

Waite End Primary School

Inspection report

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|--------------------------------|--------------------|
| Unique Reference Number | 130325 |
| Local Authority | Hampshire |
| Inspection number | 343838 |
| Inspection dates | 13–14 October 2010 |
| Reporting inspector | Chris Grove |

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 | 138 |
| Appropriate authority | The governing body |
| Chair | Jackie Cross |
| Headteacher | Diane Lawry |
| Date of previous school inspection | 1 July 2009 |
| School address | Mill Road Waterlooville Hampshire PO7 7DB |
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Introduction

This inspection was carried out by two additional inspectors. Inspectors observed 10 lessons taught by eight teachers. Meetings were held with groups of pupils, governors and staff. Inspectors observed the school's work, and looked at analyses of pupils' attainment and progress, records of governing body meetings, the school's development planning and documents relating to monitoring, safeguarding and the curriculum. Inspectors analysed inspection questionnaires returned by 32 parents and carers and those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following.

- The effectiveness of the school's capacity to identify strengths and weaknesses in pupils' outcomes and provision.
- The extent to which teaching and the curriculum offer sufficient challenge to ensure at least satisfactory progress.
- The extent to which the school's care, guidance and support result in satisfactory or better personal outcomes for pupils.
- The school's promotion of equal opportunities and community cohesion.

Information about the school

Waite End Primary is a smaller than average school. Most pupils are of White British heritage, with small numbers from other backgrounds. The proportion of pupils known to be eligible for free school meals is well above average. The number of pupils with special educational needs and/or disabilities, principally moderate learning or behavioural, emotional and social difficulties, is above average. The adjoining Mill Hill Early Years Centre, which includes provision for children aged 0'3, is not managed by the governing body, and was the subject of a separate inspection and report. There is a breakfast club that is managed by the governing body and was part of this inspection. The school holds the Healthy Schools award.

When the school was inspected in July 2009, it was removed from special measures, and given a notice to improve. Significant improvement was required in relation to standards in reading, writing, mathematics and science, the levels of pupils' attendance and the contribution of all leaders to school improvement.

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: how good is the school?

3

The school's capacity for sustained improvement

2

Main findings

In accordance with Section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement. Its overall effectiveness is now satisfactory. It is an improving school that has good features. The positive ethos that has been developed results in happy pupils who enjoy what the school offers. All the parents and carers who completed the questionnaire agreed that their children enjoy school and are kept safe. They are all happy with their children's experience at school. One wrote that, 'All the staff are brilliant' and another judged with good insight that, 'The teachers have a fantastic, holistic approach to all the children's learning.'

The main reason for the school's continuing improvement lies in the determination of the members of the governing body to improve the school and in the ambition and drive of the senior leadership team, and especially the headteacher. One family recognised this when writing that, 'The headteacher has made the school a much happier place for the children.' Those members of staff who responded to the questionnaire all agreed that they were proud of the school. They were very positive about the quality of leadership and governance.

At the end of Year 6, pupils' attainment was broadly average in 2010, which was a considerable improvement. This was evident in reading and writing, and most especially in mathematics, where all pupils reached the expected Level 4 and about one third reached the higher Level 5. Most pupils now make the progress expected of them and a number are exceeding this level, so that achievement is satisfactory overall.

Inspection evidence shows that pupils' progress is at least satisfactory, and often better, because teaching is improving. The hallmarks of better teaching are the lively pace to pupils' learning and good levels of challenge for all ability groups. However, teaching is not yet consistently good across all classes because there are inconsistencies in the teachers' expectations of how hard pupils should work and their levels of concentration during lessons. Teachers' marking of work is regularly undertaken but it does not always point out to pupils how they could improve. As a consequence, there is some uneven progress. The satisfactory curriculum has been adapted to meet the needs of the different groups within the classes, but does not yet ensure that pupils' basic skills are developed progressively in all subjects.

The school's inclusive ethos and the strong pastoral care ensure that pupils understand about healthy living and adopt healthy lifestyles. They feel safe at school, because they are confident that adults will address any problems that arise. Pupils have opportunities to make positive contributions, for example as school councillors and class buddies. However, wider opportunities to exercise responsibility are not yet well developed. Attendance is now above average.

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The headteacher is very well supported by the new deputy headteacher and other leaders. Together, they form a cohesive team. Leaders cooperate well to evaluate pupils' outcomes and the quality of provision. The school makes a satisfactory contribution to community cohesion. Pupils show good concern for the needs of others by raising funds for charity, but they have limited understanding and experience of diversity within this country or beyond.

All three of the principal weaknesses recorded in the last report have been addressed well. Pupils' attainment is higher, attendance has improved sharply, and all leaders now contribute well to school improvement. In addition, leaders accurately evaluate the quality of provision and track pupils' progress systematically leading to additional support where necessary. Challenging targets for attainment and progress have been set and met. In the light of the school's good leadership and self-evaluation, good quality improvement planning and good improvement since the last inspection. Consequently, there is good capacity for further improvement.

What does the school need to do to improve further?

- Accelerate progress by:
 - ensuring that there is a consistently good pace to pupils' learning
 - making sure that teachers' expectations of pupils' attentiveness and work rates are consistent across all classes.
- Improve pupils' positive contributions to the school and to the community through the provision of more opportunities to take on roles of responsibility.
- Promote community cohesion more effectively through a wider range of contacts with other communities, nationally and internationally.

Outcomes for individuals and groups of pupils

3

From below average starting points pupils make satisfactory, and sometimes good, progress across the school. In recent years, attainment by the end of Year 6 has been low in English and mathematics. However, attainment was markedly higher in 2010, and was broadly average. The improvement has generally been greater in reading and mathematics because of pupils' better progress. For instance, in a good lesson in mathematics in Year 3, pupils made good progress because the teacher first aroused their interest by creating an intense atmosphere for learning and adopted a brisk approach and set high expectations. Pupils then experienced success in practising how to halve the price of goods in readiness for a sale, through various tasks that were well matched to their different mathematical aptitudes. In another very successful English lesson with Year 6 pupils, the teacher maintained high expectations of pupils' responsiveness and rates of work, so that they quickly engaged with the challenging task of practising how to structure an argument. Those pupils with special educational needs and/or disabilities also make satisfactory progress, because tasks are usually effectively adapted to provide appropriate levels of challenge for them.

Most pupils say that they feel safe and secure because of the good quality of care they receive. Pupils are respectful towards adults and other pupils. They report that there is little bullying, and are confident that adults will deal with any problems that might arise.

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Pupils are good at adopting healthy lifestyles. As well as meeting the two-hour guideline for weekly sessions of physical education and sport, pupils participate well in the range of lunchtime and after-school opportunities for physical activities. The school has gained the Healthy Schools award, in part because of the focus on improving the quality of pupils' packed lunches. Pupils are expected to brush their teeth after lunch as part of a project to promote hygiene and to help to reduce the high incidence of poor dental health. The breakfast club provides a good start to the day for those who attend it as well as improving punctuality.

Pupils make satisfactory contributions to the school and wider community. For example, there are opportunities to be class buddies or to be school councillors, who have recently reviewed the school's behaviour for learning policy. Pupils are also involved in fund raising for charities such as the British Heart Foundation. Nevertheless, the opportunities to take on roles of responsibility within the school and beyond are limited. Levels of attendance have risen and are now above average because the number of persistent absentees has been successfully reduced as a result of the action taken by the school and by the home-school link worker. Pupils acquire satisfactory workplace skills through classroom activities such as 'talk partners' and learning to adopt problem-solving approaches, for instance, in mathematics lessons. In view of their satisfactory skills in literacy and numeracy, pupils are adequately prepared for the next stage of their education.

These are the grades for pupils' outcomes

| | |
|---|----------|
| Pupils' achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: Pupils' attainment ¹ | 3 |
| The quality of pupils' learning and their progress | 3 |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress | 3 |
| The extent to which pupils feel safe | 2 |
| Pupils' behaviour | 3 |
| The extent to which pupils adopt healthy lifestyles | 2 |
| The extent to which pupils contribute to the school and wider community | 3 |
| The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being | 3 |
| Taking into account: Pupils' attendance ¹ | 2 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

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How effective is the provision?

The good relationships between teachers and pupils set a positive climate for learning. Lessons are consistently purposeful because of the good quality of all teachers' planning. Teachers are also consistently adept at ensuring a good match of tasks to pupils of different abilities, which supports learning well. Inspection evidence supports that of the school, which shows that the proportion of good or better teaching is increasing. This is the result of actions based upon the outcomes of the monitoring and evaluation of teaching by the headteacher. However inconsistencies in teaching remain, notably in pace at which lessons are delivered and the expectations of teachers. As a result, pupils' progress is uneven across the school.

The school has carefully adapted the satisfactory curriculum to make it challenging and relevant by making links between the different areas of learning. Improvements to the planning of literacy and numeracy are helping to raise attainment in English and mathematics, although there is still more to do to ensure that pupils' basic skills are developed progressively. Pupils' personal development is successfully supported through lessons in personal, social and health education which make a good contribution to their understanding about healthy lifestyles and issues of safety. The school's partnership with a local technology college provides effective support for aspects of design and technology, science and physical education and sports. The good provision in the Early Years Foundation Stage has been extended into Year 1 to ensure children's smooth transition into the main school. The extra-curricular programme includes a satisfactory range of activities. The 'aspiration weeks' each term have a good impact through the focus on helping pupils to review progress towards their targets.

The pastoral care arrangements offer pupils good support. There are good procedures at points of transition, for instance when pupils first attend school, and when they transfer to secondary education. Those pupils whose circumstances make them vulnerable, including those with special educational needs and/or disabilities, are given good academic and personal support. The school has successfully improved levels of attendance.

These are the grades for the quality of provision

| | |
|--|----------|
| The quality of teaching | 3 |
| Taking into account: The use of assessment to support learning | 3 |
| The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships | 3 |
| The effectiveness of care, guidance and support | 2 |

How effective are leadership and management?

The headteacher has developed a confident and inclusive vision for the school and offers a strong sense of direction. This has empowered the deputy headteacher and the other leaders who form the Innovation Team. Self-evaluation activities are well developed. The English and mathematics leaders, and the special educational needs coordinator, are

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closely involved in monitoring the quality of pupils' learning. At the regular pupil progress meetings, good use is made of the school's well-maintained tracking information to identify pupils who are at risk of underachieving, and to decide on how their progress can be improved. The governing body is as ambitious for the school as the senior leaders and members are resolute in their determination to improve and enhance its standing. They demonstrate a good understanding of its developing strengths and recognise the areas for further improvement. The home-school link worker has done much to foster the good engagement of parents and carers in the school, as is evidenced by their questionnaire responses. The school actively tackles discrimination and promotes equality of opportunity satisfactorily. Although it is addressing this issue with some success, it has yet to ensure that all pupils make equally good progress in all lessons.

The school has developed a strategy to promote community cohesion which leaders have evaluated. The school is inclusive, and effective contributions are made at a local level. However, pupils do not have sufficient opportunities to develop their understanding of life beyond the local community. The school's systems and procedures fully met all requirements for safeguarding at the time of the inspection. The school is assiduous in adopting recommended good practice. Child protection procedures are effective, rigorous, and risk assessments are robust. The school's behaviour for learning and race equality policies contribute well to the good safeguarding arrangements.

These are the grades for leadership and management

| | |
|--|----------|
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| Taking into account: The leadership and management of teaching and learning | 2 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 2 |
| The effectiveness of partnerships in promoting learning and well-being | 2 |
| The effectiveness with which the school promotes equality of opportunity and tackles discrimination | 3 |
| The effectiveness of safeguarding procedures | 2 |
| The effectiveness with which the school promotes community cohesion | 3 |
| The effectiveness with which the school deploys resources to achieve value for money | 3 |

Early Years Foundation Stage

Children's attainment when they first come to school is below average, particularly in their language and early literacy skills, and especially in writing. By the end of the Reception year, most children make good progress and achieve well in all aspects of their learning so that they meet, and some exceed, the expectations for their age.

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Children enjoy their time in the Reception class. This is confirmed by all those parents and carers who completed the questionnaire, when they judged that their children's needs were met well. One family commented that their son 'has got off to a good start and comes home full of enthusiasm'. Children's positive responses are demonstrated in their good behaviour and concentration. In the well-organised classroom and outdoor area, school staff foster independence, so that the children know how to take the initiative in their own learning. They also develop a healthy lifestyle, for instance through learning to wash their hands before eating, and brushing their teeth afterwards.

Children's good achievement results from consistently good teaching that involves high expectations and good organisation in the attractive classroom and outdoor area. This ensures that all the children are included, and supports their learning well. Planning is of good quality and is well matched to the needs of children's different abilities, although this is not always sufficiently evident in practice. The teachers provide good examples of the uses of language. Teachers' skills in questioning the children are effective in fostering their thinking and reasoning. The organisation of the setting provides an exciting curriculum and stimulating opportunities for children. The good experiences on offer serve to encourage the development of children's language and creative skills.

The two teachers provide good leadership and management. Parents make positive judgements about the provision, and feel well informed about their children's progress. The good induction arrangements include visits to children's homes by the leaders. There is rigorous attention to safeguarding issues. Observations of children's learning, and the associated assessment and recording, are regularly undertaken and used to identify the next steps in their learning. Through their careful self-evaluation, the leaders show good insight into children's progress and a clear overview of the strengths in the provision and the areas for improvement. Good arrangements are made for children's transition to Year 1.

These are the grades for the Early Years Foundation Stage

| | |
|--|----------|
| Overall effectiveness of the Early Years Foundation Stage | 2 |
| Taking into account: | |
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The quality of provision in the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |

Views of parents and carers

The rate of response to the parental questionnaires was low but most of the parents and carers who responded have positive views about the school. The great majority feel that their child's needs are met. Almost all parents and carers think that the school supports a healthy lifestyle. Most also feel well informed about their child's progress, and judge that their child is making enough progress at school. Almost all parents and carers think that the quality of teaching is good and that the school is well led.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waite End Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 32 completed questionnaires by the end of the on-site inspection. In total, there are 138 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|----|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 22 | 69 | 10 | 31 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 16 | 50 | 16 | 50 | 0 | 0 | 0 | 0 |
| My school informs me about my child's progress | 16 | 50 | 14 | 44 | 0 | 0 | 0 | 0 |
| My child is making enough progress at this school | 16 | 50 | 14 | 44 | 1 | 3 | 0 | 0 |
| The teaching is good at this school | 18 | 56 | 13 | 41 | 0 | 0 | 0 | 0 |
| The school helps me to support my child's learning | 15 | 47 | 16 | 50 | 1 | 3 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 11 | 34 | 20 | 63 | 0 | 0 | 1 | 3 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 11 | 34 | 18 | 56 | 1 | 3 | 0 | 0 |
| The school meets my child's particular needs | 16 | 50 | 14 | 44 | 1 | 3 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 12 | 38 | 15 | 47 | 4 | 13 | 1 | 3 |
| The school takes account of my suggestions and concerns | 13 | 41 | 17 | 53 | 1 | 3 | 0 | 0 |
| The school is led and managed effectively | 17 | 53 | 14 | 44 | 0 | 0 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 22 | 69 | 10 | 31 | 0 | 0 | 0 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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 | 58 | 36 | 4 | 2 |
| Primary schools | 8 | 43 | 40 | 9 |
| Secondary schools | 10 | 35 | 42 | 13 |
| Sixth forms | 13 | 39 | 45 | 3 |
| Special schools | 33 | 42 | 20 | 4 |
| Pupil referral units | 18 | 40 | 29 | 12 |
| All schools | 11 | 42 | 38 | 9 |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

| | |
|----------------------------|---|
| Achievement: | the progress and success of a pupil in their learning, development or training. |
| Attainment: | the standard of the pupils' work shown by test and examination results and in lessons. |
| Capacity to improve: | the proven ability of the school to continue improving. Inspectors base this judgement on 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 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: | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support. |
| 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. |

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.



15 October 2010

Dear Pupils

Inspection of Waite End Primary School, Waterlooville PO7 7DB

We would like to thank all of you for your help during the inspection. We enjoyed seeing you in your classrooms and talking to you at breaktimes and lunchtimes. We would especially like to thank those of you who filled in the pupils' questionnaire. Inspectors judged that you go to a satisfactory school.

These are the main things we found out about your school.

- Your school is welcoming and sets a positive climate for your learning.
- You enjoy school and have good relationships with the adults who take good care of you.
- You feel safe in school and have a good understanding of healthy lifestyles.
- You make satisfactory contributions to your school and community.
- All your parents are pleased with your experience at school.
- Your attainment in English and mathematics by the end of Year 6 is broadly average, and your progress across the school is satisfactory.

We have also asked your school to make some further improvements, these include:

- helping you to give your full attention to your work and learning throughout all lessons
- providing you with more opportunities to take on new responsibilities so you can make a greater contribution to the school and the community
- giving you more opportunities to learn about cultures other than your own to help you understand more about people from different backgrounds.

You can help by continuing to work hard, keeping up your good attendance, and taking advantage of the improvements that your school will be making. We wish you every success in the future.

Yours sincerely

Chris Grove

Lead Inspector

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