

# Inspection of Adwick Primary School

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

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Inspection dates: 13–14 November 2019

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

## **What is it like to attend this school?**

Pupils enjoy attending school. They are enthusiastic about their lessons. Leaders provide a broad range of subjects for them to learn. Teachers plan activities that help pupils to remember what they are learning. Extra-curricular clubs are well attended. Pupils have regular opportunities to go on school trips. This helps them to improve their work in the classroom.

The school is calm and orderly. Behaviour is good. There are clear routines. Pupils play together well in the playground. Pupils say they feel safe. They know that bullying can happen, but this is rare. Pupils know that adults are there to help them if they need support. Leaders' records of bullying incidents are not always detailed enough.

Pupils listen carefully to teachers. They focus well on their activities. Pupils are keen to join in class discussions. They support each other well and listen to each other's ideas. Pupils are resilient. They know that they have to keep trying if they find something difficult.

## **What does the school do well and what does it need to do better?**

Leaders place great importance on teaching pupils to read. Pupils have opportunities to meet authors and develop a love for reading. Leaders provide high-quality training for teachers. The early reading leader supports teachers to improve their skills each day. It is clear which sounds pupils should know as they move through the school. Teachers check to make sure pupils are keeping up. If pupils are falling behind they get extra help.

Leaders are reflective. They have reviewed the way that reading comprehension is taught. The reading leader supports teachers to improve their teaching. Pupils have time to develop their comprehension skills each day. Teachers plan activities that help pupils to develop their vocabulary. Many tasks encourage pupils to use their own experiences to answer questions. Teachers ask questions that prompt pupils to use evidence from texts. Pupils join in discussions with enthusiasm. They enjoy studying the new books that leaders have purchased.

Leaders have planned subjects so that it is clear what pupils must know and the order they will learn things. Teachers plan activities that help pupils remember what they have learned. For example, pupils can put periods of history in the right order. Pupils' research skills in history and science are less strong. Some teachers are less confident when planning tasks that develop these skills.

Children get off to a good start in the early years. Relationships between adults and pupils are strong. The curriculum for early reading and mathematics is effective. The environment is well organised and attractive. Clear routines help children to be independent from a young age. Adults identify what children need to do to develop

their knowledge. They plan interesting activities that enthuse the children. As a result, pupils develop knowledge and behaviours that prepare them for Year 1.

Leaders are ambitious for pupils with special educational needs and/or disabilities (SEND). Adults provide good support for pupils who have additional needs. Teachers plan activities that ensure these pupils achieve well.

The pastoral team provides good support for vulnerable pupils. Pupils learn how to stay safe and enjoy healthy relationships. Whole-school events such as anti-bullying week help pupils remember their learning. Pupils know how to make healthy choices when they eat. However, pupils are less confident when discussing religion or different cultures. There are limited opportunities to study different cultures.

Leaders have high expectations. They have a good understanding of what the school needs to do to improve. Staff work together to share ideas and support each other well. Governors receive detailed information about the school. However, they do not always check the impact of leaders' work thoroughly enough.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that all staff are suitable to work with children. Staff receive regular training. They understand what they have to do if they have concerns about a child. Leaders work with outside agencies to provide extra support for the most vulnerable pupils. Staff provide good support for vulnerable pupils.

Leaders keep detailed records. However, these records are not always organised well enough. This can make it difficult to spot ongoing patterns. Some information has not always been fully secure. Leaders quickly put this right.

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

### **(Information for the school and appropriate authority)**

- The learning in all subjects is well sequenced. However, some teachers are less confident when planning activities in history and science. Leaders should ensure that teachers receive further training and support in these subjects.
- Pupils' knowledge of different faiths and cultures is less strong than other aspects of their personal development. Leaders should ensure that pupils are able to broaden their knowledge of different faiths and develop a wider understanding of different cultures.
- Governors care about the school. They know what leaders need to do to improve the school. However, they do not check the impact of school leaders' actions thoroughly enough. Governors should put in place better measures to check the information they receive.

- There are detailed safeguarding records that staff discuss regularly. However, records are not always organised well enough. Leaders need to review the recording system for safeguarding information so that records are well organised.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	106670
<b>Local authority</b>	Doncaster
<b>Inspection number</b>	10110675
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	433
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Kerry Holl and Alison Beech
<b>Headteacher</b>	Sharon Hutchinson
<b>Website</b>	<a href="http://www.adwickprimary.doncaster.sch.uk">www.adwickprimary.doncaster.sch.uk</a>
<b>Date of previous inspection</b>	14–15 July 2015

## Information about this school

- The school is a larger than average-sized primary school.
- The proportion of disadvantaged pupils is above the national average.
- The proportion of pupils who receive support for their special educational needs is higher than the national average. The proportion of pupils who have an education, health and care plan is lower than the national average.
- The vast majority of pupils are White British.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher, senior leaders and curriculum leaders for reading, mathematics, history and science.
- We met with the leader of the early years, the leader for special educational needs and/or disabilities (SEND/CO), members of the governing body and representatives from the local authority.
- During the inspection, we focused our activities on reading, mathematics, history and science. This meant that we visited lessons, looked at pupils' work, talked to

pupils, spoke to teachers and met with curriculum leaders for each of these subjects. We heard pupils read.

- We reviewed safeguarding records, including the central record for staff recruitment. We talked to staff and pupils about their views of safeguarding.
- We observed pupils during playtime.
- We spoke to parents during the inspection and considered the views of the 13 parents who responded to Ofsted’s parental questionnaire, Parent View.
- We considered the views of staff from meeting with staff and from the 13 responses to Ofsted’s staff questionnaire.
- We met with pupils to discuss their views and considered the 29 responses to Ofsted’s pupil questionnaire.

### **Inspection team**

Jaimie Holbrook, lead inspector                      Ofsted Inspector

Larissa Thorpe    Ofsted Inspector

Christine Durand                                         Ofsted Inspector

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