

Wrenthorpe Primary School

Imperial Avenue, Wrenthorpe, Wakefield, West Yorkshire, WF2 0LW

Inspection dates 8–9 April 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Pupils' achievement has improved significantly since the time of the last inspection and is now good.
- Pupils are now making good progress in their reading, writing and mathematics and reach above-average attainment by the end of Year 6.
- Pupils who are supported by the pupil premium funding make outstanding progress in reading and mathematics and good progress in their writing. As a result, gaps in how well they are doing compared to others in the school are closing quickly.
- The quality of teaching has also improved and is now consistently good. There are examples of outstanding teaching.
- Teachers have a good knowledge of the subjects they teach and use resources creatively to support pupils' learning.
- Pupils have positive attitudes to their work, which are a significant factor in the good progress they are making in their lessons.
- Leaders have a clear understanding of what is working well and what could be better still. Since the time of the last inspection, their actions to raise achievement and improve the quality of teaching have been successful.
- Governance is very effective. Governors have developed robust procedures to monitor the school's work and have set aspirational targets for improvement. They offer support and challenge in equal measure.

It is not yet an outstanding school because

- The proportion of pupils who are making better than expected progress is good overall, but higher in some classes than others.
- Occasionally, teachers do not check pupils' understanding thoroughly enough during lessons. As a result, those who have understood a task and are capable of moving on in their work are held back.
- The quality of marking has improved but could be better still. Some marking still only praises pupils' efforts rather than clearly explaining what is needed to improve their work.

Information about this inspection

- Inspectors observed 24 lessons or small-group activities, of which two were conducted jointly with the headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils about their work in lessons, looked at books, listened to pupils read and met with a group of pupils from Years 4, 5 and 6.
- Inspectors considered the 19 responses to the online survey (Parent View) and also spoke to a number of parents during the inspection.
- Inspectors also took account of the eight inspection questionnaires returned by members of the school staff.
- Inspectors observed the school’s work, looked at progress data, performance-management information and records relating to behaviour and safety as well as documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector
Juliet Demster	Additional Inspector

Full report

Information about this school

- The school is similar in size to an average-sized primary school.
- The proportion of pupils who are eligible for support through the pupil premium is below average. The pupil premium is additional government funding provided for children who are looked after by the local authority, those from service families, and those known to be eligible for free school meals.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is below average.
- The proportion of pupils from minority ethnic groups is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- Since the time of the last inspection, school leaders have been receiving support from the Outwood Academy pyramid of schools.

What does the school need to do to improve further?

- Further improve teaching so that more pupils make better than expected progress, by:
 - making sure teachers check more carefully on pupils' progress during lessons so that those who understand the work can move on quickly to more challenging work
 - improving consistency in the quality of marking, so all pupils receive clear guidance about what they need to do to make their work even better.

Inspection judgements

The achievement of pupils is good

- Most children start the Early Years Foundation Stage with skills that are typical for their age, but this can vary from year to year. By the end of the Reception Year, the majority have reached a good level of development and are well prepared to start Key Stage 1.
- In 2013, the proportion of pupils in Year 1 who read as well as expected improved and was above average. Those that did not read to the same standard responded well to additional support and have now caught up with others.
- Attainment by the end of Year 2 is broadly average in reading, writing and mathematics. Predictions for 2014 are higher, due to the increasingly good progress being made, which is clearly evident in pupils' books.
- By the end of Year 6, attainment in reading, writing and mathematics has been rising and is now significantly above average. Attainment in reading is exceptionally high.
- School data, lessons observed and work seen in pupils' books shows that the proportion of pupils making good progress is improving and now close to average, although this can vary from class to class. For example, over half the pupils in Year 6 make better than expected progress, but only a quarter of pupils in Year 5 do as well.
- The most able pupils make good progress in reading, writing and mathematics. In a growing number of classes their progress is outstanding.
- Younger children can use what they know of sounds and letters well and positive attitudes to reading are developed at an early age. Older pupils enjoy reading a wide range of literature and their comprehension skills support their progress in other subjects, such as history.
- The school has effectively focused on improving pupils writing. Pupils are given many opportunities to write at length across a wide range of subjects. This is also underpinned by a much more consistent focus on developing pupils' grammar, punctuation and spelling.
- Pupils make good progress in their mathematics, because they now have a firm grasp of the basic skills and can apply them to a range of problem-solving activities, which challenges them to think hard about what they know and understand.
- Pupils who are supported by the pupil premium funding, including those known to be eligible for free school meals, make excellent progress in their reading and mathematics. Their progress in writing is securely good, but not yet outstanding. This is because not enough pupils are making better than expected progress in this subject. In 2013, pupils supported by the pupil premium funding left school with levels of attainment seven months behind others in school. This year, that gap continues to close quickly.
- Pupils who are disabled or who have special educational needs are also supported very well and they too make excellent progress in reading and mathematics. Their progress in writing is also securely good but the proportion making better than expected progress is not better than average.
- The proportion of pupils from minority ethnic groups is growing. Many have a lower level of attainment than other pupils when they start school. Pupils are helped to settle quickly and soon make the same good progress as others. This is one example of the school's commitment that all pupils achieve their best, discrimination is tackled and pupils are provided with equality of opportunity.

The quality of teaching is good

- Since the time of the last inspection, teaching has improved significantly and is now securely good, and some is outstanding.
- Children in the Early Years Foundation Stage benefit from a nurturing and supportive environment. The outdoor provision has improved and children are happy to play together.

- Across the school, teachers have a good knowledge of the subjects they teach. They know how to make lessons exciting and pupils are keen to explain that things are, 'much, much better now' than at the time of the last inspection.
- Teachers make sure that there are effective links between subjects. For example, pupils in the mixed Year 1 and 2 class enjoyed writing their own version of *The Billy Goat Gruff* story and then designed and built their own bridges to see how much weight they could hold.
- Teachers have also been effectively developing ways to capture the imagination of boys to encourage their writing. For example, pupils in Year 3 enjoyed reading the *Harry Potter* story and then designing their own 'Marauder's Map' of Wrenthorpe School. This not only supported their skills in geography and mathematics, but also fired their imagination to write some excellent descriptions.
- Improvements in the way mathematics is taught are making a very positive difference to how well pupils are able to apply what they know to a range of problem-solving tasks. However, in a minority of lessons, pupils spend too long repeating work, even though they have clearly understood what they are meant to have learnt and are ready to move on.
- Teachers have placed a great emphasis on pupils presenting their work to a very high standard. Pupils are obviously very proud of their work. On occasions, however, the time pupils take to present their work carefully limits how much they achieve in lessons.
- Well-trained and highly effective teaching assistants make a valuable contribution to pupils learning. They are very clear about what is to be achieved in a given time and use questions well to both consolidate and to extend pupils' understanding. This additional help is particularly effective when supporting the most able pupils, those with a disability and those who have a special educational need, as well as those who are supported by the pupil premium funding.
- The quality of teachers' marking has improved but could be better still. Teachers offer praise and encouragement, recognising pupils' efforts to improve the presentation of their work. However, not all teachers provide clear enough guidance for pupils so that they understand what steps are required to improve the quality of their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They settle quickly in lessons and display positive attitudes to their work. This makes a significant contribution to the good progress they are now making.
- Pupils are keen to live up to teachers' high expectations of their behaviour and work. For example, in an excellent Year 3 mathematics lessons, pupils were working equally well with the teacher, the teaching assistant or by themselves. The teacher has developed such positive relationships that pupils are confident to express what they are finding difficult without fear. This enabled the teacher to respond very quickly, ensuring the level of challenge was just right for each pupil.
- Good behaviour was observed at playtime and during the lunch break. Pupils were keen to point out that this was typical.
- They are very well informed about all types of bullying and say that it rarely happens, but if it does, 'our teachers are very quick to help us sort things out'.
- The number of pupils excluded in the past was high. This figure has been falling and now exclusions are rare.
- Pupils enjoy coming to this improving school and attendance is once again above average for the majority of pupils. The proportion of pupils who are persistently absent is also falling, but remains above average. The majority of pupils take pride in their school, arrive on time and are smartly dressed.
- The school's work to keep pupils safe and secure is good. Pupils are taught how to keep themselves safe, for example, when using the internet. Careful records are kept by the school regarding pupils' welfare. Risk assessments are made and leaders respond quickly to any concern raised.

The leadership and management are good

- The headteacher has led the school with a gentle determination since the time of the last inspection and is ambitious that this improving school becomes better still. She offers teachers, pupils and parents a clear vision for the future.
- The headteacher has built an effective senior leadership team and together they have recently appointed high calibre staff.
- The headteacher, together with the assistant headteacher, has developed effective systems for managing staff performance. Lessons are checked regularly and feedback given, identifying where improvements are needed. Staff say they are very well supported and appreciate the training they receive.
- Systems to enable the school to judge how well it is doing are robust, accurate and inform school improvement plans, which focus on the correct broad priorities. However, leaders are aware that these plans now require a sharper focus on setting targets for the achievement of specific groups of pupils.
- Middle leaders have benefitted from ongoing training and have a good understanding of what is working well and what needs further improvement.
- The Early Years Foundation Stage leader has overseen improvements to provision, but recognises how these resources could be used better still. Plans are in place for better use of these new resources.
- The pupil premium funding is used well and leaders work effectively to ensure different groups have an equal chance to succeed.
- Leaders have ensured that the new primary school sports funding is being used to increase opportunities for pupils to take part in competitions and after-school clubs, as well as to improve the quality of physical education lessons during the school day.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils enjoy playing a range of musical instruments and singing in the choir. They develop into mature young people by the time they transfer to secondary school.
- School leaders have developed an effective partnership with the Outwood Academy pyramid of schools, which has supported improvements since the last inspection.
- The local authority offers very effective support, which is appreciated by leaders at all levels.
- **The governance of the school:**
 - The governing body is very well informed. It challenges school leaders and holds them robustly to account for pupils' achievement. It compares how well the school is performing against others nationally. Governors are strong supporters of the school. They understand the headteacher's vision for the school and value her leadership. They have an accurate knowledge of the quality of teaching and its impact on pupils' learning, because they visit school regularly and speak to pupils about their experience of school life. They oversee the performance management of staff effectively and ensure pay awards are only made when targets have been met. Governors check carefully on the use of additional funds, pupil premium funding for example, and ensure good value for money. They also check that safeguarding arrangements are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	108226
Local authority	Wakefield
Inspection number	442202

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	253
Appropriate authority	The governing body
Chair	Andy Scholey
Headteacher	Jane Coyle
Date of previous school inspection	27 November 2012
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