

# Watchfield Primary School

## Inspection report

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<b>Unique Reference Number</b>	123068
<b>Local Authority</b>	Oxfordshire
<b>Inspection number</b>	359355
<b>Inspection dates</b>	3–4 November 2010
<b>Reporting inspector</b>	Wendy Ratcliff

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>	270
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lt Col Patrick Brown RE
<b>Headteacher</b>	Nick Sheppard
<b>Date of previous school inspection</b>	25 March 2008
<b>School address</b>	North Street Swindon SN6 8SD
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 15 lessons and met with members of the governing body, staff and groups of pupils. They observed the school's work, looked at pupils' books, tracking data on pupils' attainment and progress, the school's development plan, examples of monitoring, the minutes of governing body meetings and a range of policies. The team received 101 pupil questionnaires, 193 questionnaires from parents and carers and 12 questionnaires from staff.

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

- The attainment and progress groups of pupils make through the school.
- The effectiveness of leadership at all levels in improving the quality of teaching and learning and in raising attainment.
- How assessment information is used to ensure teaching and the curriculum are meeting the needs of all pupils and providing them with the challenge and support they need to achieve well.
- The extent to which community cohesion and equality of opportunity are particular strengths. community cohesion and equality of opportunity are particular strengths.

## Information about the school

Watchfield is an average sized primary school located in the Vale of the White Horse, between Oxford and Swindon. It is situated next to the Defence Academy of the United Kingdom. Many of the students at the academy form the school's parent base. Around 73% of pupils have parents in the military. The mobility of pupils is high with 54% of pupils joining the school in September 2010 and a large majority of these due to leave in July 2011. This high mobility is an annual event. A significant minority of pupils come from overseas. At the time of inspection, the school population comprised of pupils from 35 different countries. The number of pupils who have English as an additional language is higher than average, with many of the new pupils arriving each September with little or no English. The proportion of pupils with special educational needs and/or disabilities is below average. Fewer pupils than average are eligible for free school meals. In the last three years, there has been an additional change to the nature of the school population due to a significant number of pupils transferring to the school from other local schools at different points during the year.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Watchfield Primary is a good school where each pupil is highly valued. The school provides an inclusive environment where all groups of pupils are welcomed when they join the school. One pupil says that the school 'makes the children feel like someone special and makes them feel at home.' Staff morale is high and they have a strong commitment for all pupils to do well. The headteacher is very much at the heart of the school's success and the parents recognise this. An effective senior leadership team ably supports him. Together with the members of the governing body, they are clear where the school needs to improve further particularly as standards have fluctuated since the last inspection. They communicate high expectations for the school community to work towards realistic and challenging targets. As a result, the school has a good capacity to build on their success and improve further.

◆ There are strong partnerships with the Defence Academy as well as other local schools. The school uses these to good effect in providing activities to enrich the curriculum, such as its participation in a junior engineering programme run by the local secondary school, where pupils learn about podcasting and robotics. The school has good relationships with all groups of parents and carers. They have effective systems in place to ensure the smooth transition of all groups of pupils at the start of each academic year. Parents and carers express their satisfaction with the work of the school and this is reflected in comments, such as: 'We are delighted with Watchfield Primary. It has gone from strength to strength under the headteacher's leadership.' ◆

◆ Pupils really enjoy being at school and are motivated to learn. They behave well and care for each other. One pupil commented, 'I think it is very good that at this school we have children from around the world and everyone respects different religions'. Pupils say they feel very safe at school and show an impressive understanding about what constitutes an unsafe situation. Adults are providing many opportunities for pupils to develop this understanding through events such as Keeping Safe week. Pupils are proud of their school and are keen to take on extra responsibility such as becoming playground leaders and sunshine friends.

◆ The majority of pupils enter the school each September as well as at other times during the school year. They arrive having reached different stages in their learning and the school has effective systems in place to help pupils settle so they can quickly start to make progress. Attainment in English and mathematics is average and has varied over the last three years. Some pupils who arrive in year six with very little English do not sit the statutory or school tests if they are working below the level of the tests. This is because they have only been speaking English for nine months at the time of testing. Progress

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overall is good and pupils achieve well, with no groups of pupils significantly underachieving. Pupils in key stage 2 are making less progress in mathematics, as was also the case in 2009. Pupils who speak who speak English as an additional language and those with special educational needs and/or disabilities make good progress relative to their starting points. Overseas pupils who have little or no English when they start at school benefit from extensive support provided by specialist staff, who tailor programmes of teaching to enable pupils to quickly acquire the skills of speaking English.

◆ The school has recently developed a more secure assessment system to track pupils' progress on a term by term basis. While this is providing a more consistent approach for identifying those pupils who would benefit from intervention groups, the information is not always used analytically. For example, assessments for mathematics do not always identify the particular element that requires development, such as using and applying number in everyday situations or developing skills for calculation.

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

- Improve attainment for all groups of pupils by:
  - ensuring assessment information is used more analytically
  - ensuring provision is more precisely tailored to individual needs.
- Improve pupils' progress in maths across Key Stage 2 by:
  - ensuring assessments are completed in a consistent way
  - providing more opportunities for pupils to use and apply number in everyday situations
  - ensuring a more consistent approach is taken for pupils' to develop their skills in calculation.

**Outcomes for individuals and groups of pupils****2**

The lessons observed during the inspection confirm that the majority of pupils across the school are making good progress in their learning with no groups underachieving. The well targeted support for those pupils who speak English as an additional language and those with special educational needs and/or disabilities means that they also make good progress. Attainment in Key Stage 1 in reading, writing and mathematics was above average in 2010 but this has seen some variation over time. Attainment in Key Stage 2 is average overall when taking into account the performance of all groups of pupils, with English and science being the stronger areas. Pupils with English as a first language achieve well.

Pupils are keen to do well and show high levels of enthusiasm. They show pride in their school in the care and respect they show for each other. Pupils have a good understanding of their own personal conduct and behaviour. They are polite and courteous. All pupils have positive attitudes towards their learning and show strong understanding of a wide range of cultures. Pupils value each other's differences and are keen to learn about the different language of the month and enthusiastically talk about international week. They take an active part in both the school and wider community. One

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pupil commented, 'my school takes a wide range of children from different countries and we care for each other and make sure the kids are happy and settled.'

The pupils say that they are helped by their teachers to develop an impressive knowledge of how to keep safe. This is confirmed in the pupil questionnaires with 97% of pupils saying they feel safe at school, and their parents agree. They have a good appreciation of how to keep themselves healthy through a healthy diet and regular exercise. Pupils say that they enjoy the range of extra sporting clubs.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</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>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</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 is good because lessons are carefully planned to support individual learning needs. The lesson objectives are clear and shared effectively with pupils. A strong feature of all lessons is the positive relationships that exist between adults and pupils. In the best lessons, the pace is brisk and teaching is lively. However, in the small number of satisfactory lessons observed, the pace was too slow and the lessons lacked challenge for all pupils. Pupils who speak English as an additional language are consistently well taught.

◆ The school's new assessment system ensures the progress of individuals and groups of pupils is considered at 'progress surgeries' and interventions identified to provide extra support to help accelerate learning. However, assessment data is not consistently

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analysed across the school and used to pinpoint where the main emphasis for support is needed.

◆ The school has recently developed a more creative approach to the curriculum. It is designed to provide themed based weeks to reinforce learning by making useful connections between subjects, and the school is beginning to use this new initiative well. During keeping safe week for example, pupils were able to develop their writing skills as they designed posters, leaflets and written instructions about the need to keep safe around fireworks.

◆ Care, guidance and support for pupils are of extremely high quality. Pupils are known as individuals. One parent confirms this in their comment, 'Pupils are treated in a way that respects their individuality - every child does matter'. Pupils confidently take part in activities because they have strong and positive relationships with adults. A particular strength is the way in which the school works closely with others outside the school to support pupils and their families. For example, the school has good relationships with the attendance and engagement officer to follow up on absences.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</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>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are good because the headteacher and senior leaders provide inspiration and motivation for the school community. One member of staff reports, 'This is a fantastic school to be part of'. They have successfully overcome previous weaknesses identified in marking and information and communications technology at the last inspection and show a strong commitment to improve further. The school uses available resources well and provides good value for money. The governing body knows the school well and provides a good balance of challenge and support. The senior leadership team and the governing body have a very clear understanding of strengths and weaknesses because of accurate and effective monitoring systems.

◆ Effective procedures are in place to ensure the safeguarding of all pupils. Pupils and parents are very positive about how the school helps them to stay safe though a range of well planned topics. The school engages well and has introduced parent evenings in order for parents to be more informed about how well their child is doing.

◆ This is an inclusive school, which ensures all pupils enjoy equal opportunities to succeed and where a strong commitment to community cohesion operates within and outside the school community. The school has an extremely good understanding of its

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own community and celebrates the wide range of backgrounds the pupils represent. The school has plans in place to develop links with the United Kingdom community. As a result, the school reports no racist incidents because pupils have a good understanding of their school community and show respect for each other.

*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	2
<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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children start school with skills and abilities that are broadly in line with national expectations, although this can vary year on year. Communication, language and literacy is consistently a weaker area. Overall children make good progress because of effective teaching and good leadership. Carefully planned transition arrangements, which include a welcome picnic and an information meeting for parents contribute to children settling quickly. Children are happy, confident and enthusiastic learners. ♦

♦ There is a good balance of adult led, group and child initiated activities. Adults work well as a team and planning is good. The school makes effective use of assessment information to cover all areas of learning incorporating children's interests and takes account of their next steps in learning. ♦ The leader of the Early Years Foundation Stage successfully monitors the work of the team and identifies areas to improve further. There is a strong and ongoing focus on learning letters and sounds and developing number skills through well planned and exciting activities both indoors and out. Those who speak English as an additional language have tailored support to develop their skills in learning English.

♦ Children understand the importance of being kind and careful and understand the agreed code of behaviour. They enjoy activities in the outside classroom. Children work



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well together, as, for example when they negotiated the building of crates whilst wearing hard hats so they were not hurt if a crate fell. Others carried clipboards and practised mark making as they wrote instructions for the building task. Children are keen to participate in an adult led activity helping them develop their understanding of keeping safe. They tested reflective objects as they went into the dark den with torches so they could tell their peers what they saw, and consequently, know the importance of being seen when it is dark.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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

All of the parents and carers who responded to Ofsted's questionnaire say that the school is led and managed well. They all agree that the school keeps their children safe and the vast majority say that they are happy with their child's experience at school. Their responses show high levels of satisfaction with the work of the school. A very small minority voiced reservations relating to individual concerns. These did not follow a particular pattern. Several parents and carers made positive comments about the school as a whole such as, 'Watchfield provides an excellent opportunity for my child to meet children from all over the world, to learn how to be a host and learn to make friends quickly' and 'I cannot praise this school highly enough'.

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

Ofsted invited all the registered parents and carers of pupils registered at Watchfield 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 193 completed questionnaires by the end of the on-site inspection. In total, there are 259 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	123	64	68	35	2	1	0	0
The school keeps my child safe	134	69	57	30	0	0	0	0
My school informs me about my child's progress	89	46	91	47	12	6	0	0
My child is making enough progress at this school	87	45	94	49	11	6	1	1
The teaching is good at this school	108	56	83	43	2	1	0	0
The school helps me to support my child's learning	98	51	86	45	8	4	0	0
The school helps my child to have a healthy lifestyle	100	52	85	44	7	4	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)	90	47	77	40	6	3	0	0
The school meets my child's particular needs	91	47	88	46	10	5	1	1
The school deals effectively with unacceptable behaviour	97	50	79	41	6	3	0	0
The school takes account of my suggestions and concerns	87	45	85	44	5	3	1	1
The school is led and managed effectively	129	67	60	31	0	0	0	0
Overall, I am happy with my child's experience at this school	130	67	61	32	2	1	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](http://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"><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.**



5 November 2010

◆ Dear Pupils

◆ Inspection of Watchfield Primary School, Watchfield, Swindon SN6 8SD

◆ This letter is to thank you for your help during the recent inspection of your school and to tell you what we found. We thoroughly enjoyed being in your lessons, attending your assembly and meeting with you. We were particularly impressed by your good behaviour, the enthusiasm you have for your school and how you respect and care for each other.

◆ Your school is inviting, welcoming and an attractive place to learn. You told us that you enjoy school and that you value the opportunities you have to learn about different countries and cultures. We were not surprised, having found out about some of the exciting things your teachers plan for you. It was good hear about 'International Week' and the opportunities you have to experience foods from around the world. Your headteacher and all the other adults care for you and know you extremely well. You told us that you feel very safe at school and your teachers are helping you to understand how to keep yourselves safe, for example by crossing roads safely. You are proud to take responsibility by becoming sunshine helpers and playground leaders.

◆ Your school is a good school and most of you are making good progress in your learning. We have asked the school to do two things to make your school even better. First, we have asked the staff to look more carefully at how they can help you do better in your learning by improving the way they decide how you are doing and what you need to do better. Second, we have also asked them to provide more activities using number work and calculation in mathematics. You can help by continuing to work hard in your lessons. Thank you again for making us feel so welcome when we came to your school.

◆ Yours sincerely

Wendy Ratcliff

Her Majesty's Inspector

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