

Wadworth Primary School

Meadow Rise, Wadworth, Doncaster DN11 9AP

Inspection dates	16–17 February 2016
Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a school that requires improvement

- During the last year, the large turnover of staff has had a significant impact on the progress made in addressing the issues identified at the previous inspection. As a result, the school still requires improvement.
- From their typically average starting points, the progress made by all groups of pupils is not good enough and requires improvement.
- There is some underachievement in the progress that pupils make in writing.
- Teaching is too variable throughout the school. Teachers' expectations of what pupils can do are often too low, especially for the most able.
- Comments in pupils' books do not always reflect the school's marking policy. They do not always help pupils to know how to improve their work.
- Not enough children in the early years are making the progress of which they are capable.
- School plans identify a large number of actions to be undertaken. They lack precise measures so that leaders and governors can check if the interventions and support provided are making a difference.
- The impact of the work done by the interim assistant headteachers and the leader of the early years is at an early stage. They are not able to monitor and drive improvement in their areas of responsibility effectively enough.
- Pupils' knowledge and understanding of different faiths, cultures and democracy is underdeveloped.
- Governors do not know how effectively pupils are taught how to be responsible citizens and to understand about life in modern Britain.

The school has the following strengths

- The headteacher is determined to make improvements and is uncompromising in his belief that all pupils must achieve their potential.
- Governors are involved regularly in school life and have developed strong links with parents, staff and pupils.
- Pupils behave well, attend school regularly and enjoy taking part in the clubs out of school time. They take responsibility posts seriously.
- Parents are virtually unanimous that their children are happy and safe at the school and enjoy being there.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better for all pupils from the early years to Year 6 so that they can reach higher standards in English and mathematics and make the progress of which they are capable, by:
 - raising teachers' expectations of what pupils can achieve further so that all pupils, especially the most able, are challenged and stretched continuously
 - providing work that is stimulating, exciting and allows pupils to show what they have learned in different subjects and especially when doing pieces of writing
 - checking that all teachers provide high-quality guidance to pupils which makes it absolutely clear how they can improve their work.

- Ensure that opportunities are taken to fully develop pupils' understanding and awareness of life in modern Britain so that these are firmly embedded.

- Improve the effectiveness of leadership and management at all levels, by:
 - ensuring that all leaders have the skills and knowledge necessary so that they can undertake their work effectively and contribute to school improvement
 - making sure that precise goals are set for teachers to reach
 - ensuring that all information gathered from the checks made routinely is evaluated carefully so that leaders are crystal clear and able to measure whether the quality of teaching is improved and other interventions are having the intended impact and leading to better outcomes for all pupils.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Since his appointment, the headteacher has got to know the staff, pupils and parents well. He has not shirked away from making difficult decisions and identifying the weaknesses that still remain in the school. The significant staff changes throughout the last year have not made the situation easy, but the headteacher has won the support of the current staff, governors, pupils and parents. His presence around the school and the regular newsletters are much appreciated.
- Securing better teaching is a key priority for leaders. Lessons and the quality of work in pupils' books are monitored regularly by the headteacher and others, including staff from the local authority. Pulling together the key information from these activities to inform support and training has not had sufficient impact on the quality of teaching and learning, which requires improvement.
- Targets for teachers to reach, so that they can improve their practice, are in place. However, some of these targets are quite general and not exact enough for the needs of individual teachers. As a result, holding teachers to account for pupils' progress lacks precision.
- The interim assistant headteachers are starting to understand their leadership roles and responsibilities. Their case load is heavy as they also lead English and mathematics as well as having a full-time teaching commitment. Both are enthusiastic about their roles and have plans in place to drive forward improvements in these subject areas. However, at present, it is too early to judge the impact of this work.
- School plans are very thorough and generally identify the key priorities for the school. The success criteria for these, including those for English, mathematics and the early years, only record if actions have been completed. The plans lack precise measures so that leaders and governors can check if the school is on the right track and if the actions are making a difference.
- There are a very small number of pupils who are eligible for additional funding. It is used effectively. The help and support given to these pupils has ensured that they are making progress in line with their peers.
- The classroom curriculum is linked to a key theme and is supplemented, for each year group, by a visit to a place of interest or a visitor to the school. The range of subjects is appropriate and adapted where necessary to meet pupils' interests so that more pupils are involved in learning. A number of mainly Christian festivals are included and there are times when learning can contribute to pupils' cultural development. Spanish is included in the curriculum for older pupils. Despite this, pupils' understanding and awareness of other faiths, cultures, and how people are different within modern Britain is very limited. Consequently, this lack of knowledge restricts their spiritual and cultural development.
- The physical education and sports funding is use very effectively. External coaches support class lessons and help to involve pupils in a number of sporting activities out of lesson time. Pupils told inspectors that they enjoy these events and several were observed enjoying an archery session. Several teams have gained success when playing games against other schools.
- Just over a third of parents responded to the online survey (Parent View) and others spoke with inspectors. They are overwhelmingly positive about the school and the impact the headteacher has had on stabilising the school and implementing new systems and procedures which have benefited the way their children view the school.
- Local authority officers have conducted regular reviews of the school, to check on the quality of teaching particularly. Their evaluations following these visits were found by inspectors to be slightly over-generous. Additional support for individual members of staff has been provided. The local authority are aware of the concerns raised by the headteacher, over time, about the condition of the playground. The headteacher has increased adult supervision on the playground at playtime and reduced the space for pupils to play. Inspectors discussed this with officers during the inspection, as concerns were also raised by pupils, and further urgent investigation is planned to try and improve the situation.
- The arrangements for safeguarding are effective. Systems to record incidents have been modified recently so that leaders ensure that any problems are known and dealt with effectively. Governors review policies regularly, ensuring that any changes to legislation are reflected in the current documents.
- **The governance of the school**
 - Governors share the aims and ambition of the headteacher. The training and support they have received is enabling them to question staff effectively and to find things out for themselves so that they get a comprehensive view of provision. Governors welcome the detailed information they receive from the headteacher and are often involved in school activities.

- Governors know that pupils are not doing well enough and have supported the headteacher well during the frequent staff changes.
- Members of the governing body check the arrangements linking teachers' performance to pay. They set clear standards for the headteacher and ensure that additional funding is used appropriately. However, governors' knowledge of how well pupils are taught how to be good citizens, to take their place in society, is underdeveloped.

Quality of teaching, learning and assessment requires improvement

- There have been significant changes of staffing since the previous inspection. This situation has had a considerable impact on some pupils' progress over time. Monitoring of teaching by leaders has been disrupted. While most pupils generally make steady progress, leaders recognise that this is not good enough, given pupils' starting points. Teaching is not sufficiently strong to ensure that all pupils, especially the most able, make good or better progress as they move through the school.
- Teachers, too often, do not have high enough expectations, particularly for the most able. Leaders are aware that some staff are content for pupils to reach only the minimum level in their work and this prevents many pupils from reaching their potential. Assessment information is gathered regularly but is not always used sufficiently well by some teachers so that they plan work that is pitched at the right level for pupils. Too often, teaching lacks excitement and challenge for pupils.
- In some classes, teaching enables pupils to learn well. For example, in science lessons for older pupils observed during the inspection, challenge was strong, pupils were keen to investigate and find things out for themselves. Scientific language was used and pupils made rapid progress with them thoroughly enjoying learning. However, this is not the norm throughout the school.
- Teachers provide pupils with opportunities to practise literacy skills regularly. Too often, teachers follow the prescribed course precisely and this practice limits the progress made by pupils of different abilities. In order to assess the progress made, pupils are tested before and after a new topic. Although helpful, pupils' ability, particularly for the most-able, to demonstrate their understanding and knowledge, is restricted, especially when they are using their skills to compose a piece of writing. This is because pupils are expected to complete particular set questions in order to test their knowledge. As a result, their ability to write freely is restricted.
- In some classes, pupils are confident in using their knowledge so that they can solve mathematical problems successfully. Scrutiny of pupils' work over time reveals that there are limited opportunities, especially for younger pupils, to apply their literacy or numeracy skills in different contexts or subject areas.
- When inspectors looked at pupils' books, they agreed with leaders and pupils that the impact of marking and feedback is very variable. Overall, it does not help pupils to understand how to get better and improve their work.
- Homework is now provided regularly and is enjoyed by pupils who told inspectors that they like to find things out for themselves. It is linked to the classroom theme and several good quality examples are displayed along corridors.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils know that there is some bullying in the school. This mainly takes the form of name-calling and some very occasional fighting, but is quickly dealt with by adults.
- Older pupils undertake positions of responsibility well, either manning the reception desk at lunchtime or as playground leaders. They understand the need to involve adults when strangers ring the door bell but to maintain politeness at all times. In the playground, they understand that the surface is broken in places and care must be taken when playing games.
- Pupils told inspectors that they enjoy taking part in the wide range of clubs out of lesson time. The breakfast club is popular with just over a quarter of pupils attending regularly. It provides a good start to the school day. A number of activities are available for pupils to do and the mix of ages develops their social skills well.

- Although pupils elect their peers as members of the school council, their understanding of democracy is underdeveloped as is their awareness of different faiths and cultures.
- The number of recorded accidents in the playground last term, although fewer than in previous terms, because of the systems put in place by the headteacher, are unacceptably high. Parents told inspectors that they feel that their children are safe in the school; but one or two had individual concerns which were found not to be supported by inspection evidence.

Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves well around the school and are happy to talk sensibly about their school, their work and the improvements they have seen recently. Pupils move between lessons in an orderly manner so that time getting into small groups, for example, is not wasted. They are keen to learn, even when the work they are given to do is undemanding or not at the right level for their abilities.
- Attendance is above the national average throughout the school. Very few pupils are persistently absent and any unauthorised absence is challenged by the headteacher with fines issued when required.
- Pupils told inspectors that behaviour has improved over time because sanctions and rewards are applied consistently by adults. Pupils told inspectors of examples where some pupils had 'turned their behaviour around'.
- Results from the online parent survey (Parent View) are exceptionally positive about all aspects of the school. Parents believe that bullying is dealt with well and that leaders ensure that pupils are well behaved.

Outcomes for pupils

require improvement

- Pupils make variable progress as they move through the school because teaching is not consistently strong enough. The staffing turbulence last year significantly affected the progress made by all pupils. There are considerable gaps in pupils' skills, knowledge and understanding in the important subjects of English and mathematics.
- The pupils in Year 6 who took the national tests in 2015 reached higher standards than pupils who took the tests in the previous year. However, given their above average starting points, the progress they made was barely adequate with many pupils underachieving in writing. Observations of pupils' books during the inspection confirmed that the current pupils still have much ground to make up and often their progress is modest, especially in writing.
- The results for pupils in Year 6 who took the English grammar, spelling and punctuation test in 2015 were above the national picture at level 4 but below at the higher level 5. Boys' and girls' results were very similar and were similar to the results for the very few pupils who were disadvantaged or have special educational needs.
- The proportion of pupils who met the expected standard in the Year 1 national screening check on the sounds letters make fell to below the national average in 2015. Considerable support and training has been given in order to improve the teaching of this subject. Observations during the inspection revealed that the subject is now taught systematically so that misconceptions can be corrected immediately.
- The above-average attainment of the most-able pupils is not fully capitalised on. A lack of challenge in some lessons has capped their potential and has resulted in too few of these pupils making the good or better progress of which they are capable. In some cases, teachers feel that expected progress is acceptable.
- There are very few pupils who are disadvantaged, who have special educational needs or disability; their progress is again similar to their classmates. The impact of additional funding is evident throughout the school. Additional help is provided for them and leaders can demonstrate where this help has had a positive impact.

Early years provision

requires improvement

- The vast majority of children arrive in Reception with skills and abilities that are typical for their age. A small number of children arrive with skills and abilities that are above what is typical. In 2015, the proportion of children who reached a good level of development was higher than compared to the previous year and was in line with the national picture. Despite this improvement, too few children, especially the most able, exceed what is expected for their age given their starting points. Children make steady rather than good progress.
- Children make better progress during adult-led activities than during those when they choose for themselves. Although the range and type of activities have improved they are not sufficiently demanding in order to accelerate progress. This is particularly so for boys and the most-able children. The outside environment has improved since the previous inspection, with a wider range of activities.
- Children behave well and share resources sensibly. They have opportunities to develop their independence and self-sufficiency in a number of different ways. For example, children were seen working well setting up construction equipment. However, opportunities are not always taken to give children the feedback they need to help them develop their independence and their work further and thus improve their progress.
- The progress made by children is tracked over time, but teachers' expectations, especially for the most able, are modest and some children are not doing as well as they should. Records are kept so that leaders can check the progress of different children. Analysing this information in detail is not firmly embedded so that changes to provision can be implemented if needed. Leaders recognise that improvements are needed in this area.
- Children form strong relationships with staff; they respond well to the established routines in the classroom. Children's welfare has a high priority for all staff and safeguarding is effective.

School details

Unique reference number	106715
Local authority	Doncaster
Inspection number	10002153

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	159
Appropriate authority	The governing body
Chair	Rob Cartidge
Headteacher	Peter McLean
Telephone number	01302 851451
Website	www.wadworthprimary.org.uk
Email address	Peter.mclean@wadworth.doncaster.sch.uk
Date of previous inspection	4–5 December 2014

Information about this school

- This is a smaller than average-sized primary school
- The proportion of pupils eligible for pupil premium (additional government funding for pupils known to be eligible for free school meals and looked after children) is below average.
- The proportion of pupils from minority ethnic backgrounds and with English as an additional language is very low.
- A below-average proportion of pupils receive support for their particular special educational needs.
- In 2015, the school met the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- Children start the early years with full-time education in Reception.
- Since the previous inspection there has been a significant change of staff. A new headteacher was appointed in September 2014.
- There are two mixed-age classes for pupils in Reception and Year 1 and in Year 1 and Year 2.
- There is a breakfast club.

Information about this inspection

- Inspectors observed lessons in all classes, many were observed jointly with members of the senior leadership team. They made a series of short visits to observe the teaching of small groups of pupils. They also observed assemblies and heard pupils from Years 2, 4 and 6 read.
- Inspectors reviewed pupils' work in lessons and analysed a sample of pupils' books.
- Meetings were held with senior leaders, middle leaders, the Chair of the Governing Body and other governors and a representative of the local authority.
- Inspectors met with groups of pupils from Years 3 and 6. Other pupils were spoken with, informally, at lunch and playtime.
- Inspectors analysed a range of data provided by the school which related to pupils' attainment, progress and attendance. They reviewed a number of other documents that showed leaders' monitoring and tracking of the quality of teaching and pupils' progress. Other documents read included school policies, plans and improvement documents, records of behaviour and support for disadvantaged pupils and those with special educational needs.
- Sixty-eight parents responded to the Ofsted online (Parent View) survey.
- The inspectors took account of the seven responses to the staff questionnaire. There were no responses to the online pupil survey.

Inspection team

Marianne Young, lead inspector
Michael Smit

Her Majesty's Inspector
Ofsted Inspector

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