

Walwayne Court School

Inspection report

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|--------------------------------|--------------------|
| Unique reference number | 126289 |
| Local authority | Wiltshire |
| Inspection number | 381208 |
| Inspection dates | 17–18 January 2012 |
| Lead inspector | John Seal HMI |

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

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|--|---|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 280 |
| Appropriate authority | The governing body |
| Chair | Carol Head |
| Headteacher | Beverley Kenyon |
| Date of previous school inspection | 13–14 December 2006 |
| School address | Brook Road Trowbridge Wiltshire BA14 9DU |
| Telephone number | 01225 776886 |
| Fax number | 01225776885 |
| Email address | admin@walwayncourt.wilts.sch.uk |

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Introduction

Inspection team

John Seal

Her Majesty's Inspector

Phillip Minns

Additional inspector

Margaret Faul

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 10 teachers teaching 12 lessons, some of which were joint observations with the headteacher. In addition, the inspection team made short visits to the lessons where phonics (the connections between letter patterns and the sounds they represent) and reading were being taught. Other short visits were made to assess the quality of teachers' use of assessment to inform their planning. Some pupils were listened to while they read and inspectors spoke to different pupils during lessons and at break times. Meetings were held with members of the governing body and senior and middle leaders. Inspectors took account of the responses to the online questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at the school development plan, the safeguarding policies and the minutes of the governing body. Also, they analysed 156 questionnaires returned by parents and carers and others completed by pupils and staff.

Information about the school

The school is a larger than average primary school. The vast majority of pupils are of White British heritage. A few pupils are from minority ethnic backgrounds and speak English as an additional language. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of disabled pupils and those identified as having special educational needs is in line with that found in many schools. There is a breakfast club which is managed by the governing body. The school exceeds the current floor standard set by the government, which determines the minimum expectations for attainment and progress. Recently accredited and significant awards gained by the school include the Inclusion Quality Mark and the full International School 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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 1 |
| Leadership and management | 2 |

Key findings

- This is a good school. Its warm, welcoming and inclusive atmosphere is highly regarded by parents and carers.
- Pupils make good progress throughout their time in the school. Their attainment at the end of Year 6 in reading, writing and mathematics is significantly above average.
- Pupils' behaviour is outstanding and their attendance is above average. They are extremely enthusiastic about their learning and respond extraordinarily well to adults and each other within a safe, secure and well-maintained learning environment.
- Most lessons are well taught. Exciting and stimulating lessons and a topic-based curriculum fuel the pupils' keenness to learn. Teachers' planning generally supports pupils to work independently and self-assess their work. Although most lessons are of a high calibre, this is not yet a completely consistent picture. A few teachers do not use assessment information precisely enough to inform their planning. As a result, in some classes, pupils' different needs and abilities are not met and their progress is slower.
- Leaders and managers at all levels, including the governing body, know the school well and what the next steps for improvement are. Most of the senior leadership team is committed to driving improvements forward even more rapidly, but too many of the key responsibilities for monitoring and evaluation are not delegated enough at a higher level within the team. The school's effective track record of improvement since the last inspection, accurate self-evaluation and skilled, dedicated leaders and managers ensure that the school has a good capacity to improve.

What does the school need to do to improve further?

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- Ensure that leaders and managers at all levels improve the consistency of teaching by monitoring and evaluating the effectiveness of teachers' use of assessment information to maximise all pupils' progress.

Main report

Achievement of pupils

Children's starting points on entry to the Early Years Foundation Stage are broadly in line with that expected for their age. They make good progress so that many of them are at above average levels by the time they start Key Stage 1. In the past, pupils' attainment in reading writing and mathematics has varied from year to year. The school is addressing this through more accurate individual assessments and interventions to ensure pupils stay on track. As a result, work seen in classrooms by inspectors and the school's current analysis of pupils' achievement confirm that a high proportion of pupils attain above-average levels in reading, writing and mathematics throughout the school.

The teaching of phonics is good and for example, children in Reception and younger pupils in Key Stage 1 are able to recognise and use a wide range of letter names and sounds with confidence and pleasure. Pupils' progress throughout Key Stage 2 is good, leading to standards in English and mathematics being significantly above average at the end of Year 6. Disabled pupils and those who have been identified as having special educational needs are well supported in classes and individually, leading to them making good progress. The standards of most pupils' reading in Years 2 and 6 are above average. Many are fluent confident readers who enjoy books both in school and at home. A significant majority of parents and carers, in the very high return of questionnaires, supported the evidence from the inspection and the school's own surveys that pupils achieve well.

Quality of teaching

One of the parents wrote, 'This is a bright, thought-provoking school.' The inspection endorses this statement. The creative and wide-ranging curriculum provides pupils with a variety of stimulating learning experiences both in and out of school. Lessons, visits and displays support pupils' spiritual, moral, social and cultural development well. As a result, their love of learning is clear and can be seen in different subjects including French, music, art and the school's international links. Generally there is a positive buzz in classrooms. Teachers tap into pupils' enthusiasm by asking challenging questions and providing opportunities for independent learning and self-assessment.

Lessons are well planned and a creative approach to the curriculum ensures pupils are motivated to learn. Exciting events engage and motivate learning. Examples of this were seen during the inspection. As part of a topic on space, an alien spaceship

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had crashed in the school grounds and a planetarium had been set up in the hall. These events were used to great effect to encourage pupils to write imaginatively and think about the large distances in space for a mathematics lesson about scale.

Themed role play areas in the Reception and Key Stage 1 classes maintain pupils' interest, supporting the development of their speaking and listening skills. Older pupils in Years 5 and 6 develop their independent learning skills well during guided reading with reference books geared around space exploration and the universe. However, although most lessons are good or better, there are a small number where teachers do not use assessment information or their knowledge about pupils' prior learning to match the activities closely enough to pupils' needs and abilities. Pupils take part in the same activity regardless of their ability and each stage of the lesson is directed by the teacher. When this occurs, pupils are not able to take responsibility for their own learning and their progress slows down, especially that of the more-able pupils.

Behaviour and safety of pupils

The outstanding behaviour of pupils can be seen consistently throughout the school. In lessons, pupils work collaboratively in groups and are willing to help each other. During playtimes, older pupils, who have been trained, are skilled and sympathetic in their care of others, especially the younger children. The school's records indicate that there have been no permanent exclusions for a significant period of time and only a very small number of appropriately managed, fixed-term exclusions. An overwhelming number of pupils and parents and carers stated in questionnaires and in conversations that behaviour is good. Pupils told inspectors that nearly all their peers behaved well, that there was scarcely any bullying and staff dealt with the exceptionally small number of incidents using effective strategies to ensure learning is not interrupted. Pupils are very well cared for and feel safe. The governing body carries out regular, rigorous health and safety checks to ensure the site is well maintained to a high standard.

Leadership and management

The headteacher's vision for an inclusive, stimulating and exciting learning environment is supported by the whole school community which is united in a common purpose: raising pupils' achievement and improving the quality of teaching. The curriculum and pupils' spiritual, moral social and cultural development are good. Many parents and carers commented in the questionnaires on how the school has improved since the headteacher's arrival just over three years ago. Pupils' good progress has been maintained since the last inspection and attainment has remained consistently above average. Improvements in behaviour have been helped by the focus on excitement in learning. The recent introduction of an even more rigorous system for monitoring pupils' progress and attainment has been effective in identifying pupils in need of additional support.

The professional development and performance management of teachers are closely

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aligned to the school's priorities to raise attainment even further and consolidate the good practice in classrooms. However, although roles and responsibilities are distributed across the senior team, most of whose members contribute well to the school's improvement, the headteacher is aware that she still retains a number of responsibilities which are not sufficiently delegated. This inhibits the school from improving even more rapidly. The school promotes equality well. As a result, there are no significant gaps in the attainment of different groups and the school's atmosphere is tolerant and harmonious with a scarcity of racial incidents or other forms of bullying. Safeguarding procedures are reliable and robust ensuring all staff are effectively trained and checked for their suitability to work with children.

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

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| Achievement: | the progress and success of a pupil in their learning and development taking account of their attainment. |
| Attainment: | the standard of the pupils' 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 children. It describes Ofsted's main findings from the inspection of their school.



19 January 2012

Dear Pupils

Inspection of Walwayne Court School, Trowbridge, BA14 9DU

Thank you for being so friendly and making us feel welcome when we came to inspect Walwayne Court. We really enjoyed our visit to your school. How exciting to see an alien spaceship wrecked on your school field! It certainly caused a lot of interest. We looked at your work, watched you learning and talked to some of you about how you felt about your school. You told us that you thought Walwayne Court is a good school and we agree with you. Here are some of the many good things we found.

- You are very good at learning to read and write. You also do well in your mathematics.
- You behave excellently and your attendance is very good.
- Nearly all your lessons are really interesting and well planned.
- Your teachers help you to learn quickly.
- Your headteacher and the other staff in charge lead the school very well.

We talked to your headteacher, staff and governors about what the school's next steps should be and have asked them to:

- make sure all your lessons are as good as the best in the school
- make sure that all the staff who have responsibilities continue to check your progress and how good your lessons are.

I hope you will carry on learning and working hard to make your school even better and I wish you all the very best for the future.

Yours sincerely

John Seal
Her Majesty's Inspector

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