

Wadworth Primary School

Inspection report

Unique Reference Number	106715
Local Authority	Doncaster
Inspection number	356008
Inspection dates	7–8 February 2011
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	184
Appropriate authority	The governing body
Chair	Dr Les Ranson
Headteacher	Mrs Julia May
Date of previous school inspection	20 February 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors observed teaching and learning in 14 lessons, where eight different teachers were seen. The inspectors held meetings with members of the governing body, the School Improvement Partner, staff, groups of parents and carers and pupils. They observed the school's work and looked at pupils' work, data on pupils' performance, development plans, safeguarding documents and records of the school's own monitoring of its performance. The responses to 85 parents' and carers' questionnaires were considered, alongside responses from pupils.

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

- The impact of actions taken to improve standards in writing throughout the school.
- How well teachers use information about pupils' abilities when planning their lessons to challenge and best meet the needs of all.
- How well the school uses targets to inform pupils about how well they are doing and what steps they need to take to improve further.
- How well subject leaders' roles have been developed to monitor the quality of teaching and learning in their subjects.

Information about the school

This school is smaller than the average primary school. The proportion of pupils with special educational needs and/or disabilities is below average. The number of pupils known to be eligible for free school meals is below average. There are very few pupils from minority ethnic backgrounds and none are at an early stage in learning English. A new headteacher took up her appointment in January 2011. The school has gained Healthy School status and the Activemark.

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 that gives satisfactory value for money. The very large majority of parents and carers support the school. The governing body makes a sound contribution by supporting and challenging the school. Pupils' attainment is broadly average by the time they leave Year 6, reflecting satisfactory achievement. Children in the Early Years Foundation Stage and in Year 2 achieve well. There is some outstanding teaching across the school. It is typified by excellent practice in lesson planning where different groups of pupils are challenged appropriately and make excellent progress. However, there is too much satisfactory teaching. Here, teachers do not use the information they have about pupils' attainment to plan precisely enough to meet the needs of different groups of pupils and challenge them to produce their best. This unevenness in the quality of teaching results in pupils making satisfactory progress overall.

Pupils relish the opportunities they are given to take responsibility and they make a good contribution to their school and the wider community. The good provision for spiritual, moral, social and cultural development is reflected in pupils' positive behaviour and the harmonious relationships between pupils and with their teachers. Vulnerable pupils are catered for particularly well and, as a result, make good progress and participate fully in school life. Pupils know well how to live healthily and have a secure understanding of the importance of exercise and a keenness to participate in sport. The good care, guidance and support that pupils receive ensure that they feel safe and understand well how to live safely.

The headteacher and senior team have initiated changes that reflect their strong lead and determined efforts to improve achievement. They know well the school's strengths and weaknesses. For example, they have rightly identified the improvement of writing as a priority and acknowledge the need to develop the skills of subject leaders. They are developing systems to monitor closely the impact of actions taken to improve attainment and progress, but these are early in their development. Similarly, recent improvements have been made to the curriculum, but the full impact is yet to be seen in improved achievement. The school has satisfactory capacity to raise standards further and to sustain improvements. Self-evaluation procedures are accurate. Significant turbulence in staffing in recent years has settled and past weaknesses in teaching have been successfully tackled.

Up to 40% of schools whose overall effectiveness is judged to be 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?

- Improve the writing skills of pupils throughout the school by:
 - setting targets that pupils fully understand so they can see the progress they are making and the next steps they need to take to improve further
 - planning more precisely to give pupils further opportunities to develop their writing in subjects across the curriculum.
- Ensure a higher proportion of good teaching throughout the school by:
 - spreading the excellent practice that already exists
 - ensuring that teachers make greater use of the information they have about pupils' attainment to plan more accurately to meet their different needs and ensure their good progress.
- Develop the roles of subject leaders by:
 - making them more accountable for the standards in their subject areas
 - ensuring they have the skills to monitor and evaluate the quality of provision in their subjects.

Outcomes for individuals and groups of pupils

3

The quality of learning in classrooms varies from excellent to adequate primarily because teachers vary in the effectiveness of their planning. However, there are some common, positive features in most classes. Pupils have good relationships with each other and their teachers. They work well together, participating enthusiastically in the opportunities given to share their learning with others, whether solving problems or comparing their answers. Pupils listen attentively; behaviour in the classroom is always good and sometimes excellent. Where teachers prepare interesting work, pupils achieve well, enjoy their learning and are keen to do their best. Overall, apart from some weakness in writing, pupils are equipped and ready for the next stage of their education, particularly in terms of their above average attendance and positive attitudes to school and learning.

When children enter the Reception class their skills and knowledge are broadly in line with those typically expected for their age. Recent improvements in provision mean these children are now making good progress. Pupils in the rest of the school make sound progress overall in relation to their earlier average starting points and leave Year 6 with attainment that is broadly average in English and mathematics. However, attainment is relatively weaker in writing throughout the school. Pupils with special educational needs and/or disabilities, other vulnerable pupils and the very few learning English as an additional language make good progress and achieve well. They enjoy their work because of the good quality support they receive in lessons from teachers and teaching assistants and because they benefit from well-targeted interventions to help them.

Pupils have a good understanding of right and wrong. They are open and welcoming to visitors and caring and responsible in their relations with each other. The school council takes an active role in the school, taking their responsibilities very seriously and benefitting from the experience. A good proportion of pupils take part in the sporting

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activities offered by the school during lunch-times, but the high numbers of pupils who travel from a distance to attend school, limit the uptake of after-school activities.

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

¹ 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?

The quality of teaching is satisfactory. Some is outstanding, but much remains no better than adequate. Classroom management is consistently good, ensuring good behaviour and a positive learning atmosphere in lessons. Information and communication technology (ICT) is used well to engage pupils and to help them understand new ideas. Where teaching is most effective, assessment data is used carefully to match the content of the lesson to pupils' abilities. Here, teachers plan clearly what they expect different ability groups of pupils to learn, and what progress they should make. This is not consistently the case and in some lessons work is too hard or too easy for particular groups. In writing in particular, some pupils do not fully understand their progress in relation to their targets or the next steps they need to take to improve further. This is because the language that teachers use in setting pupils' targets is too difficult for many and because some teachers' marking does not address the targets consistently enough.

The newly constructed curriculum meets pupils' personal needs but has not been in place long enough to impact on their academic achievement. It is broad and interesting but there are still not enough planned opportunities for pupils to consolidate and extend their writing skills in subjects across the curriculum. The many visitors, educational visits and

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the annual residential experience for older pupils make a positive contribution to pupils' personal development. The effective partnerships developed with other schools and agencies also enhance the curriculum well.

The school's good quality care, guidance and support ensure pupils' well-being and general good development. Effective links between the school and outside agencies further enhance this provision. For example, the school's rigorous approach to encouraging good attendance has been successful in improving attendance. Pupils with special educational needs and/or disabilities and other vulnerable pupils feel secure and are supported well, enabling them to make good progress.

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	2

How effective are leadership and management?

The new headteacher and senior team give a clear lead in setting a vision for the continued improvement of the school, based on monitoring pupils' progress carefully and intervening early where pupils are found to be underachieving. The impact is starting to be seen and standards in mathematics and reading are improving. Writing has been slower to respond but is being tackled with some vigour. Staff throughout the school share in the ambition to succeed. However, middle managers are mainly new to their posts and have not yet developed leadership skills sufficiently to take a full part in monitoring and evaluating their subjects.

The governing body ensures that government requirements are met regarding safeguarding procedures. They also see to it that financial control, planning and accountability are good and resources are used well. The governing body and leaders meet well their responsibility to ensure equal opportunities for pupils in all aspects of their school life, for example, in ensuring the good provision for vulnerable pupils that has closed the gap in their attainment levels compared with other groups. They also ensure that the school tackles any form of discrimination assiduously. While supporting the school well, the governing body does not challenge sufficiently.

The provision for community cohesion is satisfactory and has a clear impact seen in the way pupils from different backgrounds get on well together and understand their place in the wider society. Productive partnerships with other schools ensure a flow of additional expertise into the school. Good quality planning at all levels supports further school improvement. It is based on the school's good knowledge of its strengths and where it needs to improve further. Self-evaluation is based appropriately on measuring the impact that actions taken have on pupils' attainment and progress. Targets are set appropriately

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and are increasingly challenging. Good monitoring systems show that they are largely being met.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	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

Early Years Foundation Stage

Children settle very quickly into the Reception class because there are good induction procedures in place. They benefit from the calm, purposeful learning atmosphere engendered by the staff. Children enter the Reception class from 12 different nursery settings and their prior experiences have differed widely. Although their overall skill levels are broadly in line with those expected nationally for their age, many have gaps in their learning. Strong teaching in the Reception class successfully addresses these and children make good progress, particularly in their emotional development, language and communication. Progress in creative and physical development is slower but overall children now leave the Reception class with skill levels above those typically found. The good leadership and management provided ensures a well-structured curriculum that builds children's learning systematically. There has been significant improvement since the last inspection, particularly in establishing effective systems to assess children's achievement. This means children quickly move forward and are excited by their achievements so are motivated to sustain high levels of concentration for their age.

The quality of care, guidance and support is good. The few vulnerable children receive good support and make good progress. Staff know well how young children learn and provide enjoyable and stimulating activities. For example, earlier work on tracking the Troll's footprints in the snow has been used very effectively to support imaginative literacy work. Both indoor and outdoor environments are well planned to provide exciting stimuli for children, but the full potential of the outdoor area is not exploited and the quality of provision outdoors does not match the classroom setting. Children work well with their

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teacher and other adults and respond well to the good opportunities they are given to choose their own activities. However, while children benefit from additional adult support, their development as independent learners is impeded on the occasions when there are too many adults present.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

Around a half of parents and carers returned the questionnaire, an above average response. The very large majority are supportive of the school, as are those who met the inspectors. Parents and carers approve the approaches taken to ensure pupils develop good relationships with each other and with adults. They also value the safety and security provided by the school. Most say they are aware of their children's progress and are satisfied with their children's achievement. They praise the school for the ways in which children enjoy school and learn how to behave and respect other people. The comment, 'My children quickly felt part of this loving/safe community. All the adults have treated them with care and sensitivity' typifies the sentiments of the many positive comments. The inspectors found that pupils are well cared for and judge that there are good procedures to tackle any inappropriate behaviour. The inspection team found that the school works hard to include parents and carers in all its activities.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wadworth 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 85 completed questionnaires by the end of the on-site inspection. In total, there are 184 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	52	61	27	32	4	5	0	0
The school keeps my child safe	48	56	34	40	3	4	0	0
My school informs me about my child's progress	28	33	43	51	13	15	1	1
My child is making enough progress at this school	33	39	40	47	10	12	0	0
The teaching is good at this school	35	41	41	48	5	6	0	0
The school helps me to support my child's learning	32	38	44	52	8	9	0	0
The school helps my child to have a healthy lifestyle	28	33	51	60	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)	31	36	42	49	6	7	0	0
The school meets my child's particular needs	30	35	47	55	5	6	0	0
The school deals effectively with unacceptable behaviour	23	27	52	61	4	5	1	1
The school takes account of my suggestions and concerns	22	26	51	60	5	6	2	2
The school is led and managed effectively	25	29	47	55	8	9	0	0
Overall, I am happy with my child's experience at this school	40	47	39	46	4	5	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for 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).

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">■ 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 pupils' 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.



8 February 2011

Dear Pupils

Inspection of Wadworth Primary School, Doncaster, DN11 9AP

Thank you for being so friendly and helpful when my colleagues and I inspected your school recently. Please extend our thanks to your parents and carers for taking the time to talk to us and replying to our questionnaires. We enjoyed observing you in your lessons, looking at your work and talking to you. We found that yours is a satisfactory school. The way you are taught to care for others is reflected well in the contributions you make to your school and wider community. Your school ensures that you are ready to progress to the next stage of your education and is good at helping you to live healthily and safely. You obviously enjoy coming to school and this shows in your above average attendance and good behaviour in classrooms and around the school.

The teaching you receive is satisfactory. This means you make sound progress and achieve the standards expected by the end of Year 6. To make things even better, we have asked your headteacher and teachers to help all of you to improve your writing, for example, by making more opportunities to practice your literacy skills in all other subjects. We have also asked the school to improve the amount of good teaching you receive by sharing some of the excellent teaching skills that already exist in the school. Finally we want some of your teachers to be helped to make a greater contribution as subject leaders. All of you can help by continuing to work hard.

I hope you continue to enjoy school and I wish you well for the future.

Yours sincerely

Bernard Jones

Lead inspector

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