

Wentworth School Teaching and Learning Review

18th February 2016

On behalf of Sheffield Diocese

School Improvement Reviewer: Andrew Clark

Head Teacher: Sally Armstrong

URN 106929

Contextual Information

The school is smaller than an average-sized primary school with approximately 121 pupils on roll. The proportion of disadvantaged pupils (eligible for pupil premium funding) is well below average. The proportion of disabled pupils or those with special educational needs is below average. The large majority of pupils are from white British families. Pupils are from a range of socio-economic circumstances including professional and rural occupations.

The school's assessment data show that children's attainment on entry to the Early Years is variable but generally close to usually expected levels.

Previous Ofsted Inspection :

The previous **inspection was carried out in June 2013**. The school was judged as good overall with outstanding personal development and well-being.

The Head Teacher was appointed in 2013 after the previous inspection. The Deputy Head Teacher and all teaching staff were also appointed following the previous inspection

The judgements of this review:

Leadership and Management:	Outstanding
Teaching, Learning and Assessment	Outstanding
Personal Development, Welfare and Behaviour	Outstanding
Outcomes for pupils	Outstanding
Early Years	Outstanding

The review

During the one day review the reviewer observed teaching and learning throughout the school. He visited all classes on an extended learning walk with the Head Teacher and Deputy Head Teacher. Pupils' work was briefly scrutinised and discussions held with groups of pupils including members of the school council.

Discussions were also held with the Head Teacher and members of senior and middle leadership including in the Early Years.

Discussions were held with five members of the governing body. A range of leadership, safeguarding, teaching and assessment documents, including the school's website, were analysed.

Leadership and management

Wentworth C of E J&I School has radically improved since the previous inspection. The Head Teacher's and Deputy Head Teacher's drive and focus has lifted the ceiling on pupils' achievement and learning experiences. The new leadership structure provides a very firm basis for consistent improvement. Teaching staff, all of whom are new to the school, and some new to the profession, share the leaderships' vision and commitment to high achievement. Procedures to monitor, evaluate and improve the quality of teaching and learning are excellent. Systems are based on thoroughly researched methodology and contribute strongly to the high standards. Subject leaders now have a very precise knowledge of pupils' achievements and action for further development. This is a very good improvement since the previous inspection. The main impact of the Head Teacher's determination and clarity of vision is evident in the standards that the most-able pupils now attain at by the end of both key stages. This is particularly reflected in 2015 National Curriculum outcomes but also in the proportions of pupils of all ages and all year groups showing deeper levels of knowledge and understanding than expected in reading, writing and mathematics throughout the school.

An extremely well-planned curriculum underpins the increasingly high quality of teaching and learning throughout the school. There are very good planned links between different subjects which puts learning in a context that pupils find very engaging. This complements the direct teaching of key skills undertaken when teachers consider it appropriate. Pupils' have a strong voice in the organisation and management of the curriculum. They contribute to raising lines of enquiry for further research and organising several aspects of their own learning. Pupils' spiritual, moral, social and cultural development is exceptionally well promoted throughout the curriculum.

The role of the governing body has improved significantly since the previous Ofsted inspection. They now have a very good knowledge of the school's standards in relation to those nationally. They have fundamentally reorganised through a tighter reconstituted governing body with a very strong focus on achievement. They take increasingly full advantage of effective training and research to dig deeply into their understanding of the school's strengths and set precise steps for further development. They have made excellent, well-considered teaching and leadership appointments and are well informed about staff's ongoing performance. They are passionate and committed to school improvement.

Procedures for safeguarding are strong. Policies reflect current national and local guidance and staff are trained well in their application. Pupils and parents are extremely well informed, particularly about Internet safety and there is excellent guidance readily available on the school's website.

The school leadership promotes equality and diversity very effectively. They create an ethos of high expectations for all and fairness and tolerance at every level. This is reflected in the outcomes for all groups of learners.

Teaching, Learning and Assessment

The quality of teaching is outstanding. Lesson planning is highly imaginative and schematic. The needs of all groups of pupils are considered and high expectations consistently promoted. This is

very evident, for example, when Year 5 pupils teach each other strategies for long multiplication using four and five digit numbers they have recently learned; setting challenging problems and critically marking the work. The use of marking and assessment throughout school makes a significant contribution to pupils' progress. Pupils have an extremely good knowledge of the next steps they need to take to reach higher standards. This is a strong improvement since the previous inspection and a reflection of the subject leaders' rigorous procedures for evaluating and improving the quality of teaching and learning.

Teachers prepare pupils extremely well for the next stage of their education. They help them build the skills and attributes they need to sustain excellent learning. For example, pupils develop a deep understanding of what it means to be resilient and to persist at a task. They know that to work collaboratively is to work efficiently and to share the load effectively. Consequently, they organise themselves into tight teams to make full use of time and resources. This was evident, for example, in the group role play and planning in Year 2 to find a solution to the problem posed by the story of 'The Lighthouse Keeper's Lunch'.

The role of teaching assistants has improved well since the previous Ofsted inspection. They are effectively deployed to provide both specific and general support in lessons and overtime. They are well informed and make a strong contribution to planning and assessment. The school has identified opportunities to build on the very good teamwork between staff and further sharpen the effectiveness of the teaching assistants' role, particularly in planning and assessment.

The staff make excellent use of the playgrounds and natural areas surrounding the school. The Year 3/4 children are inspired in their writing by their quest to solve the clues in the woodland area to find the mysterious creatures. Children in YR investigate the value of giant coins in their outside classroom.

The innovative use of the immersive provision in the hall contributes to pupils' sustained progress. For example, Year 6 pupils show very high levels of concentration and cooperation in their writing task in response to the positive ambience.

Personal development, Welfare and Behaviour

Pupils are exceptionally well behaved and thoughtful. There have been no exclusions and attendance is high. The leadership has thorough procedures to constantly review pupils' behaviour and promote high expectations. There is an outstanding partnership with parents to complement and support this. Pupils have an extremely good knowledge of the rewards and sanctions, such as the traffic light scheme, for behaviour. They are very thoughtful about their own actions and the impact they have on others.

Pupils feel very safe and valued at school. They have an excellent knowledge of how to keep themselves safe in many situations and there is no evident bullying. The staff provide excellent role models for pupils to follow. Pupils are inquisitive and open to new ideas. They explore the moral lead set by people such as Christ, Martin Luther King and Mother Theresa through their history lessons and religious education. Pupils are tolerant and respectful of other cultures and beliefs. They

have many opportunities to take responsibilities, such as school councillors, digital leaders and road safety officers, and influence the direction of the school.

Outcomes for pupils

Standards are high throughout school. There has been an underlying trend of improvement in the results of national tests and assessments at the end of both key stages. Pupils of all ages and abilities, including disabled children and those with special educational needs, are making accelerated progress in a wide range of subjects. The results for 2015 at Year 6 show all groups of learners including the few disadvantaged pupils made exceptional progress overall in reading, writing and mathematics including grammar, spelling and punctuation. The work and lessons observed and the schools own data indicates that the trend will continue. The small numbers of pupils in some cohorts may show some variation in overall levels reached but the quality of progress is sustained. The outcomes of the phonics check in Year 1 were also exceptionally high which was recognised by the Department for Education.

Children in the early years are now making rapid progress towards above average standards. There is a strongly improving trend in the good level of development at the end of YR. This is evident in the accelerated progress children of all abilities make from their starting point. The Early Years leader is extremely skilful in identifying any gaps in the learning of groups of learners or individuals and stepping in rapidly to address them.

Recommendation

- continue to build on the good professional development of teaching assistants to further enhance their role in planning and assessment.

Additional considerations

- ensure that lessons are always efficient and make effective use of time for learning e.g. there are sufficient and suitable resources ready and waiting, that the purpose of all aspects of the lesson are clear and understood by all staff involved, that there is a purpose to movement in or outside of the classroom.
- sustain the development of the governing body. Build procedures for raising challenging questions and engaging in increasingly deep analysis of school and national data. Take steps to avoid over reliance on information from school leaders to evaluate school improvement.
- keep a close eye on books for all subjects. Do they sustain high expectations? Do they show progress for all abilities? Are acquired English skills including SPAG evident in other subjects?
- continue to build on the many strengths in subject leadership, particularly as responsibilities are further delegated to new staff, to ensure they take every opportunity to contribute to the quality of teaching and raising standards to outstanding
- review the good self-evaluation and school developing planning to make certain that it more effectively reflects the overall achievement of current pupils throughout the school not only Raise on Line outcomes. (although this needs brief acknowledgement and explanation)

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- sustain the pupils' outstanding personal development and their ability to articulate their enjoyment of learning.
- ensure all documentation on the website is as accessible as possible (ie make sure that the excellent curriculum information is signposted). Make certain that any policies on the website are up to date and accurate. Continue to extend the monitoring and evaluation of the safeguarding and behavioural information and ensure the GB are well informed.

Don't forget to remain the strong, enthusiastic and committed staff team you are.