

# Wawne Primary School

10 Greens Lane, Wawne, Hull, HU7 5XT

## Inspection dates

29 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good and sometimes outstanding. Staff have high expectations of what pupils can achieve. Pupils respond well, make good progress and have outstanding attitudes to learning. Disabled pupils and those with special educational needs make particularly good progress.
- Teachers plan interesting and practical lessons for the wide ability range in each class. All groups of pupils are fully involved when working on their own or in small groups.
- Pupils are given an exciting range of opportunities to apply their mathematical skills to challenging problem-solving activities.
- All staff have excellent relationships with their pupils. This spurs pupils on to do well.
- Teachers mark work thoroughly and the next steps in learning are made clear.
- Pupils' behaviour is exemplary in lessons and around the school. They enjoy school and feel extremely safe. They are happy, secure and ready to learn. As a result, pupils' attendance is above average.
- Mutual respect, high levels of courtesy and consideration lead to purposeful and enjoyable learning.
- The school is well led. The impact of leadership and management at all levels is positive in bringing about improvements in teaching and pupils' attainment and progress.
- All teaching staff hold responsibilities for subjects. They work closely as a team, rigorously checking teaching and learning. This means that teaching and pupils' progress is consistently good or better.
- Governors have an in-depth understanding of the school's provision and outcomes. They offer support and challenge to leaders and hold them to account.

### It is not yet an outstanding school because

- Pupils' progress in writing is not as good as in mathematics. This is because pupils are not expected, or given enough encouragement, to apply their skills to create extended and descriptive accounts across a range of subjects.
- The level of work set by the teachers does not always offer enough challenge, especially for the more-able pupils, to bring about outstanding levels of achievement.

## Information about this inspection

- Inspectors observed eight lessons of which two were joint observations with the headteacher. In addition, the inspectors made a number of short visits to lessons and listened to pupils read.
- Meetings were held with one group of pupils, the Chair of the Governing Body and three governors, senior leaders and a representative from the local authority. Short discussions were held with pupils at break times and lunchtime. Discussions were also held with parents who brought their children to school.
- The inspectors took account of 19 responses to the on-line questionnaire (Parent View) in planning the inspection.
- The inspectors observed the school's work and took into account the work in pupils' books, the school's own data on pupils' current progress, the school's improvement plans, planning and monitoring information, minutes of governing body meetings, records relating to behaviour and attendance and documents relating to safeguarding.

## Inspection team

Anthony Kingston, Lead inspector

Additional Inspector

Jennifer Firth

Additional Inspector

## Full report

### Information about this school

- This is smaller than the average sized primary school.
- There has been a high turnover of teaching staff since the previous inspection.
- The proportion of pupils who join the school other than at the usual time is above average.
- The proportion of pupils that are known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals and the children of forces families, is average.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- Almost all pupils are White British.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching from good to outstanding and raise attainment even further by:
  - ensuring that there is always enough challenge in the work provided in lessons and for all pupils in reading, writing and mathematics, especially for the more-able pupils
  - providing more opportunities for pupils to write at length across a range of subjects
  - encouraging and expecting pupils to write at length across a range of subjects.

## Inspection judgements

### The achievement of pupils

is good

- Pupils' attainment at the end of each key stage varies year on year. This is because of the small numbers of pupils within each year group, their different composition and the above average proportion of pupils who join or leave the school at times other than at the beginning of the year. Even so, pupils make good progress from their starting points and typically attainment by the end of Year 6 is a little above average.
- The majority of children start school with skills below those typically expected for their age. They make good progress throughout the Early Years Foundation Stage, particularly in the development of early literacy skills. This is because of the excellent teaching of the links between letters and the sounds they make.
- Reading continues to be a priority as pupils grow older. Consequently, pupils make good progress and develop a love of reading as exemplified by a pupil who said, 'it keeps me busy and can take me to a very different place time after time.' They tackle demanding books and show a mature understanding of the moral and ethical issues within them.
- Recent trends show that the rate of pupils' progress is increasing rapidly. This is reflected in the work in pupils' books. However, occasionally pupils are not challenged enough. This prevents a few pupils from making the consistently good and outstanding progress of which they are capable in reading, writing and mathematics, especially the more able.
- The proportion of pupils who reach the higher levels of attainment in writing is well above average. Even so, pupils' progress in this subject is not as good as in reading and mathematics. This is because pupils are not sufficiently encouraged or expected to apply their imaginations and writing skills that are evident in their literacy books to craft extended pieces of writing across other subjects through, for example, in their topic work.
- The proportion of pupils that make expected or better than expected progress is above average, particularly in reading and mathematics. This includes those pupils eligible for the pupil premium, disabled pupils and especially those who have special educational needs. The effective use of one-to-one support and the imaginative use of information and communication technology (ICT), including iPads funded through the pupil premium, make a very positive contribution to their good progress. As a result, they improve at a faster rate than other similar groups nationally.

### The quality of teaching

is good

- Recently appointed teachers have brought new strengths that have added to the overall quality of teaching. This is now good, with an increasing proportion that is outstanding.
- In the best lessons no time is wasted. Teachers' introductions are brief and focused and their explanations are clear and precise. For example, in the Key Stage 1 class, the teacher and her team of teaching assistants each focused on groups with different needs. Within minutes of entering the room each had pupils working enthusiastically on meaningful problem-solving activities well matched to their needs. They questioned, challenged and consolidated the learning of each group without putting the learning of others on hold. This promoted good understanding and progress, especially for the more able pupils who relished having time to solve challenging problems and to explain the strategies they used.
- Teachers generally plan activities that are well matched to pupils' needs and abilities. However, in some lessons there is not always enough challenge in the work provided to bring about outstanding progress for all pupils in reading, writing and mathematics, especially for the more-able pupils.
- Teachers are skilled at providing well-considered opportunities for pupils to collaborate. In most lessons, teachers use 'talking partners' well to enable pupils to discuss any topics being

considered. This encourages and promotes exciting opportunities for pupils to hypothesise, theorise and articulate their strategies for solving problems.

- Teachers make timely interventions with pupils when they are working independently or in small groups. In this way they assess pupils' learning and adapt their teaching when necessary so that all pupils make good progress. Teachers' questioning skills encourage pupils to give comprehensive answers, including using precise subject vocabulary, especially in mathematics. Teachers often use these answers to prompt discussion and to further learning for all pupils. An excellent example of this was in a Year 5 and Year 6 ICT lesson where pupils took on the role of the teacher and demonstrated how they had created impressive effects in the making and presentation of their electronic books on endangered species.
- Marking and feedback across the school informs pupils what they have done well so that they can check the progress they are making towards meeting their targets. It provides clear guidance on what they need to do to improve.

### **The behaviour and safety of pupils** are outstanding

- The school provides a caring, supportive environment where pupils behave exceptionally well and show respect for themselves, each other and adults. Pupils' responses make an exceptional contribution to the atmosphere of mutual respect and consideration for others in this calm and happy school.
- Pupils have outstanding attitudes to learning. They are attentive, work well with each other and often enter into meaningful discussion to clarify their ideas.
- Staff ensure that all pupils are cared for well. Through highly personalised programmes of support, the few pupils with behavioural or emotional difficulties learn how to control their own behaviour and play a full part in the life of the school. Those pupils who enter the school at varying times of the year settle in very quickly. This is because of the excellent support they receive and the welcome and friendship offered by other pupils.
- Pupils feel safe in school. They are confident in the support they receive when they have concerns. They talk knowledgeably about different aspects of bullying but are insistent that it does not occur because they are taught to care for one another. They reflect on the impact of their behaviour on others, take full responsibility for their personal conduct and are extremely courteous. The overwhelming majority of parents held in conversation at the beginning of the school day, or who responded to Parent View, agree that the school looks after their children extremely well and keeps them very safe.
- Pupils are very proud of their school. They willingly take on extra responsibilities such as becoming play buddies or members of the school council. They are proud of the contributions they make and love being at school. This is reflected in the above average level of attendance.
- The work of the Parent Support Officer has been pivotal in enhancing communication between home and school. She has worked with the school to improve pupils' attendance as well as helping parents resolve any difficulties which could adversely affect their child's performance at school.

### **The leadership and management** are good

- The headteacher is highly ambitious for the school. His leadership has been directed at developing an exciting, yet calm, learning environment which leads to pupils' good progress and outstanding attitudes to learning.
- All teaching staff hold responsibilities for curriculum subjects. They work well together to check and evaluate the quality of teaching, planning and the assessment of pupils' work. This has led

to pupils' faster progress since the previous inspection. Well-directed training to improve teaching and the accuracy of assessments has resulted in pupils' higher standards.

- The school successfully promotes equal opportunities and tackles discrimination well. For example, the additional funds received by the school to support pupils eligible for the pupil premium are used creatively and effectively to provide resources and additional support both in the classroom and through one-to-one teaching. This is making a significant difference to the progress of these pupils and so the gap is closing between their attainment and that of other pupils.
  - The curriculum is well planned and strikes a good balance between raising pupils' attainment and improving pupils' levels of personal development. It provides memorable experiences and encourages pupils to develop their basic skills in literacy, numeracy and ICT through exciting and well-considered activities across a range of subjects. However, pupils are not always provided with enough opportunities to use and apply their writing skills to craft extended pieces of writing across a range subjects in order to bring settings, events and characters to life for example.
  - Pupils develop an understanding, respect and empathy for the culture and beliefs of others but are keen to point out that, 'it's not the culture or the religion of a person that counts but what's in their heart.'
  - The local authority provides effective support, including regular evaluation of the school's development priorities and pupils' achievement.
  - Parents have positive views of the school. However, a few parents said that they were not sufficiently well informed of their children's progress.
  - **The governance of the school:**
    - The governing body is well informed. Governors support the school effectively and are rigorous in offering school leaders challenge. They make a positive contribution in shaping the strategic direction of the school. Governors visit the school regularly, extending their understanding of what good teaching looks like. They understand data and check pupils' achievement to make sure that any underachievement is identified and successfully tackled. Governors make sure that performance management is linked closely to the standards expected of teachers, to improving achievement and to the pay scales that teachers are on. The governing body ensures that safeguarding procedures meet statutory requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	117867
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	405728

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

<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>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Trevor Hinch
<b>Headteacher</b>	Phil Sainter
<b>Date of previous school inspection</b>	27 January 2011
<b>Telephone number</b>	01482 835599
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