

Adwick Washington Infant School

Inspection report

| | |
|--------------------------------|----------------|
| Unique Reference Number | 106670 |
| Local Authority | Doncaster |
| Inspection number | 287581 |
| Inspection dates | 10–11 May 2007 |
| Reporting inspector | Jim Griffin |

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 | 3–7 |
| Gender of pupils | Mixed |
| Number on roll | |
| School | 221 |
| Appropriate authority | The governing body |
| Chair | Mrs Ann Houghton |
| Headteacher | Mrs M Lockwood |
| Date of previous school inspection | 21 January 2002 |
| School address | Stafford Road Woodlands Doncaster South Yorkshire DN6 7LW |
| Telephone number | 01302 723568 |
| Fax number | 01302 337357 |

| | |
|--------------------------|----------------|
| Age group | 3–7 |
| Inspection dates | 10–11 May 2007 |
| Inspection number | 287581 |

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This is a larger than average sized infant school. Around a fifth of pupils are entitled to free school meals, which is above the national average. Almost all pupils are of White British heritage and all speak English as their first language. The proportion of pupils with learning difficulties and/or disabilities is increasing and is now broadly average. The proportion with a statement of special educational need is broadly average.

Key for inspection grades

| | |
|---------|--------------|
| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Satisfactory |
| Grade 4 | Inadequate |

Overall effectiveness of the school

Grade: 2

This is a good school where pupils are happy and achieve well. Parents are overwhelmingly positive about what the school provides and achieves: 'All staff are keen to help the children and, when needed, the family.' summarises the views of many.

The school's care for pupils and its encouragement of the pupils' personal development are particular strengths. Parents find that staff are very approachable and helpful when difficulties or concerns arise. Pupils' positive attitudes to work and their good behaviour make major contributions to the very pleasant atmosphere that prevails throughout the school. Pupils enjoy both their lessons and playing happily with their friends. Pupils' spiritual, moral, social and cultural development is good, with moral and social development being particularly strong features. Relationships within the school are very good and, as a result, the pupils feel secure. Most pupils are polite, caring and confident by the time they leave school at the end of Year 2 and they are well aware of the main features that make up a healthy and safe lifestyle. Attendance levels are improving and are now broadly average.

Pupils' achievement is good. Children enter the Nursery with skills that are below those expected of children of their age. They get off to a solid start in their learning in the Foundation Stage and receive a good grounding in their basic skills and social development. This is because the tracking of their achievements, teaching and learning are well linked and, consequently, well matched to the needs of all the children. These young children enjoy stimulating activities, full of adventure, challenge and investigation. Children continue to make good progress and reach standards that are broadly average by the end of Year 2. This is because teaching and learning are good. In Years 1 and 2, careful attention is paid to the transition from Reception to Year 1. A 'new look' has been given to the effective curriculum, which has a stronger focus on creativity. This is leading to a more practical approach and greater involvement and enjoyment for pupils. Nevertheless, there is still some scope to increase the proportion of pupils who attain the higher Level 3 at the end of Year 2 assessments by providing more planned challenge for some more able pupils in lessons.

Leadership and management are good. The school is well led by the headteacher who has adopted a calm, sensible approach to change and improvement. Opportunities for restructuring have been well used to create an increasingly influential leadership team and to increase the contribution of non-teaching staff. As a result, there is a strong sense of unity and common purpose among staff. Subject leadership is generally good. Much of the monitoring work of senior teachers is good but the monitoring of lessons does not yet focus sharply enough on the things that impact on pupils' learning and progress. Improvement since the previous inspection has been good. For example, the curriculum is now much better and pupils' progress in English, especially writing, is much more secure. The school has a broadly accurate view of itself and this is reflected in a manageable school improvement plan. It has a good capacity to improve further and provides good value for money.

What the school should do to improve further

- Provide more planned challenge for more able pupils in lessons.
- When monitoring lessons, focus more on identifying areas for improvement that relate to pupils' progress and learning.

Achievement and standards

Grade: 2

Children achieve well. When they start in the Nursery their attainment overall is below what is expected of three-year-olds. This is especially the case in communication, language and literacy, mathematical development and in their personal, social and emotional development. Over recent years, the school has become increasingly successful in ensuring that the curriculum and teaching address these key recurring weaknesses. As a result, by the end of Reception standards are broadly in line with expectations. Pupils continue to make good progress in Years 1 and 2 to reach broadly average standards by the end of Year 2. A few of the most able, however, could be challenged further to attain higher standards. The school has made English, especially writing, its priority for improvement and is particularly adept at providing a range of additional support for less able pupils. It usually reaches its challenging targets in English and mathematics.

Personal development and well-being

Grade: 2

Pupils really enjoy school and say that school is 'friendly and fun'. First class relationships ensure a friendly yet productive atmosphere in classrooms and shared areas as pupils work well together. Their behaviour and attitudes to work are good. They are enthusiastic about the responsibilities they carry out each day and take these very seriously. Pupils show maturity as they ask adults for help when they do not quite understand how to do something. Pupils' spiritual, moral, social and cultural development is good. They are sensitive to the needs of others and try to better the lives of those less fortunate through charitable work. Pupils have an increasingly wide knowledge of what constitutes a healthy and safe lifestyle. Pupils learn about other faiths and have an understanding of what it means to live in a diverse, modern society. Attendance has improved since the previous inspection and is now satisfactory. Good social skills and average basic skills equip pupils appropriately for future success and well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Very good relationships and the clear expectation that pupils will achieve have a positive impact on progress. Teachers' subject knowledge is good and they use practical and creative activities especially well to bring lessons to life and to meet the different needs and abilities of pupils. Pupils who have learning difficulties and/or disabilities are taught well. Early intervention based on good tracking of progress and high quality support means that they achieve well. Teaching assistants contribute valuable skills and experience to the overall quality of learning. Their work with small groups and individuals is well focused and helps towards pupils' good progress. Nevertheless, there is not enough planned and regular challenge in the work set for some more able pupils. Marking is generally satisfactory but there is not yet consistent emphasis for older pupils on providing pointers for improvement as well as praise.

Curriculum and other activities

Grade: 2

The curriculum is good. It is lively and interesting for pupils and helps them to achieve well. This is a significant improvement since the previous inspection. All requirements are met and it is enhanced by the inclusion of French lessons. There is a good focus on basic skills and literacy is practised well across many subjects. Children in the Foundation Stage enjoy the exciting activities planned for them, including a good range of outdoor activities where they can fully develop their physical skills. Each year group has a creative curriculum day in each week. This is an outstanding feature and is greatly enjoyed by pupils. 'We want more Thursdays', which is their creative curriculum day, a group of Year 2 pupils agreed. There are also themed weeks, for example, in science and history, that help to embed links across subjects. Personal, social and health education is good. Pupils know and understand the importance of healthy lifestyles and positive relationships. They are prepared well to make the right choices about their personal well-being. The range of activities after school is good and provides many opportunities for pupils to develop their preferred skills and interests.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Staff ensure pupils receive all the support they need when they first arrive. They settle quickly as happy learners. Pupils make the most of their time at school and look forward to junior school by the time they leave. Adults prepare them well to lead healthy lives, both emotionally and physically. All staff take good care of pupils' personal needs and build their self-confidence. Pupils say they are happy to ask for help and parents comment that staff are always approachable. Staff provide good support for pupils with learning difficulties and/or disabilities. The school tracks the progress of all pupils diligently. This information is generally well used across the school. However, support is not consistent in helping some of the older pupils understand how to improve their work. Procedures for child protection and the safeguarding of learners are in place, along with the appropriate health and safety procedures.

Leadership and management

Grade: 2

Attendance and the curriculum have improved significantly and the school has successfully focused on improving writing. Effective leadership and management are evident in the improvements in standards of writing. Current improvement areas are well chosen, few in number and centred on pupils' progress or curriculum improvements. As a result, the school improvement plan is manageable and related to raising standards and the things that make a positive difference to pupils. The high level of teamwork among staff is important in ensuring effective implementation of what is agreed. Performance management is well established for all staff and they are positively encouraged to develop their roles. As a result teaching staff work together well to raise standards. Non-teaching staff make a good contribution to pupils' achievement. There is a good amount of lesson observation by senior staff and core subject leaders. Monitoring of lessons gives a clear overview of strengths and weaknesses, however, it lacks some rigour in its focus on the learning and progress of different groups of pupils. Consequently, while the vast majority make good progress, there are some more able pupils

who could do better. The governing body makes a satisfactory contribution. It provides a good level of support for the school but still has work to do in shaping its agenda to provide a high level of challenge for senior staff.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

| | |
|--|-----------------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall |
|--|-----------------------|

Overall effectiveness

| | |
|--|-----|
| How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners? | 2 |
| How well does the school work in partnership with others to promote learners' well-being? | 2 |
| The quality and standards in the Foundation Stage | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| The capacity to make any necessary improvements | 2 |
| Effective steps have been taken to promote improvement since the last inspection | Yes |

Achievement and standards

| | |
|--|---|
| How well do learners achieve? | 2 |
| The standards ¹ reached by learners | 3 |
| How well learners make progress, taking account of any significant variations between groups of learners | 2 |
| How well learners with learning difficulties and disabilities make progress | 2 |

Personal development and well-being

| | |
|---|---|
| How good is the overall personal development and well-being of the learners? | 2 |
| The extent of learners' spiritual, moral, social and cultural development | 2 |
| The behaviour of learners | 2 |
| The attendance of learners | 3 |
| How well learners enjoy their education | 2 |
| The extent to which learners adopt safe practices | 2 |
| The extent to which learners adopt healthy lifestyles | 2 |
| The extent to which learners make a positive contribution to the community | 2 |
| How well learners develop workplace and other skills that will contribute to their future economic well-being | 3 |

The quality of provision

| | |
|---|---|
| How effective are teaching and learning in meeting the full range of the learners' needs? | 2 |
| How well do the curriculum and other activities meet the range of needs and interests of learners? | 2 |
| How well are learners cared for, guided and supported? | 2 |

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

| | |
|--|-----|
| How effective are leadership and management in raising achievement and supporting all learners? | 2 |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 2 |
| How effectively performance is monitored, evaluated and improved to meet challenging targets | 2 |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 2 |
| How effectively and efficiently resources, including staff, are deployed to achieve value for money | 2 |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 |
| Do procedures for safeguarding learners meet current government requirements? | Yes |
| Does this school require special measures? | No |
| Does this school require a notice to improve? | No |

Text from letter to pupils explaining the findings of the inspection

Inspection of Adwick Washington Infant School, Doncaster, DN6 7LW

I am writing, on behalf of my colleague and me, following our visit to your school. Thank you for welcoming us to your school and for being so friendly and helpful. We were pleased to find out that you like your school. We enjoyed our visit and want to share with you what we found. We found that your school is a good one.

What we liked most about your school.

- You get off to a good start in the Foundation Stage and continue to make good progress through the school.
- The school cares for you well, based on treating you all as individuals.
- You are happy and feel safe at school.
- Your behaviour is good in lessons and around the school.
- Your teachers work hard to make your lessons fun.
- Those in charge of the school are good at their jobs.
- Your parents are pleased you come to this school.

What we have asked your school to do now.

- Make sure that the work is always hard enough for all of you in lessons.
- When other teachers come to look at your lessons, make sure they give enough attention to the things that improve your learning.

You are a credit to your school. Keep working hard and making the most of your time at school. We wish you every success in the future.