

Weeton Primary School

Inspection report

Unique Reference Number	119279
Local authority	Lancashire
Inspection number	379766
Inspection dates	5–6 January 2012
Lead inspector	Clare Henderson

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	103
Appropriate authority	The governing body
Chair	Adrian Hutton
Headteacher	Chris Horrocks
Date of previous school inspection	13 November 2008
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Introduction

Inspection team

Clare Henderson

Additional inspector

This inspection was carried out with two days' notice. The inspector observed 11 lessons taught by six teachers, listened to individuals and groups of pupils reading in Years 1, 2, 5 and 6 and scrutinised pupils' work. The inspector held meetings with members of the governing body, parents and carers, staff and groups of pupils. The inspector observed the school's work, looked at documents relating to safeguarding, pupils' progress and attainment and the way in which the school evaluates its own performance. There were no responses to the on-line questionnaire (Parent View) to consider when planning the inspection. The inspector scrutinised the views of staff and pupils and analysed 52 questionnaires from parents and carers.

Information about the school

This school is smaller than the average-sized primary school. It is based in Weeton Barracks. The vast majority of pupils are the children of service personnel. Eighty five percent of the school's population changed in September 2011 when the regiment redeployed. In addition, 'trickle postings' mean that rarely a week goes by without new families arriving and/or departing from the school. Class sizes are small and regular changes of postings result in exceptionally high rates of mobility. Attainment data recorded since the last inspection often relates to pupils who were not in the school at the end of Key Stage 2. As a result, although the school's own targets were met, government floor standards for two of the past three years were not. Most pupils are from White British backgrounds. A few pupils are from minority-ethnic groups. The proportion of pupils known to be eligible for free school meals is low. An above average proportion of pupils have special educational needs and/or disabilities. The school has gained Basic Skills, Healthy School status and the Activemark award.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	1
Achievement of pupils	2
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- The overall effectiveness of this school is outstanding. Key to its success is outstanding leadership and a shared commitment from all staff to provide each pupil, no matter how short their time in the school, the opportunity to succeed in learning. Parents and carers who responded to the questionnaire and those who talked to the inspector overwhelmingly agree with this view.
- Achievement is good and rapidly improving. All groups of pupils make better progress than pupils nationally given their starting points in reading, writing and mathematics. By the end of Year 6, pupils' attainment in reading, writing and mathematics has, in recent years, been broadly average and is rapidly improving.
- The attainment of pupils currently in the school is above average in mathematics and although broadly average is improving rapidly in reading and writing. This is as a result of the high priority paid to listening to pupils read and to developing their understanding of letter names and corresponding sounds.
- Pupils' behaviour is exemplary. Meticulous safeguarding procedures are central to all the school does and contribute very effectively to pupils feeling extremely safe and enjoying school immensely.
- Outstanding teaching engages pupils and the pace of learning, particularly for the 85% of pupils on roll who joined the school in September 2011, is rapid.
- An outstanding curriculum provides a wide range of interesting visits, visitors and after-school activities which provide exciting opportunities for pupils to excel in art, sport, drama and music. However, pupils do not have enough opportunities to use and apply their writing skills in all subjects of the curriculum.

- Pupils' spiritual, moral, social and cultural development is outstanding as they are able to think deeply about the experiences of others and to learn about, and meet, pupils from a wide range of religious and cultural backgrounds.

What does the school need to do to improve further?

- Raise pupils' achievement further in English, by:
 - raising pupils' attainment in writing to match that of mathematics
 - providing more opportunities for pupils to use and apply writing skills in a wide range of contexts.

Main Report

Achievement of pupils

In all the lessons observed during the inspection, pupils were extremely well-motivated, keen to learn, achievement was good and, as a result of the outstanding teaching provided, is improving rapidly. Most pupils begin school with skills which are generally below age-related expectations. They quickly settle into school because strong links with parents and carers are forged before they begin. In a welcoming and highly stimulating environment, children make good progress in all areas of learning in the Reception class. In the Early Years Foundation Stage priority is given to extend children's grasp of letter names and sounds. This focus is continued though all year groups in a well-structured and extremely effective way. Consequently, all groups of pupils currently in the school made good progress and a large minority made outstanding progress in reading skills in the autumn term. By the end of Year 2, pupils' attainment in reading has, in recent years, been broadly average. It is currently above average for the majority of pupils in the current Year 2.

Pupils currently in Years 3 to 6 make good or better progress in reading and mathematics and the attainment of pupils is currently above average in mathematics and broadly average though rapidly improving in reading and writing. Although progress in writing is good there are missed opportunities for pupils to use and apply their writing skills following the exciting visits and activities experienced within the curriculum. Pupils with special educational needs and/or disabilities, and the pupils from 'trickle postings' who join the school during the school year are expertly managed by a talented team of teachers and teaching assistants. Individual learning programmes and constant review of their learning needs successfully narrows the gaps in learning and enables them to make the same good progress as others in the school. This ensures that progress in learning is at least good for all groups of pupils. Parents and carers overwhelmingly agree with the findings of the inspection. 'I couldn't ask for a better start to my child's school career.' and 'My child is treated as an individual and is helped in every aspect of their school life.' sums up their positive views.

Quality of teaching

Not a moment is lost in lessons as teachers and teaching assistants ensure pupils are clear about each lesson's purpose. Tasks are matched effectively to pupils' ages, interests and varying abilities, and time in lessons is used to best effect to ensure that learning is exciting and interesting. Exciting opportunities to develop communication skills through drama enables pupils to reinforce their learning through play and to grow in confidence and self-belief as they transfer, for example, speaking and listening skills into their written work. Parents and carers who responded to the questionnaire and those the inspector spoke with overwhelmingly agree that teaching is outstanding.

In lessons, thought-provoking questions, the creative deployment of resources and the very effective use of time ensure that learning is accelerated at an excellent pace and pupils' achievement is at least good for all groups of pupils and rapidly improving as pupils become more secure in their new school. For instance, in an English lesson in a Key Stage 2 class, pupils confidently and successfully compared and contrasted two pieces of text about global warming in the rainforests. Teachers' excellent on-going review and assessment of pupils' work ensures that pupils have a clear idea of what needs to be done next in order to improve. This is particularly strong in outstanding lessons which formed the majority of those visited during the inspection. Those pupils with special educational needs and/or disabilities are expertly managed by learning support assistants. Consequently, they make at least good progress in their learning and outstanding progress in their personal development.

The school has enthusiastically grasped the opportunity to develop a curriculum in which pupils' literacy, numeracy and communication skills are linked imaginatively with practical investigations, historical and geographical studies and research in topic-based work. This provides pupils with a practical opportunity to investigate, in a fun way, thought-provoking questions which ensure learning and enjoyment are accelerated at a rapid pace in all subjects and particularly in reading, writing and mathematics. Residential visits, learning French, an excellent range of after-school activities and opportunities to excel in music, drama, sport and the arts add purpose to pupils' learning and experiences while extending opportunities for them to show initiative. Media links with the BBC and visits to art galleries to see for instance, the work of L S Lowry or to discuss stargazing with influential scientists widen pupils' cultural, spiritual and life experiences extremely effectively.

Behaviour and safety of pupils

Pupils' behaviour as seen in class and around the school during the inspection and from records held by the school is outstanding. Parents and carers spoken to and those who responded to the questionnaire, agree with this view. 'My child's behaviour, social skills and academic work have all improved in this school.' is a view typical of the responses received. The promotion of spiritual, moral, social and cultural development is outstanding. Meaningful assemblies accelerate pupils' understanding and reflection on right and wrong actions. They have a clear understanding of the need to lead a healthy and safe lifestyle. This is reflected in the high uptake of the wide range of extra-curricular physical activities on offer and the way pupils explain their understanding of possible unsafe situations. Pupils are

extremely proud of their school. They willingly take on a wide range of responsibilities. They feel adults listen to them and respond positively to their ideas. Roles undertaken such as school councillors gathering ideas for plans for the new school building are extremely beneficial to pupils' skills for the future. Pupils say they feel very safe and that incidents of bullying are rare. They also say any problems such as bullying are quickly sorted out by all adults. All groups of pupils including those with special educational needs and/or disabilities have outstanding experiences at school, ensuring they are well equipped for their future lives with skills of resilience, confidence and independence being extended. Highly effective safeguarding procedures contribute very significantly to pupils feeling extremely safe and enjoying school immensely. The focus the school gives, through excellent partnerships in the local, national and international communities to developing pupils' understanding, tolerance and celebration of differences, is exemplary.

Leadership and management

Parents' and carers' views summarise the effectiveness of leadership, 'An excellent team who bring out the best in every child.' Meticulous organisation and exemplary teamwork are evident throughout the school. All members of staff embrace the many opportunities provided to extend their professional expertise. They share an enthusiasm and commitment to extending their talents and skills for the benefit of pupils. Close attention is paid to ensure the quality of teaching meets the needs of all groups of pupils.

The curriculum is broad and balanced and relevant to the needs of all pupils in this school. It provides pupils with a wealth of on-going opportunities for them to achieve their full potential personally and academically. Spiritual, moral, social and cultural development is outstanding because these aspects are interwoven exceptionally well in all the subjects pupils study. Pupils learn to care for, respect and reflect about beliefs and values and respond positively to the wide range of cultural opportunities provided by the school. Not only is the well-being of pupils currently in the school attended to, the outstanding website is a link with past pupils as they remember and celebrate the happy and successful education they received at the school.

The governing body is self-critical and reflective in challenging and holding the school to account in equal measure. It ensures exemplary safeguarding procedures are central to all the school does. This contributes very effectively to pupils feeling extremely safe and enjoying school immensely. The school works exceptionally well to promote equal opportunities and tackle discrimination. As a result the school is harmonious and inclusive. This is exemplified by the full participation in school life of pupils with disabilities, special educational needs and those whose circumstances may make them more vulnerable. Racist behaviour or harassment of any form is not tolerated. The impressive track record of improvements in pupils' outcomes in learning since the last inspection and in maintaining its outstanding status effectively illustrates leaders' and the governing body's drive for continued improvement. The school is extremely well aware of its strengths and areas for development and has shown it takes effective action to tackle these issues. This relentless commitment and ambition for success illustrates very well the outstanding capacity the school has to improve further.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupil's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their pupils. It describes Ofsted's main findings from the inspection of their school.



9 January 2012

Dear Pupils

Inspection of Weeton Primary School, Preston PR4 3HX

Thank you for talking to me and helping me when I inspected your school. I was extremely impressed by how each one of you has quickly settled into the 'Weeton Way' and is eager to do as well as you can. I thoroughly enjoyed talking to some of you, hearing some of you read, listening to you sing so enthusiastically and tunefully in assembly and seeing how much you enjoy your lessons, playtime and lunchtime with your friends. In your questionnaire responses, the overwhelming majority of you are very happy with all aspects of school life.

You go to an outstanding school. You are taught exceedingly well and receive excellent care and support in all classes and from all staff. You make good progress in lessons and your behaviour in lessons and around the school is excellent. I was very impressed with your responsible attitude and the way you consider each other's feelings so well. Your achievement is good and is rapidly improving.

You thoroughly enjoy the many interesting activities arranged for you, especially in the exciting curriculum you receive. Your headteacher and all the school's leaders are determined to improve your school so that you all continue to do as well as you possibly can. I have asked them to extend your writing skills by providing you with more opportunities to use and apply these skills in all the subjects you study.

I hope you will play your part by continuing to work hard and to do your best to make your school even better.

Yours sincerely

Clare Henderson
Lead inspector

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