

Wadworth Primary School

Meadow Rise, Wadworth, Doncaster, South Yorkshire, DN11 9AP

Inspection dates 4–5 December 2013

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Over time, teaching has not been good enough to raise standards beyond an average level and pupils are capable of more.
- While most pupils made steady progress in English and mathematics, the proportion of those who make quick progress is too low.
- When writing in their literacy books or in other subjects, pupils make too many mistakes with grammar, punctuation and spelling.
- The number of children who reach the expected standard in sounds and letters (phonics) by the end of Year 1 is too low.
- In a minority of lessons, the teaching requires improvement and pupils do not learn enough.
- The proportion of lessons in which teaching is outstanding is small.
- The work given to the most-able pupils is not always challenging enough and does not require them to make full use of their abilities.

The school has the following strengths

- This is an improving school. Leaders, managers and governors have a clear and accurate understanding of how well the school is performing and are taking decisive action to make it a good school.
- The headteacher, supported strongly by the deputy headteacher and other senior staff provides the school with determined leadership, clear direction and the confidence to succeed.
- Good provision in the Reception class ensures pupils get off to a good start in their learning. Pupils with special educational needs and those supported by the pupil premium make overall good progress.
- Senior staff effectively check the quality of teaching and use the information constructively to help teachers improve their lessons in order to raise pupils' achievement.
- Staff feel valued, work cohesively as a team and provide good role models for pupils.
- Pupils attend regularly because they are happy at school and feel well cared for by staff. They behave well, feel safe, work hard and show a keen interest in learning.

Information about this inspection

- Inspectors observed 14 lessons of which two were joint observations with the headteacher. In addition, inspectors heard pupils from Years 1, 2 and 6 read.
- Meetings were held with pupils from Years 2 to 6, the Chair of the Governing Body and other governors, a representative from the local authority and school staff with management responsibilities.
- Inspectors took account of the 55 responses to the on-line questionnaire (Parent View), the 16 staff questionnaires and the views of parents they met informally in planning the inspection.
- They observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records in relation to behaviour and attendance and documents relating to safeguarding.

Inspection team

Keith Bardon, Lead inspector

Additional Inspector

Ben Cox

Additional Inspector

Full report

Information about this school

- This is a smaller than average sized primary school.
- Almost all pupils are of White British heritage.
- The proportion of pupils known to be eligible for the pupil premium is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals, children from service families and those children who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. No pupils require support through school action plus or have a statement of special educational needs.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- This is the school's second inspection in little over a year. In the interim period, its progress has been monitored and visited twice by one of Her Majesty's Inspectors of Schools.

What does the school need to do to improve further?

- Ensure that teaching is consistently good or better in the long term by:
 - eliminating the small proportion of teaching in lessons which requires improvement
 - continuing to develop teachers' classroom practice and skills so that in an increasing proportion of lessons the teaching is outstanding
 - making sure that the work given to the most-able pupils enables them to achieve to the best of their abilities.
- Raise achievement in English and mathematics by:
 - applying a more consistent and rigorous approach to the teaching of English grammar, punctuation and spelling
 - making sure that pupils record clearly and systematically how they are solving mathematical problems.
- Increase the number of Key Stage 1 pupils who reach the expected standard in sounds and letters (phonics) by:
 - ensuring that teachers are fully trained in the delivery of these lessons
 - matching the content to all pupils' abilities throughout the lesson.

Inspection judgements

The achievement of pupils

requires improvement

- Standards of attainment at the end of Year 6 showed a slight improvement in 2013 but remained broadly average. Although there are some question marks over the reliability of past assessments, some of these pupils entered Key Stage 2 with generally good levels of attainment and should have achieved more.
- To some extent, this was the legacy of past weaknesses and inconsistencies in the quality of teaching. School data, lesson observations and examination of pupils' work show that standards are rising because senior leaders have taken effective steps to improve teaching. However, further improvement is needed to achieve and secure the higher standards of which pupils are capable. The most-able pupils make steady progress but could on occasions achieve more if they were set more demanding work and asked more challenging questions.
- Most children start the Reception class with skills and abilities that are typical for their age. They settle in well and make good progress. By the end of the Reception Year, the majority have reached a good level of development in their learning. Rigorous and carefully checked assessments show that pupils in Key Stage 1 are making expected, but improving, progress. However, further improvement is needed to ensure pupils take full advantage of the secure start which the Early Years Foundation Stage is now providing.
- By the end of Year 2, most pupils read with the skills and understanding expected and use the sounds letters make to work out unfamiliar words. A minority of pupils are still developing this skill and have difficulty blending letters together to form an individual sound. Although this slows the pace and reduces the fluency with which they read, they know what the story is about and explain what the characters are doing confidently and accurately.
- With few exceptions, Year 6 pupils read competently and with understanding. They show interest in both fiction and non-fiction texts and recognise how reading regularly helps their comprehension. While the content of pupils' written work is interesting to read, mistakes in grammar, punctuation and spelling reduce its quality and at times pupils misuse words they should know. Stronger emphasis on problem solving in mathematics lessons is improving pupils' ability to calculate accurately and use different strategies to arrive at an answer. Pupils do not always record the methods they are using clearly enough, making any mistakes difficult to rectify.
- The school uses the pupil premium funding well to provide additional support for those eligible pupils, if and when they need it. By the end of Year 6, any gaps in attainment have closed. Pupils who are eligible for free school meals attain standards broadly in line with the national averages and very similar to those of other pupils. For many of these pupils this represents good progress.
- The school has good strategies in place to support pupils who need additional help with their learning. These include a designated teaching assistant who pupils go to individually or in small groups if they have specific difficulties or show signs of falling behind. This, plus the well considered help they receive in the classroom, enables disabled pupils and those who have special educational needs to achieve well relative to their abilities and maintain a good rate of progress.

The quality of teaching

requires improvement

- The school's own records, joint monitoring by a local authority advisor and observations during this inspection show teaching has continued to improve since the last inspection. In a significant number of lessons, teaching is now good and very occasionally it is outstanding. However, over time, teaching has not been good enough to ensure all pupils achieve to the best of their abilities. Further improvement is needed to ensure consistency and address weaknesses in

specific areas, such as the teaching of English grammar, punctuation and spelling and methods of recording in mathematics.

- Teachers have become more adept at matching work to pupils of different abilities, although there are times when opportunities to challenge the most-able pupils to think hard and make full use of their above average abilities are missed. Due care is taken to ensure pupils who have very specific learning needs have work that is appropriate and achievable.
- Lessons are generally organised well and good use is made of the time available. Under the guidance of senior leaders, teachers have changed the way lessons are organised since the last inspection. Instructing pupils in ability groups while others work independently, often with support from well trained and skilful teaching assistants, works very effectively and ensures that pupils have plenty of time to use and practise what they have been taught.
- Teachers use a range of well chosen strategies to engage pupils and make lessons interesting. For example, they encourage pupils to share ideas with a 'talking partner' and set problems in which they have to find the solution for themselves. Pupils enjoy this way of working and readily rise to the challenge it presents.
- While pupils are taught sounds and letters regularly in Key Stage 1 and the majority make the progress expected, the quality of teaching requires improvement because some staff have not had sufficient training in how best to deliver these lessons. Consequently, lessons are not always organised well enough and for part of the lesson at least, the content does not fully reflect the different abilities of the pupils. Groups are often too close together, making it difficult for pupils and staff to hear clearly what is being said.
- Reception class staff make good use of resources both in and out of doors to provide children with a colourful and stimulating learning environment which gives them a good start to school. Work is matched well to the needs of these early learners so that their play is both enjoyable and purposeful.
- Much has been done to improve the quality of teachers' marking. While more is needed to ensure pupils always receive the correct balance of praise and advice, the information they now receive to help them improve their work is much clearer and far more useful.

The behaviour and safety of pupils are good

- Pupils enjoy school because they 'learn lots of different things' many of which are 'fun' to learn. They find staff 'really kind and helpful' and appreciate when the teacher 'tries to cheer you up if you are struggling'.
- Enthusiasm for school is reflected in pupils' above average attendance and their willingness to participate fully in lessons, whatever the subject. They appreciate the time and trouble teachers take to mark their work, explaining that it 'helps us to know what to do next'.
- Pupils, staff and a large majority of parents feel that pupils' behaviour is good and inspectors agree. When gale force winds kept pupils indoors at lunchtime, they happily played board games together or occupied themselves sensibly around school. Teachers manage pupils' behaviour very well and the small number of minor incidents that do occur are addressed quickly and effectively, with no disruption to lessons. Pupils know what the school expects of them and agree that the sanctions staff use to deal with the occasional 'calling out' or 'rudeness' are fair and consistent.
- Attitudes to work are very positive and pupils follow teachers' instructions and guidance carefully and conscientiously. When required to work independently they concentrate hard and stick to the task until it is complete. They readily offer help to each other and willingly share what they know and can do with others.
- Pupils of all ages get on well together and feel safe and secure in the school's warm and welcoming atmosphere. They understand what constitutes bullying and feel that in their school it 'never really happens'. They are clear that if anything unusual appears on the computer they should tell an adult immediately.

The leadership and management are good

- In the year since it was last inspected leaders, managers and governors have improved the work of the school substantially. While more is needed to ensure the school is good in all respects, the pace of development is accelerating and pupils' achievements are rising.
- Strategies for improving the quality of teaching are rigorous and thorough. Regular monitoring of lessons, combined with frequent checks on the work pupils are producing and on the progress they are making, enable senior leaders to clearly identify what is proving effective and what needs further improvement. They provide good support for teachers' professional development with well judged advice and carefully selected training.
- The areas for improvement from the last report have been addressed vigorously. There are still, however, the occasional surprises which leaders and managers did not anticipate, such as pupils' weak performance in the English grammar, punctuation and spelling test in 2013. Such issues are responded to quickly and rigorously but take time to address, which is one of the reasons why pupils' achievement requires further improvement.
- Middle managers have increased the contribution they make to school improvement and are monitoring their subjects or areas of responsibility carefully and in detail. This is adding much to senior leaders' understanding of where improvement is needed.
- The school is taking a measured approach to the forthcoming changes to the National Curriculum to ensure that the best of what the school does now is retained and built upon. A strength of the current programme of work lies in the good links teachers make between different subjects, putting pupils' learning in context and giving it clear purpose. Pupils' spiritual, moral, social and cultural development is good and features prominently throughout the curriculum and beyond. Assemblies are led well by senior leaders and promote pupils' personal skills, such as the ability to work as part of a team, very effectively.
- The funding the school receives is utilised carefully and efficiently. Plans for how the recently introduced Primary School Sports funding will be spent are detailed and comprehensive. These include the employment of a learning support assistant trained in physical education. She is delivering good quality lessons to the benefit of both pupils and staff. Other initiatives, such as the construction of an activity trail for pupils to use at breaks and lunchtimes and the employment of outside specialists to provide sports clubs after school, promise that improvement will continue. Although it is still too early to assess the full impact of these initiatives, the school is making a concerted effort to raise the levels of pupils' fitness and increase their physical well-being.
- Staff are set challenging targets for their performance, closely linked to pupils' achievement. Performance is reviewed constructively by the headteacher and any proposed increases in salary are given careful consideration by senior leaders and governors before awards are made.
- The local authority is supporting school development well. Joint monitoring by a senior advisor adds much to leaders' understanding of how well the measures they have taken to improve teaching are working. In addition, the assistance of a former headteacher has been brokered which is helping the school to improve self-evaluation and target setting.
- **The governance of the school:**
 - Governors have responded to the findings of the last inspection very positively and sharpened the ways in which they check the work of the school for themselves. While still making full use of the headteacher's well written reports they carry out detailed checks of their own, such as looking at pupils' workbooks to evaluate how much teachers' marking has improved. Governors ask challenging questions of senior leaders, which gives them clear insight into the progress pupils are making and how well the school spends the money it receives. For example, they have recently monitored the progress being made by the most-able pupils and regularly check how well pupils in receipt of pupil premium funding are achieving. Governors keep a careful watch on the welfare of pupils and staff and safeguarding requirements are securely met.

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

Unique reference number	106715
Local authority	Doncaster
Inspection number	428110

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	187
Appropriate authority	The governing body
Chair	Les Ranson
Headteacher	Julia May
Date of previous school inspection	23 October 2012
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