspectors found no evidence to support the view of a small number of parents that the school does not deal with unacceptable behaviour effectively and does not keep them informed about their children's progress or takes account of their suggestions and concerns. Inspectors also found no evidence that the school insufficiently helps parents and carers to support their child's learning or that the school does not meet their child's needs. However, inspectors agreed with the small number who shared views that the school's rigorous approach to the promotion of healthy lifestyles, is compromised by the school meals, which do not always provide the healthiest options, and therefore gives pupils 'mixed messages'. Most parents and carers think the school is well led and managed and that teaching is good. Inspectors judge both these important aspects as satisfactory. Almost all parents and carers say their children enjoy school and believe rightly that their children are kept safe.

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

Ofsted invited all the registered parents and carers of pupils registered at Wawne 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 69 completed questionnaires by the end of the on-site inspection. In total, there are 112 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	34	49	34	49	1	1	0	0
The school keeps my child safe	33	48	34	49	1	1	1	1
My school informs me about my child's progress	27	39	33	48	7	10	0	0
My child is making enough progress at this school	36	52	28	41	5	7	0	0
The teaching is good at this school	36	52	28	41	5	7	0	0
The school helps me to support my child's learning	26	38	33	48	7	10	0	0
The school helps my child to have a healthy lifestyle	27	39	37	54	3	4	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)	29	42	35	51	1	1	0	0
The school meets my child's particular needs	33	48	28	41	5	7	1	1
The school deals effectively with unacceptable behaviour	29	42	33	48	6	9	0	0
The school takes account of my suggestions and concerns	20	29	39	57	4	6	2	3
The school is led and managed effectively	30	43	35	51	3	4	0	0
Overall, I am happy with my child's experience at this school	40	58	26	38	2	3	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



31 January 2011

Dear Pupils,

**Inspection of Wawne Primary School, Hull, HU7 5XT**

Thank you for being so friendly and talking to the inspectors when we visited your school recently to find out how well you are learning. We enjoyed being in your school, visiting your lessons and listening to what you had to say. We judge that you go to a properly run school that is giving you a satisfactory education. Your parents and carers sent messages to tell me that they like lots of things about your school. I agree with most of what they had to say. You told me that you like your school too.

These are some of the good things about your school.

- You enjoy your lessons and most of you behave well.
- You know very well about the importance of staying healthy and keeping safe.
- The curriculum is good and there are interesting activities for you to do.
- Adults take good care of you and you are happy in school.
- Your attendance is better than in most schools.

You make satisfactory progress as you move through the school. To help you make good progress and to make sure that your school becomes a good school, I am asking your headteacher, teachers and governors of the school to:

- improve lessons so that they are all good, especially making sure they give you enough time to work on your own and at the right level, and that you always know what you are learning and how to improve
- check regularly how well the school is doing so they can find out what needs to be done to make it better and that improvements happen more quickly
- develop your mathematical skills in other subjects and give you more opportunity to solve interesting problems about real things.

Well done everyone. I wish you all the best and hope you continue to try hard, come to school every day and continue to enjoy learning.

Yours sincerely

Derek Pattinson  
Lead inspector

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