

Inspection of Wadworth Primary School

Meadow Rise, Wadworth, Doncaster, South Yorkshire DN11 9AP

Inspection dates:	10 and 11 June 2025
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a warm, welcoming school that provides a wide range of opportunities for pupils that bring the curriculum to life. Each year, pupils benefit from talking to visitors and visiting interesting places such as Conisbrough Castle. The school has high expectations of what pupils can achieve. Published outcomes were below the national average in 2024. Leaders have acted effectively to make improvements this year.

Pupils enjoy attending school. Behaviour is good. Pupils show good manners, holding doors open for others and showing courtesy to visitors. There are positive, respectful relationships between staff and pupils. Pupils listen to staff carefully in classrooms. They work hard and help each other to complete tasks.

Pupils learn how to stay safe, including when using the internet. Pupils enjoy attending extra-curricular clubs, such as cheerleading or sports club. Pupils contribute well to the local community. For example, pupils take part in a parade to mark the local maypole celebrations. Parents and carers are welcomed into school for numerous events, such as 'Stay and Play' for younger children. As a result, there are strong relationships between the school and families.

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

The school establishes strong relationships with parents as soon as children start school in the Reception class. There is an effective early years curriculum. This supports children to build on what they learn as they move through the year. Adults help children to learn through interesting and purposeful activities. As a result, children develop knowledge and behaviours that ensure they are well prepared for Year 1.

Children learn to read as soon as they enter the school. The school has a well-sequenced curriculum for the teaching of early reading. Staff receive training in the school's chosen phonics programme. Staff check which sounds pupils know. Pupils who need extra help with learning to read receive additional support. As a result, the proportion of pupils who pass the phonics screening check in Year 1 is above the national average.

The school has clearly identified the important knowledge pupils should know and remember in each subject. This helps pupils to build on their learning each year. Staff carry out regular checks to find out what pupils know and can do. They use this information to identify and address gaps in pupils' learning. Staff ensure pupils revisit important subject knowledge when needed. Pupils talk confidently about what they have learned in most subjects. However, the school does not ensure that the reading curriculum is used carefully enough in some classes. In some instances, work does not meet the needs of pupils. Some pupils find their work too easy. As a result, some pupils do not achieve as well as they should in reading.

Pupils respond very positively to the school's behaviour policy. The school is calm and orderly. Most pupils attend well. The school is aware that a small number of pupils do not attend as well as they need to. The school is proactive in working with parents to improve

the attendance of all pupils. There is clear evidence that this work is having a positive impact on school attendance.

Pupils are respectful of other people's opinions and beliefs. There are lots of opportunities for pupils to take on responsibilities. For example, pupils apply to be one of the school's subject ambassadors. These pupils help the school to improve the curriculum. The school encourages pupils to broaden their experiences. The 'Wadworth Window into the Wider World' sets out a range of activities for pupils to take part in by the time they leave the school. Watching a live performance and meeting an author are just two of the many experiences pupils enjoy.

The school ensures that pupils with special educational needs and/or disabilities (SEND) are identified quickly. Staff work closely with professionals from external agencies to provide help for pupils with SEND. The school ensures these pupils access the curriculum alongside their peers. As a result, pupils with SEND receive well-planned and effective support.

Leaders at all levels are committed to ensuring that the quality of education for pupils continues to improve. Governors have a clear understanding of the school's priorities. They provide effective support and challenge for school leaders. Staff support each other well. They share ideas and provide advice for one another. Senior leaders take care to consider the workload of staff. Staff enjoy working at the school. They are proud to be a part of the school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not follow the reading curriculum closely enough. Some pupils find their work too easy. As a result, some pupils do not achieve as well as they should. The school should ensure that the reading curriculum is used carefully to meet the needs of all pupils.

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 information from Ofsted Parent View 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.

Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	106715
Local authority	Doncaster
Inspection number	10379324
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	143
Appropriate authority	The governing body
Chair of governing body	Theresa Siverns
Headteacher	Emma Cave
Website	www.wadworthprimary.org.uk
Dates of previous inspection	23 and 24 February 2023, under section 5 of the Education Act 2005

Information about this school

- The school uses one registered alternative provision.
- The governing body provides a breakfast club for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- The inspectors met with senior leaders and representatives of the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, history and design and technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, looked at samples of pupils' work and spoke to pupils about their learning.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors observed pupils' behaviour in lessons and around the school site.
- The inspectors considered the responses to Ofsted's parent survey, Ofsted Parent View, as well as the responses to the staff and pupil surveys.
- The inspectors reviewed a range of documentation, including safeguarding records and minutes of governing body meetings.

Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

David Roundtree

Ofsted Inspector

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