

# Waverley Primary School

## Inspection report

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<b>Unique Reference Number</b>	108453
<b>Local Authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	356364
<b>Inspection dates</b>	12–13 January 2011
<b>Reporting inspector</b>	Margaret Armstrong

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	302
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Jen Armstrong
<b>Headteacher</b>	Mr Mark Outterside
<b>Date of previous school inspection</b>	31 March 2008
<b>School address</b>	Maple Close Lemington, Newcastle-upon-Tyne Tyne and Wear NE15 7QZ
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors observed teaching and learning in 20 lessons, taught by 13 different teachers and held meetings with members of the governing body, staff and groups of pupils. Inspectors looked in detail at the following: the school's development plans and safeguarding policies; the school's data on pupils' progress and systems for monitoring the quality of teaching. There were 128 questionnaires returned by parents and carers and scrutinised by the inspection team. Staff and pupils' questionnaires were also analysed during the inspection.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- How well children achieve, and why, in the Early Years Foundation Stage.
- The use of assessment and the tracking of pupils' progress to ensure all pupils are challenged and supported.
- How effectively leaders and managers monitor, review and evaluate the impact of their actions on outcomes for pupils.
- In the light of the new leadership team, the school's capacity to improve.

## Information about the school

This is larger than the average-sized school. Almost all pupils are White British. The number of pupils known to be eligible for free school meals is above average. The proportion of pupils with special educational needs and/or disabilities is below average. The school has achieved Healthy School status. It offers a number of learning opportunities for families. The headteacher has been in post since September 2010 and there have been several changes in leadership in recent months.

**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**

**3**

## Main findings

This is a satisfactory school. The new headteacher's success in sharing his ambitious vision for the school is demonstrated by the good team spirit which has quickly developed. Strong relationships and good pastoral care result in pupils' good behaviour and enthusiasm for learning. Pupils say that they enjoy coming to school and feel safe and secure. Pupils fully understand the importance of taking part in physical activities and were particularly positive about the opportunities they have to set 'Personal Challenges' when involved in residential visits. They make a good contribution to the school through their work as fundraisers and house captains. The school's engagement with parents and carers is good and most are very appreciative of the work of the school and speak highly of 'the commitment the school makes to each child'.

Attainment is average by the end of Year 6 and achievement is satisfactory. Children start in the nursery at a level which is typical for their age. Provision in the Early Years Foundation Stage is sound and children make satisfactory progress. However, opportunities are sometimes missed to provide activities that engage and excite children, especially outdoors. Progress is uneven as pupils move through the school, being satisfactory overall. The unevenness in progress is linked to variability in the quality of teaching. Where teaching is good, teachers set a brisk pace to learning and expectations are high for all pupils. When this is the case, progress accelerates quickly. In less successful lessons, teachers do not always make effective use of information from assessments to plan sufficient challenge for more-able pupils. In these lessons the pace of learning is slower and the level of engagement less secure. The use of marking to help pupils improve their work is inconsistent across the school. The school's curriculum is satisfactory. It has been reviewed recently to provide more interest and increase motivation. However, it does not provide sufficient opportunities for pupils to practise their basic skills. Nevertheless, pupils are prepared satisfactorily for the next stage of their education.

Comprehensive self-evaluation by the new headteacher, staff and governing body have identified that improvements in teaching and the use of data to tackle underachievement are necessary to raise attainment. Recent development of phase leaders' skills is enabling them to make a fuller contribution to evaluating the school's work. However, monitoring of teaching and learning lacks rigour. This has meant that teachers are not always sure how they can improve their practice and ensure pupils achieve as well as they should. Consequently, there is a satisfactory capacity for further improvement. The school provides satisfactory value for money.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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Please turn to the glossary for a description of the grades and inspection terms

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

- Improve consistency in the quality of teaching and learning to raise attainment by:
  - ensuring teachers make better use of assessment information to plan effectively for more-able pupils
  - improving the pace of learning to increase pupils' level of engagement, giving pupils clearer indications of how to improve their work through feedback in lessons and in marking.
- Strengthen monitoring and evaluation in the school by:
  - establishing clearer formal routines for undertaking monitoring activities throughout the year
  - providing training for senior leaders in order to bring more rigour to lessons observations and scrutinising of pupils' work.
- Accelerate the progress of children in the Early Years Foundation Stage by:
  - providing a wider range of interesting, exciting and challenging activities, particularly outdoors
  - ensuring adults use assessment information effectively to plan the next step in each child's learning
  - implementing a robust action plan to eradicate weaknesses in provision.

## Outcomes for individuals and groups of pupils

**3**

Most pupils enjoy learning and are active participants, who are keen to succeed. In lessons, they listen carefully, work hard and make satisfactory progress. Positive relationships ensure that pupils behave well, are friendly and helpful to one another and respectful to adults. Attainment is broadly average by the end of Year 6 and achievement is satisfactory. Although pupils show good attitudes to learning, their progress is variable as they move through the school. This is because teaching does not always challenge pupils sufficiently and this slows down the progress they make. Although there are no underachieving groups, not all more-able pupils progress as quickly as they should. The skilled work of support staff enables pupils with special educational needs and/or disabilities and other vulnerable pupils to progress equally as well as others.

Pupils feel safe in school and they know who to turn to if they have a problem. They talk enthusiastically about the interesting experiences the school offers them. They thoroughly enjoy the wide range of physical activities provided and recognise this helps to keep them healthy and positively engaged. They are proud of the contributions they make to the school. The school council, for example, have played a key role in helping to plan a new play area. Pupils' spiritual, moral, social and cultural development is satisfactory. This is because, although pupils make good progress in developing their social skills, their understanding of different cultures is less well developed. Their improving attendance and the sound progress they make in developing their basic skills prepare them satisfactorily for the next stage in their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

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

## How effective is the provision?

Teaching and learning are satisfactory. However, teaching is too variable in quality to promote consistently good progress. Where teaching is good, teachers set high expectations for every pupil and use perceptive questioning to extend thinking. Explanations are clear and this helps pupils to know precisely what they need to do to be successful in their learning. Lessons move at a good pace and teachers make sure pupils fully understand new learning. In less successful lessons, the work is not sufficiently well planned and the pace of learning is slow. Teaching lacks challenge and opportunities are missed to extend the thinking of more-able pupils through effective questioning. Where this is the case, the level of pupils' engagement is less secure. There is some informative marking with indicators for improvement that help pupils to progress and to meet their targets, although this is not consistent across subjects or year groups.

The curriculum is satisfactory. It has been developed recently to enhance pupils' motivation to learn. The curriculum is adequately matched to pupils' needs and interests but it does not always cater for the needs of more-able pupils. In addition, the curriculum does not provide pupils with sufficient opportunities to practise and develop their literacy and numeracy skills. An increasing range of activities is available to pupils during the school day. For example, involvement in 'Super Learning Days' have provided them with opportunities to focus on special themes which interest them. Pupils benefit from a good range of opportunities outside school. They were looking forward to visiting Hawkhirst

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Camp and talked excitedly about their enjoyment visiting Robinwood and their involvement in sports events. New partnerships between other local schools are supporting the school in developing the curriculum. As a result, pupils benefit from specialist support in areas such as music, basketball and gymnastics.

The well-targeted care and support for pupils enable them to flourish in a safe and secure environment. The clear guidance which is given for behaviour, for example, is appreciated by all pupils. Close monitoring of attendance has enabled the school to reduce the number of persistent absences. Parents and carers are kept informed of their children's well-being and they receive good quality information about academic progress and their child's targets for improvement. Close work with external agencies means that support for vulnerable pupils is rapid and involves a breadth of specialist expertise. Transition at all stages is a positive experience as teachers work closely with families and other schools to ensure pupils settle quickly into new surroundings.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The headteacher's success in sharing his ambition for the school is demonstrated by the positive team spirit which pervades the school. Leaders have begun to analyse data carefully and set challenging targets for improvement. However, they have not ensured that information about pupils' progress is used consistently well across the school. In addition, monitoring of teaching and learning is not rigorous enough and teachers are not given sufficient guidance on how they can improve their practice. Consequently, teaching is variable and pupils' progress is uneven. Equality of opportunity is satisfactory. The school does not tolerate harassment in any form and ensures the school is an orderly community. To ensure full equality in learning, the school is tackling the needs of all pupils, especially the more able.

Governance is satisfactory. The governing body provides a good level of support but it is not yet using the information it holds regarding identified weaknesses to question and challenge the rate of improvement. Safeguarding arrangements are good, with clear policies and secure risk assessment systems. Staff are thoroughly checked for their suitability to work with children. The promotion of community cohesion is satisfactory. Within the school and local communities it is particularly good but links with the wider community are at an early stage of development.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Achievement is satisfactory in the Early Years Foundation Stage. Children get off to a sound start in the nursery. They settle in quickly and are keen to learn. This is because adults are attentive, listen to the children and create conditions in which children feel welcomed, safe and secure. As a result, children make satisfactory progress. The large majority reach the level expected at the start of Year 1 though this does vary from year to year depending on children's ability and readiness to learn. Although the outdoor provision provides some interesting activities, it is not as stimulating as the indoor provision. Outdoor activities are not always planned with a clear focus on learning, and staff do not entice children as well as they could into exciting activities that extend their knowledge and skills. The use of assessment is developing but observations are not sharp enough to help teachers pinpoint exactly what individual children need to do next to move their learning on. Leaders and managers provide satisfactory leadership but plans to improve areas of weakness are at an early stage of development. Arrangements to meet the health, safety and welfare of the children meet requirements. Parents and carers are given good information to help them support their children's learning.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account: Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation	3



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Stage

## Views of parents and carers

Most parents and carers who returned the questionnaires expressed positive views about the school. They feel their children are safe and well cared for throughout the school. Parents and carers are strongly supportive of the new headteacher and the leadership and management of the school, and feel their children are well prepared for future learning. A small number expressed concern regarding the progress their children make and the way the school deals with unacceptable behaviour. Inspectors judge that the school works well to support individuals in handling their behaviour and that it is good. However, they endorse the view that the progress pupils make is uneven as they move through the school, although it is satisfactory overall.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waverley 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 302 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	76	59	50	39	2	2	0	0
The school keeps my child safe	68	53	48	38	3	2	1	1
My school informs me about my child's progress	54	42	65	51	7	5	0	0
My child is making enough progress at this school	56	44	61	48	9	7	0	0
The teaching is good at this school	66	52	56	44	3	2	0	0
The school helps me to support my child's learning	58	45	62	48	5	4	0	0
The school helps my child to have a healthy lifestyle	57	45	65	51	6	5	0	0
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)	56	44	59	46	5	4	1	1
The school meets my child's particular needs	55	43	63	49	4	3	3	2
The school deals effectively with unacceptable behaviour	49	38	62	48	10	8	1	1
The school takes account of my suggestions and concerns	47	37	70	55	6	5	0	0
The school is led and managed effectively	57	45	60	47	7	5	0	0
Overall, I am happy with my child's experience at this school	72	56	45	35	4	3	2	2

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



14 January 2010

Dear Pupils

**Inspection of Waverley Primary School, Newcastle-upon-Tyne, NE15 7QZ**

Thank you for the friendly welcome you gave to inspectors when we visited your school recently. We enjoyed talking to you and especially liked the way in which you care for each other and your school. We were impressed with your good behaviour and the valuable contribution you make to the school and local community. The staff take good care of you and a number of you told us how safe you feel in school and know how to live a healthy lifestyle. You develop into confident, polite children with a good awareness of right and wrong.

You go to a satisfactory school. This means that it does some things well but other things could be better. We found some of your lessons made you really think and work hard but they were not all like this. This means that some of you do not always make as much progress as you should. We have asked your new headteacher and governors to join you in your lessons so that they can check on how well you are doing. We also found that children in the Early Years Foundation Stage need more exciting activities, especially when they are working outdoors. So that you can improve further, we have asked the school to:

- make sure teachers plan more challenging work for faster learners
- ensure all teaching is exciting, with teachers matching tasks to your needs in classes and making sure you know what you are expected to learn
- check more often in lessons on how well you are doing
- provide more interesting activities for children in the Early Years Foundation Stage, particularly when they are working outdoors.

You can help by continuing to come to school as regularly as you do and by helping each other in and around school.

Yours sincerely

Mrs Margaret Armstrong

Lead inspector

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