

# Richard Wakefield CofE (VC) Primary School

Burton Street, Tutbury, Burton-on-Trent, DE13 9NR

**Inspection dates** 28–29 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Outstanding	1
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.

- This is an improving school. Teaching is improving because leaders, including governors, have high expectations of staff and pupils and they manage teachers' performance well.
- As a result of good teaching, pupils achieve well across a range of subjects including reading, writing and mathematics.
- Teaching supports and challenges the pupils and encourages them to work hard and find things out for themselves.
- Children make good progress in Nursery and Reception. They develop early reading, writing and number skills which prepare them well for the next stage of their learning.
- Behaviour is outstanding. It is calm, caring and purposeful and helps to make the school a happy and safe place for everyone. Staff, pupils and virtually all parents agree.
- British values run through all of the school's work. Pupils understand them and know they are there to help society function in an orderly manner.
- Parents are very satisfied with the school. They and their children say that the school keeps its pupils safe. Pupils are well aware of the dangers associated with using the internet and mobile phones.
- The provision for disabled pupils and those who have special educational needs is outstanding. As a result, some of these pupils make excellent progress.
- Governors know the school well. They support and challenge it in equal measure to make sure it is doing its best for the pupils.

### It is not yet an outstanding school because

- Pupils do not complete enough long pieces of writing to show their good writing skills off to the full.
- There are not enough examples of writing in displays for pupils to see what they might aspire to.
- Occasionally, the most-able pupils do not get difficult enough work to do in lessons.

## Information about this inspection

- Inspectors observed learning in parts of 17 sessions. The headteacher joined inspectors for three of these observations.
- Inspectors sampled sessions where phonics (the sounds linked to letters) were being taught. They analysed the work in pupils’ books and talked to pupils formally and informally about their work and about the school. Inspectors observed pupils’ behaviour at play and lunchtimes. They listened to some pupils reading.
- The views of the 55 parents who responded to Ofsted’s online questionnaire, Parent View, were taken into account. Inspectors also gained the views of parents directly as they brought their children to school. The 18 responses to the questionnaire for staff were also considered.
- Inspectors scrutinised a wide range of documentation including the school’s data on current pupils’ progress, its self-evaluation document and the school improvement plan. Other planning and monitoring documents were also evaluated including those relating to teaching, safeguarding, behaviour and attendance.
- Discussions were held with senior and other leaders, four governors, various members of staff and a representative of the local education authority.

## Inspection team

Doris Bell, Lead inspector

Additional Inspector

Richard Waldron

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- The proportion of disadvantaged pupils for whom the school receives pupil premium funding is average. This funding is for looked after children and/or those known to be eligible for free school meals.
- The proportion of disabled pupils and those who have special educational needs is average.
- Most pupils are from White British backgrounds.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Children attend the Nursery part time and Reception full time. Currently, there are only two children in the Nursery. During the inspection, both were absent due to illness.
- The present headteacher took up post in September 2014. At the same time, the assistant headteacher was promoted to the role of deputy headteacher.
- The school is part of the Burton Cooperative Learning Trust, a group of schools that work together to support each other with school improvement.
- A privately-run before- and after-school club uses the school site. It is inspected separately.

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

- Raise achievement in writing by:
  - giving pupils more opportunities to produce longer pieces of writing so that they can practise the skills they need to help them to do better in the national tests
  - providing examples of good writing around the school to which pupils can aspire.
- Ensuring the most-able pupils always have more demanding work to do so that they can make faster progress and reach the higher standards of which they are capable.

## Inspection judgements

### The leadership and management are good

- By placing a high priority on impeccable behaviour and good teaching, the headteacher, governors and other leaders and managers have created a calm, secure and purposeful learning environment in which pupils can flourish personally and academically.
- Strong teamwork among the staff and working with other schools are key factors in the improvement that has taken place since the previous inspection. Parents are very satisfied with the school. Pupils are proud of their work and staff talk about being pleased and proud to be part of the school's journey of improvement.
- The leadership of teaching is strong. Senior leaders and those who lead different subjects and aspects of school life play their part well in monitoring the quality of teaching and its impact on pupils' learning. They check learning regularly and hold staff to account for how well their pupils are doing.
- The school's own evaluation of its effectiveness is accurate. It informs the school improvement plan which, in turn, influences the targets set for staff as part of the management of their performance. The plan has clear steps against which the school can measure how well it is doing. Targets set for staff are followed up with support and training. All of this is helping to improve teaching and learning.
- The leadership of the provision for disabled pupils and those who have special educational needs is outstanding. The recently updated national guidelines have been implemented exceptionally well and every aspect of the provision for these pupils is closely monitored.
- Leadership of the early years is good. As a result, effective learning takes place indoors and out and the provision has improved since the previous inspection.
- The school has planned for the new National Curriculum well. The curriculum covers all subjects and makes a strong contribution to pupils' spiritual, moral, social and cultural development and to their understanding of British values. The school successfully teaches pupils that any form of discrimination is wrong. It promotes equality of opportunity well and ensures that pupils understand that they have rights but that those rights bring with them responsibilities.
- Elections to the school council, and the various responsibilities that pupils hold, give them an understanding of democracy and the importance of contributing positively to their community and to society. The school also ensures that pupils understand that actions have consequences and that rules, including the rule of law, are there to safeguard them. In this way, pupils are well prepared for life in modern Britain.
- Well-chosen topics interest and engage the pupils and enable them to see how learning in one subject can help them in another. Basic skills, including writing, are taught in different ways in different subjects. However, there is not enough emphasis on requiring pupils to produce longer pieces of writing. The school has established procedures to assess pupils' progress without National Curriculum levels. It is using them well.
- Pupil premium funding is used effectively to enable disadvantaged pupils to learn well and participate fully in everything the school has to offer. The school can pinpoint the impact the funding has on the learning and personal development of individual pupils. The good range of clubs and extra-curricular activities, visits and visitors enrich the curriculum for these and all pupils and add to their enjoyment of learning.
- The primary physical education and sport premium is used well. It has enabled the school to increase the range of sports available to the pupils and the opportunities for pupils to take part in competitive sport, as well as to train staff to teach physical education and sport more effectively.

- The school is very vigilant in respect of safeguarding. Procedures, including those for child protection, meet current requirements and all training is up to date. The checks made on visitors are very robust, the school site is secure and health and safety are attended to well. Risk assessments are undertaken for all activities and fire drills and electrical testing are kept up to date.
- Following the previous inspection, the local authority provided intensive support for the school and the school used that support well. As a result, it has improved and has the capacity to continue to do so. The local authority recognises this and is now reducing its support.
- **The governance of the school:**
  - Governance is good. Governors are rigorous in their approach to monitoring the work of the school and challenging it to do better. They know the school well and they hold it to account robustly. To do this they make good use of data, which they understand well, and of the information they glean from visits and from the headteacher’s comprehensive reports.
  - Governors contribute effectively to school improvement planning and school self-evaluation. They use their expertise well to check on different aspects of the school’s work, for example finance and the provision for disabled pupils and those who have special educational needs.
  - Governors ensure the school meets all statutory requirements. They are very knowledgeable about the quality of teaching and about how teachers’ performance is managed. They understand the criteria used to determine whether or not a salary increase should be awarded. They support the headteacher well in making decisions about pay based on performance and in tackling underperformance.

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

### **Behaviour**

- The behaviour of pupils is outstanding. This and their extremely positive attitudes to learning are major factors in helping them to make good progress. Pupils want to succeed and they apply themselves exceptionally well to their learning.
- Pupils are respectful and caring towards others and they accept and celebrate each other’s differences. These attributes help them to understand the British values of tolerance and respect.
- Working as part of a team, pupils complement and support each other with their learning. They want themselves and others to succeed. Around the school, they are polite and mannerly, readily holding doors open or standing aside on corridors to let others pass. Lunchtimes are happy, sociable occasions during which pupils play amicably together.
- Pupils take great pride in their work. Their books are neat and tidy, handwriting is well-formed and legible, and mathematics work is set out precisely. Pupils respond well to the excellent guidance they receive from staff and work hard to improve their learning. They have a strong work ethic.
- The range of opportunities for pupils to take responsibility is extensive and pupils respond extremely well to them. Pupil leaders, play leaders and school councillors understand the differences between their roles and they fulfil them well, as do the head girl and boy. All are proud to have been chosen to help and represent their classmates and the school.
- Detailed, comprehensive systems are in place to monitor and evaluate behaviour and attendance. The vast majority of pupils attend regularly and on time. They come straight into school and settle to work immediately, their teachers having planned start-of-day tasks that get their brains working as soon as they arrive.

### **Safety**

- The school’s work to keep pupils safe and secure is outstanding. Safeguarding procedures are very robust and the premises are secure. Health and safety are given high priority. Trained play leaders and adults keep a watchful eye on what is happening at play and lunchtimes so that risks are minimised and the good range of play equipment is used safely.

- Parents who spoke to the inspectors could not recall hearing of any bullying and neither could the pupils. They are aware of, and, along with the pupil leaders and staff, have been involved in the recent anti-bullying initiative. Pupils know the different forms that bullying can take, including cyber-bullying. They acknowledge that there has been a small amount in the past, mostly name-calling, but they are very clear about what they should do about it.
- Parents are very pleased with safety at the school. They confirm that the school keeps their children safe and secure, and teaches them how to keep themselves safe. They and the pupils appreciate the small number of school rules, which the pupils helped to draw up, and what happens if pupils break them. Parents support the school well.
- Pupils know how to keep themselves safe when using the internet and mobile phones, and they are aware of the dangers associated with using social media sites. The school works closely with the local secondary school to provide pupils with further clear guidance at the time of transfer to give them the best possible chance of staying safe once they leave.
- Behaviour logs record detailed information of all behavioural incidents. They show that all are treated equally seriously and dealt with effectively. Pupils acknowledge the role the staff play in ensuring their safety. They are confident that, if an issue arises, any member of staff will help them.

### The quality of teaching

is good

- Good teaching inspires pupils. It engages pupils' interest, involves them in their learning and increases their developing knowledge and understanding across different subjects. Pupils feel they achieve well because their teachers constantly encourage them to do their best. Their parents agree and much of this is evident in school, particularly in the work in pupils' books.
- Teaching is particularly strong in Years 5 and 6. Here, pupils are very successfully encouraged to think for themselves, make decisions about their work and apply their learning in variety of different contexts. They rise to these challenges exceedingly well.
- Staff explain clearly to pupils what they are expected to learn. In lessons, they increase the level of challenge and adapt activities in response to how well pupils are progressing. Teachers' questioning probes and deepens pupils' understanding and moves their learning on. In most instances, support staff do the same so that they, too, help the pupils to learn well.
- Phonics is taught in an enjoyable way that enthuses pupils and helps them remember what they have learned. Staff help pupils to see how reading helps with all of their learning. They encourage pupils to use books to read for pleasure and books and the internet for research. Reading, writing and mathematics are taught well and staff encourage the pupils to use their literacy and numeracy skills in different subjects.
- Teachers are mindful of the additional support that disadvantaged pupils, and disabled pupils and those who have special educational needs, require. They ensure that these pupils receive the right degree of help and they take care to involve them in all parts of a lesson. Support staff make a good contribution to this help.
- Marking and the feedback given to pupils about their work are excellent. Pupils readily explain the systems used. They fully understand them and are proud to show examples of where they have acted on the advice given, met a new target, or proved that they have understood what they have been asked to do. All of this is a major factor in their increasingly good progress.
- The effective way in which teachers use the information they have about pupils' learning means that activities are usually accurately pitched so that work is challenging but not overly so for all ability groups.
- Occasionally, activities do not extend learning enough for the most-able pupils. Consequently, these pupils do not always make as much progress as they might, especially in writing. This causes the proportions of

pupils reaching the higher levels of attainment in writing to fall behind those in reading and mathematics. The school is starting to tackle this issue by adapting the scheme it uses for literacy more effectively to meet its needs.

### The achievement of pupils

is good

- Children start school with literacy, numeracy and personal development skills that are typical for their age. In 2014, the proportion of children reaching a good level of development rose to just above the national average signalling good progress.
- In 2014, although average overall, standards rose in reading, writing and mathematics in both Year 2 and Year 6. In Year 6, they were above average in reading and mathematics. Evidence from pupils' work in school, and from the school's tracking of pupils' progress, shows that, as a result of improved teaching, the school is on course to improve on last year's results at both key stages.
- The results of the phonics screening check for pupils in Year 1 rose in 2014 to just above average. Pupils start to learn how letters and sounds combine to make words in Reception. Pupils in Years 1 and 2 use their knowledge of phonics well to help them read, write and spell. Throughout the school, pupils enjoy reading. They read widely at home and at school and understand how reading helps their learning.
- Pupils rise well to the constant challenges set for them in mathematics to use their skills to solve problems. This was evident as Year 2 pupils learned, for example, that two times seven is the same as seven times two, and Year 6 pupils explored the relationship between two and three digit numbers. Work set at different levels of ability, combined with probing questioning and open-ended tasks, are ensuring that pupils gain a secure understanding of difficult concepts before moving on to new work.
- Pupils' books show good progress in writing and in mathematics. By Year 6, pupils understand how to write in different styles, for different audiences and purposes. They also use their writing skills well in different subjects.
- Pupils' handwriting is neat, tidy and easy to read. However, pupils do not have enough time or opportunity to produce longer pieces of writing on a regular basis to give them the practice they need for the writing tests. This results in the proportion of pupils reaching the higher levels in writing being lower than it needs to be in this school.
- Disabled pupils and those who have special educational needs make good progress. An increasing proportion are making even greater progress. This is because the targets set for them are checked regularly to ensure they are relevant for their needs and teaching and support staff break their work into smaller steps so that they can see their own progress.
- The most-able pupils almost always have more difficult work to do, although, occasionally, in some classes, they still have to do the same as all other pupils and this hinders their progress. Nevertheless, more of these pupils are working at higher levels now than has been the case in the past.
- Pupils who are eligible for the pupil premium make good progress by Year 6. In 2014, they were three-and-a-half terms behind other pupils in the school in mathematics but only one term behind other pupils nationally. In reading, they reached similar standards when compared with other pupils in school and were one term ahead of other pupils nationally. In writing, they were four terms behind other pupils in the school and three terms behind other pupils nationally. Evidence in school shows that the gaps between these pupils and other pupils are narrowing, albeit slowly. Governors are determined that the gaps will be closed.
- Pupils are thoroughly enjoying the wider range of physical education and sports activities available to them. The uptake of clubs is good and pupils are proud of their successes in competitive sport.
- Pupils leave this school well prepared for the next stage of their education and with a strong work ethic that bodes well for later life.

**The early years provision is good**

- Good leadership and management have ensured that provision in the early years has improved since the previous inspection, especially in relation to outdoor learning. Staff use the now well-resourced outdoor area effectively to promote learning.
- Teaching is good and staff plan learning activities well. They sometimes lead the activities and, therefore, the children's learning to ensure that children acquire basic skills. At other times, the children select activities for themselves and staff support their learning within them. The planned activities feed the children's inquisitive nature and stimulate their interest, making them want to find out more about the world around them.
- Children quickly build the resilience and independence they need to help them learn well when they move to Year 1. For example, they persevered with throwing hoops until they landed on the correct number when they were playing hopscotch outside. In this activity, they reinforced their understanding of number and showed good ability to share, take turns and listen to each other.
- Children enjoy sharing books and learning to read and write. They make good progress in writing, as was evident in the sentences they wrote about the 'wiggly worm' as part of their minibeast topic, and as they re-told the story of the Gingerbread Man.
- The children's writing books and their 'learning journeys', with annotated photographs and written assessments, show their good progress. They also demonstrate the accuracy of assessments and show that assessment information is used effectively to determine the next steps in each child's learning. Parents are fully involved in their children's learning and they keep the school well-informed about how and what their children are learning at home. The school supports them well in this.
- Children communicate well with each other and with adults, and they learn to reason things out for themselves. They learn to understand rules and follow instructions so that they are safe, and they behave well from the moment they come to the school.

## 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>	124281
<b>Local authority</b>	Staffordshire
<b>Inspection number</b>	462552

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>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	179
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alex Grady
<b>Headteacher</b>	Simon Webster
<b>Date of previous school inspection</b>	1 May 2013
<b>Telephone number</b>	01283 239230
<b>Fax number</b>	01283 239230
<b>Email address</b>	office@richardwakefield.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

. If you would like Ofsted to send you a copy of the guidance, please telephone [0300 123 4234](tel:03001234234), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and *inspects* to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone [0300 123 4234](tel:03001234234), or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: [0300 123 4234](tel:03001234234)  
Textphone: [0161 618 8524](tel:01616188524)  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

