

Adwick Primary School

Stafford Road, Woodlands, Doncaster, South Yorkshire, DN6 7LW

Inspection dates 14–15 July 2015

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	Good	2
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- From their different starting points, all groups of pupils make good progress in reading, writing and mathematics. This is the case across all year groups.
- A much higher proportion of pupils reach the standards expected for their age compared with that at the time of the last inspection. A higher proportion than at that time also exceeds the expected standard.
- Teaching is good and sometimes outstanding. Teachers take account of pupils' individual needs. They regularly check what pupils understand and use the information effectively to plan activities.
- Teachers promote a positive atmosphere for learning and pupils are confident and interested. This leads to pupils' good attitudes to learning.
- Pupils conduct themselves well around the school. They are respectful to adults and there are sensible rules which pupils understand well. As a result, there is a calm atmosphere around the school and pupils feel safe.
- Pupils' attendance has improved consistently since the last inspection. The improvements are due to pupils' increased enjoyment of school and better attendance has supported their much higher achievement.
- Leaders, and the headteacher in particular, have worked effectively to make the necessary improvements to teaching. Training is effective and closely matches the needs of individual staff. This has led to much stronger practice in classrooms.
- Governors have reflected on their practice and have undergone training which has had a positive impact on their understanding of pupils' achievement. They now challenge leaders well and identify where there is any underachievement. This has supported leaders to make improvements in teaching and pupils' achievement.
- The provision in the early years is effective. Leaders and teachers respond well to children's specific needs and the indoor area is particularly well used to support children's development.

It is not yet an outstanding school because

- Pupils do not make outstanding progress because, while work is challenging, it does not always offer pupils the chance to make very rapid progress.
- The outdoor area for the early years is not as well developed as the indoor area. There is not equality of provision between the two areas.
- At times, the outdoor area for Key Stage 2 pupils does not offer enough opportunity for purposeful play. Equally, the leadership roles undertaken by pupils at social times are not always well organised or effective.
- At times, some pupils need more guidance as to how to present work neatly and clearly.

Information about this inspection

- The inspectors observed a range of lessons. Three lessons were observed jointly either with the headteacher or one of the deputy headteachers. There was an extensive scrutiny of pupils' work from each year group.
- Inspectors observed and spoke with pupils during lessons, at break times and at lunchtime. They also met formally with groups of pupils from Key Stages 1 and 2.
- Meetings were held with senior and middle leaders. A meeting also took place with members of the governing body and a representative from the local authority.
- Inspectors observed the school's work and looked at a range of documents, including pupils' work in their books, the school's arrangements for safeguarding, performance management procedures, and attendance data. Inspectors also looked at information about pupils' progress and attainment.
- Inspectors considered 15 parental responses to the online questionnaire (Parent View). They also considered the school's recent survey of parents' views, to which there were 140 responses. Inspectors spoke with parents as they brought their children to school. There were 28 responses to the staff questionnaires, which were considered by inspectors.

Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Steve Rigby	Additional Inspector

Full report

In accordance with section 13 (5) of the Education Act 2005 (as amended), Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

Information about this school

- This is a much larger than average sized primary school.
- The large majority of pupils are White British.
- A much lower than average proportion of pupils speaks English as an additional language.
- There is a much higher than average proportion of pupils who are disadvantaged. These pupils are supported through the pupil premium funding, which is additional government funding provided to support pupils who are known to be eligible for free school meals or who are looked after by the local authority.
- The proportion of disabled pupils or with special educational needs is well above average.
- Children enter the school in the Nursery class on a part-time basis. The large majority move into the Reception class in the school on a full-time basis.
- The school is organised on a split site, with Nursery to Year 2 on one site and Year 3 to Year 6 pupils on another site. The sites are around half a mile away from one another.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching to outstanding and, therefore, enhance pupils' achievement by making sure:
 - pupils are always set work that enables them to make the best possible progress
 - all pupils, and particularly less able pupils, have appropriate support to help them to present their work clearly and neatly.
- Improve the early years provision by:
 - ensuring that the space outdoors is used fully and matches the strong provision indoors, so children's learning inside and outside is of an equally high standard.
- Support consistently good relationships in all areas of the school by giving pupils appropriate opportunities to use equipment during break and lunch times, so that all are fully occupied and can pursue their particular interests freely.

Inspection judgements

The leadership and management are good

- Leaders have worked effectively to improve pupils' achievement, which is now good. The headteacher has communicated very clear high expectations, which the senior team and middle leaders have reinforced. As a result, teaching is much better than at the time of the previous inspection. In addition, pupils' behaviour has also improved.
- The leadership of teaching is strong. Leaders regularly monitor teaching and identify where improvements are needed. They also assess what training is needed so that individual staff needs are met. Staff report that training has improved significantly in the past year and they have felt it has led to better practice in the classroom, as well as improved outcomes for pupils.
- Leaders' evaluation of the school's performance is very cautious, although they are very clear about where improvements are needed and the impact the actions have had. Leaders are aware there have been rapid improvements since the previous inspection in pupils' achievement as a result of much better teaching.
- The appraisal of staff is robust. Any increases in staff salaries relate directly to pupils' performance. The headteacher and governors have made difficult decisions with regard to any underperformance. The improved academic outcomes are a consequence of teachers being held more fully to account for pupils' performance.
- The leadership of the provision for disadvantaged pupils is good and they make good progress. The pupil premium funding is used to provide extra support where necessary to improve pupils' outcomes. In addition, disadvantaged pupils have the chance to attend different events and to go on trips, paid for by the funding, so they have the opportunity to extend their learning outside the classroom.
- The leadership of the provision for disabled pupils and those with special educational needs is good. This represents a strong improvement since the last inspection and these pupils now achieve well. They are well taught and their needs are met by activities in lessons, as well as extra support provided by highly trained teaching assistants. One outcome of this support is that pupils with special educational needs are now more confident. They make a good contribution to class discussions and are keen to respond to teachers' questions.
- Leaders have ensured behaviour has improved over the past 12 months. A significant number of pupils at the school find it difficult to manage their feelings. These pupils have previously been involved in serious behavioural incidents and have been excluded for a time from school. However, thanks to improvements in the support provided, these incidents have reduced significantly over the past year and there have been no exclusions this term. At break and lunch times pupils use the resources provided well and, when equipment is provided, the play time is well organised to ensure all pupils have an equal chance to use the outdoor space. However, leaders do not always ensure equipment is available during break times for Key Stage 2 pupils and when this happens, a minority of pupils dominate the outdoor space. While pupils behave well, they report that they prefer it when equipment is provided, so they have access to a wider range of activities.
- The way in which the school makes links with parents is particularly strong. The school is very mindful of any difficulties families may experience. Leaders have employed a parent support advisor who communicates very well with all parents and supports them as needed. Parents are very positive about the way the school deals with them and are pleased with the evident improvements that have been made. This is a good example of how well leaders foster good relations.
- The primary school sports and physical education (PE) funding is used well. The number of sports played by pupils and the amount of physical activity in which they participate has increased. Outside school hours, pupils attend sports clubs and are involved in competitions locally.
- The curriculum is broad and balanced. The key skills of reading, writing, mathematics and oracy are regularly reinforced in all lessons. Pupils also have regular opportunities to develop spiritually, morally, socially and culturally through experiences such as circle time, when pupils discuss people's differences and learn about different religions and cultures. The school is aware of the dangers of prejudice and works effectively to dispel ignorance. As such, discrimination of any sort is not tolerated and there are positive relationships fostered between pupils. In this way, pupils are well prepared for life in modern Britain.
- Leaders promote equality of opportunity well, evidenced by the good achievement of different groups of pupils, and the closing of any gaps between the attainment of different groups of pupils. The school supports pupils as necessary and provides extra academic and pastoral support as well as enrichment opportunities, which are available for all groups of pupils, to ensure all pupils achieve well and are afforded experiences which they may not otherwise have.

- Pupils' work is assessed regularly and discussed between class teachers and leaders. This allows any underachievement to be identified early, and support is then provided to keep pupils on track. Equally, governors have sight of these assessments and understand them so they can challenge leaders, as appropriate and ensure there is no complacency about any identified underachievement.
- The school has a good relationship with the local authority, which has provided effective support to the school. The local authority has confidence in the school's leaders and ensured teachers have received training in order to improve their practice and raise pupils' achievement.
- The school's arrangements for safeguarding are robust, effective and meet statutory requirements. Staff have training on a regular basis so they understand how to keep pupils safe. Pupils say they feel safe and know how to keep themselves safe.
- **The governance of the school:**
 - Governors have worked effectively to make improvements to their practice since the last inspection. Good training has led to a much better understanding of their role and how to check pupils' achievement through the assessment data they receive. This means they challenge leaders, as necessary, which has ensured leaders are fully accountable for pupils' achievement and the rapid improvements that have been made.
 - Governors are aware of the funding the school receives to support disadvantaged pupils and rightly believe the funding is spent well, to improve the outcomes for these pupils. They check the impact of the use of the funding and this allows them to make this accurate assessment.
 - Governors have a full understanding of the appraisal system and use it to ensure teachers and leaders are fully accountable for their targets and pupils' outcomes. They have been willing to make difficult decisions around increases in staff salaries, as required.
 - Governors manage the finances of the school well. This has led to good training for teachers, teaching assistants and leaders and has had a positive impact on pupils' achievement.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. When moving around the school and in lessons, pupils conduct themselves well, listening carefully and following instructions. This means little time is wasted between activities and pupils make the most of their time in class.
- Pupils enjoy their learning and demonstrate an ability to work independently. They discuss their work with peers if they have difficulties and often are successful in finding answers for themselves, before checking with the teacher.
- Overall, in and around school, pupils behave well. This is also the case when pupils go out to play. However, when equipment is not provided at break time, which happens once or twice per week, a small minority of pupils dominate the play area. While there is no poor behaviour, some pupils become bored during this time. In contrast, when equipment is provided, which is the case most break times, there is good organisation of the outdoor space and different groups of pupils play well together. Pupils report that they prefer it when equipment is provided because their interests are met and they get the chance to try different games.
- Pupils are proud of their school and this is seen in the way they want to take on leadership roles. Some pupils who have these roles are not always clear as to how to help other pupils and lack training. However, others who are well trained ensure that they make a good contribution to school life. For example, play leaders help younger pupils at break time, and members of the school council represent their peers' views in discussion with staff.
- Most pupils present their work well, a significant improvement since the previous inspection, showing the higher expectations teachers now have of pupils. A small minority of pupils sometimes struggles to set their work out clearly. This is not because they are dismissive of the importance of their work, because they work hard, it is because they have not had enough guidance about how to set work out clearly.
- Pupils' attendance is now good, having improved consistently over the last 18 months. In addition, pupils are punctual, demonstrating their positive attitudes to learning. This is having a positive impact on the progress pupils are now making.
- There is little low-level disruption and there are fewer serious behaviour incidents than seen previously. The school supports some pupils with behavioural needs and they have received specialist support both in and out of school. This has led to these pupils managing their feelings in a much more positive way having learnt strategies to control their emotions.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel safe and have a good understanding of why they feel safe. They know how to keep themselves safe in a variety of situations, and are given a lot of information about using the internet in lessons and through special events.
- There are special events which focus on pupils being safe. For example, as pupils prepare to go on holiday for the summer, local police officers teach the pupils about how to keep safe in their locality, for example, near railway lines.
- Pupils are aware of different forms of bullying, including prejudiced-based and cyber bullying. The school ensures pupils are fully aware of different people, communities and cultures, and helps them to understand that diversity is to be celebrated rather than feared or distrusted.

The quality of teaching

is good

- Good teaching is having a positive impact on pupils' achievement. This is because teachers check pupils' understanding very regularly and use these checks to address pupils' misconceptions and any gaps in their knowledge. Teachers plan lessons well, giving different groups of pupils challenging activities, based on their level of understanding and previous learning.
- Pupils are expected to work hard and enjoy the very challenging work given to them. On most occasions, teachers provide activities which make pupils think deeply and to work increasingly independently. This has led to pupils behaving well in class, because they are engaged and interested in the work they do. Occasionally, the work set does not always ensure pupils make their best possible progress.
- Pupils' work shows they make good progress over time. This is helped by teachers' regular marking which allows them to check pupils' understanding. Teachers give pupils feedback which is relevant to their work and level of understanding. Because of the clear advice given, pupils always respond to the feedback and use it to make improvements or correct errors. This is having a particularly positive impact on improving the accuracy of pupils' spelling and use of grammar and punctuation.
- Teaching assistants are well trained and class teachers deploy them well to support individual pupils and groups of pupils. This has a particularly positive impact on pupils who have needed extra support, such as the less able and those who have special educational needs. These adults have also worked well with disadvantaged pupils, whose progress has been slow previously and who need support to reach the expected levels in reading, writing and mathematics. As a result of the work of able teaching assistants and effective planning by teachers, different groups of pupils achieve well. However, there is still further work to do to ensure that pupils, especially the less able, are helped to present their work neatly and clearly.
- The teaching of literacy is good. Teachers attend to pupils' spelling and use of punctuation and grammar regularly across all subjects and this has supported improvements in these aspects. There has been a strong focus on pupils' reading, which has led to a much higher proportion of younger pupils now reaching the expected level in the Year 1 check on their understanding of letters and the sounds they make (phonics). For older pupils, phonics is taught well to ensure any gaps in their reading skills are now being filled rapidly, so that they can progress to the standard expected for their age. Consequently, pupils are now making good progress in reading and, for the first time, the proportion of pupils reaching the expected standard at Key Stages 1 and 2 is above the national average.
- Equally, mathematics is taught well. Teachers provide regular opportunities for pupils to solve problems and take part in investigating mathematical concepts. This is evident in mathematics lessons and reinforced in other subjects, such as science and geography.
- Improving pupils' oral communication is a key priority for teachers. Pupils are questioned skilfully and frequently by adults. Adults give pupils the time to give full answers and encourage this if pupils offer only basic responses. This is helping pupils to become confident communicators. This is having a particularly good impact on the achievement of those pupils who previously had difficulty writing at length. Pupils enjoy the opportunity to talk about their ideas before putting pen to paper and it is helping them to become better writers.

The achievement of pupils

is good

- Pupils achieve well and make good progress. At the time of the last inspection, pupils' achievement was inadequate. In the 18 months since that inspection, pupils' progress has been much stronger. This has meant that the low standards seen at the time of the previous inspection are no longer apparent. Pupils at

the end of each key stage are now much better prepared for their next stage of learning.

- High proportions of pupils at the end of Key Stages 1 and 2 are now achieving expected levels for their age in reading, writing and mathematics. Increasing proportions are also reaching standards above expected levels. In some classes, especially in Years 5 and 6, progress has been very rapid over the past 12 months.
- Pupils' reading skills are good. A much higher proportion of pupils now reach the expected standard in the end of Year 1 check on their phonic knowledge. The proportion is now average having been significantly below average in previous years. This gives pupils a solid foundation for developing good comprehension skills and a passion for reading in Year 2. Pupils' reading skills are further enhanced through the opportunities to use the school's resources and the local library on a regular basis.
- The most able pupils make good progress and achieve well. In some classes, their progress is outstanding. As a result, they are increasingly reaching the higher levels in reading, writing and mathematics.
- Disabled pupils and those who have special educational needs achieve well. The school monitors their progress closely to ensure their specific needs are met effectively by teachers.
- In 2014, disadvantaged pupils in Year 6 were around a year behind their peers in school in reading, writing and mathematics. When compared with other pupils nationally, disadvantaged pupils were about five terms behind in mathematics and reading and a year behind in writing. The unvalidated 2015 test results and recent teacher assessments indicate that, this year, Year 6 pupils have reached higher standards this year. This data also shows gaps between the attainment of disadvantaged pupils and that of others in the school have narrowed significantly in reading, writing and mathematics.

The early years provision

is good

- Children in the Nursery and Reception classes receive effective provision overall. From their different starting points, which are often lower than typically seen, children make good progress and a higher than average proportion have reached a good level of development this year.
- Teaching is good and this is why children make good progress. Their needs are understood well by staff and the checks teachers make on children's development enable them to plan purposeful activities that children enjoy. Teachers adjust their planning to suit the needs of different groups of children, including disadvantaged children and those with special educational needs.
- Many children join the early years with particularly weak speaking and listening skills. This means teachers and leaders have made this a priority for improvement and much is done to organise children's learning around their oracy development. As a result, by the time the children leave the early years, they demonstrate strong oracy and social skills.
- Leadership of the early years is good. Leaders have ensured that staff are well trained and have implemented the areas for improvement identified at the time of the previous inspection. The indoor provision in the unit is strong with lots of opportunities for children to learn in a variety of ways. Learning in the outdoor area is not as effective and needs further development. The staff make good use of available equipment and there is a good amount of space, but a lack of resources limits the range of activities in which children can engage.
- Children behave well. They understand routines, which are established well, and are clear about what is expected of them as they move around different areas confidently. There is a calm and purposeful atmosphere. Children feel safe and trust the adults who, in turn, care for them and want the best for them. Teachers and leaders have created a positive climate for learning and children respond well.
- Leaders have developed strong links with parents and offer regular opportunities for them to come into the early years to see their children learning and to work with them. This helps parents to understand how to support their children at home in practical ways, as well as understanding the importance of this.

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	106670
Local authority	Doncaster
Inspection number	462626

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	413
Appropriate authority	The governing body
Chair	John Deans
Headteacher	Sharon Hutchinson
Date of previous school inspection	14 January 2014
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