

# Widden Primary School and Family Centre

## Inspection report

---

<b>Unique Reference Number</b>	115481
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338590
<b>Inspection dates</b>	23–24 November 2010
<b>Reporting inspector</b>	John Eadie

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	377
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Andrew Britten
<b>Headteacher</b>	Tim Cooper
<b>Date of previous school inspection</b>	7 November 2007
<b>School address</b>	Sinope Street Gloucester GL1 4AW
<b>Telephone number</b>	01452 520571
<b>Fax number</b>	01452 311849
<b>Email address</b>	head@widden.gloucs.sch.uk

---

<b>Age group</b>	4–11
<b>Inspection dates</b>	23–24 November 2010
<b>Inspection number</b>	338590

**Number of children on roll in the registered  
childcare provision**

**Date of last inspection of registered  
childcare provision**

Not previously inspected

---

**Age group** 4–11  
**Inspection dates** 23–24 November 2010  
**Inspection number** 338590

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 0300 1234 234

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by three additional inspectors. Thirty-one lessons were visited and 17 teachers were observed. Inspectors held meetings with leaders and managers, a representative of the local authority, the Chair and Vice-Chair of the Governing Body, staff and pupils. They observed the school's work and looked at a variety of documentation, including the school's development plan; policies and procedures, particularly those concerning safeguarding; data showing the progress that pupils are making; and, evidence from the school's own monitoring as well as that of the School Improvement Partner and the local authority. Questionnaires returned by 88 parents and carers were analysed, as were those completed by staff and a sample of pupils in Years 3 to 6.

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

- Whether pupils are making adequate progress through the school, given that national published data suggests otherwise.
- Whether pupils' mobility is having a significant impact and is depressing the published data.
- Whether improvements in English in recent years have been maintained and whether there is any sign of improvement in mathematics.
- Whether differences between the performance of groups, particularly White British and Indian pupils, have been addressed effectively.

## Information about the school

Widden is larger than the average primary school. About half of the pupils are Asian or Asian British, from a variety of heritages and around a quarter are of other White heritages, mostly from Eastern Europe. A very small minority are White British. This is a significant change from the last inspection when significantly more than half of the pupils were Asian or Asian British and there were few from Eastern Europe. Nearly three quarters of pupils speak English as an additional language and around a third of these are at an early stage of learning English. The proportion of pupils identified as having special educational needs and/or disabilities is broadly average. Most of these have speech, language or communication or moderate learning difficulties. The proportion of pupils who join and leave the school at times other than the usual is well above average. The school runs a breakfast club and hosts a number of community activities, including a Madrasedh. The school manages a children's centre and the childcare and education arrangements for this were included in this inspection. The centre's extended services are subject to a separate inspection. There have been considerable changes in the teaching staff since the last inspection, with almost two thirds of staff being new to the school.

**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. There was a significant decline in its performance shortly after the last inspection, when it was judged to be good. However, the corner has been turned and signs of progress are clearly evident. For instance, attainment in English fell to low in 2008 and 2009, but improved so that it was broadly average in 2010. Attainment is still low overall as attainment in mathematics has not yet improved to the same extent as in English, although there are also signs of significant improvement here. Data also clearly show that attainment is depressed by the large numbers of pupils who join the school in Years 5 and 6 with little or no English. About a quarter of the current Year 6 has joined since September 2009 directly from abroad. Pupils' progress, which data suggest was inadequate in 2008 and 2009 in both English and mathematics, has improved markedly and is now satisfactory, although still weaker in mathematics than in English. There has been good progress on the areas for improvement noted in the last inspection report. Provision in the Early Years Foundation Stage has improved significantly and teaching assistants and other adults are now deployed well to enhance pupils' learning.

A notable strength of the school is the good care, guidance and support provided for pupils. In particular, the induction arrangements for those who join the school at times other than the usual time of starting are effective in enabling the school to address their wide variety of needs, especially for those who are new to speaking English. Support for vulnerable pupils is targeted well and the school makes very good use of a broad range of external agencies to enhance this provision. A further example of support is in the work done to raise levels of attendance. Although attendance rates are currently low, there is evidence of significant improvement. The pupils respond well to the good care and say that they feel safe and know who to turn to if they have a problem. They behave well and are good ambassadors for the school in the local community.

One of the key reasons for the deterioration in the performance of the school was a decline in the overall quality of teaching. Action has been taken and the quality is improving; all teaching observed during the inspection was at least satisfactory. Examples of good teaching were seen, particularly in the Reception classes and also in Year 6. However, there is some way to go before pupils are enjoying consistently good teaching. In the weaker lessons, teachers did not have sufficiently high expectations of either their pupils' performance or their behaviour. Their use of questioning does not always extend pupils' learning, as questions often only require a one-word answer or confirmation of what has already been said. Teachers have made a start at using success criteria in lessons, but these are not always sufficiently precise or routinely returned to at the end of the lesson so that pupils can evaluate the success of their own learning.

Assessment has started to be used to track the progress that pupils are making and a careful check is made to ensure that all groups are making the same progress. In

**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

particular, it now shows that White British and Indian pupils are generally making similar progress. However, this is still in its early stages and teachers are not sufficiently confident in the effective use of assessment. As a result, the targets set for pupils are sometimes imprecise and not well matched to pupils' abilities or needs. In such cases, teachers are unable to give pupils clear guidance on how they can improve their work, and pupils are not always given sufficient time to respond to any guidance they are given, in teachers' marking for instance.

Self-evaluation is accurate and based on careful analysis. A very large majority of staff said, on their questionnaires, that they contribute to the school's process of self-evaluation and governors are also involved, although their involvement is at an early stage of development. Although the school's evaluation lacks detail in some sections, senior staff have built an accurate picture of strengths and areas for development. This, and the improvements noted, indicate that the school is satisfactorily placed to continue to improve.

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

- Improve pupils' achievement by raising the consistency of teaching and learning so that at least 75% is good or better by July 2011 by:
  - teachers have consistently high expectations of what pupils can do
  - teachers use questioning effectively so that pupils spend more time actively engaged
  - pupils can evaluate the effectiveness of their learning against precise success criteria.
- Improve pupils' achievement in mathematics by:
  - using the whole-class part of lessons more creatively so that pupils spend more time developing their mathematical learning
  - ensuring that teachers have a clear picture of what pupils have already learnt so that they are building on this learning when they plan their lessons.
- Improve pupils' progress and raise attainment, particularly in writing and mathematics, by:
  - setting precise targets for pupils' next steps in learning that accurately match each pupil's abilities and needs
  - ensuring that teachers use these next steps when they are feeding back to pupils on the success of their learning and give time for pupils to respond to this feedback
  - sharing these next steps consistently with pupils and their parents and carers.

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

**3**

Children join the Reception class with low levels of skills and knowledge. Pupils are currently making satisfactory progress through the school. Learning in lessons is sometimes good, for example as seen in a lesson where pupils in Year 3 were performing a rap poem in groups. Levels of enthusiasm and engagement were high and pupils were

**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

keen to offer suggestions as to how their group might improve their performance. However, there are times when progress slows, for instance in some mathematics lessons when the initial part of the lesson is not used well. Some pupils quickly understand and complete their work on their individual whiteboards and begin to lose interest while waiting for their classmates to finish their example. Pupils with special educational needs and/or disabilities are supported well and make similar progress to their classmates. There is no significant difference in the progress made by pupils in different ethnic groups as their differing needs are catered for well. Pupils who speak English as an additional language are also supported well and are quickly assimilated into lessons.

The quality of behaviour in lessons is closely related to how well pupils are engaged, although it is generally good. They behave well around the school, particularly in the narrow corridors, and are polite and welcoming to visitors. They have good knowledge of how to stay healthy, but do not always carry this through into sound dietary choices. Pupils are developing well into sensible young citizens, who appreciate and celebrate the diversity represented in the school, and are very aware of different communities in this country and further afield.

*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>	4
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>3</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>	4
<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?**

The quality of teaching is satisfactory and improving. There are a number of general strengths. For instance, relationships between adults and pupils are good and pupils are

**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

usually therefore keen to do well. Most teachers make good use of paired or group discussions to help pupils to embed their learning. However, they miss opportunities to ask searching questions to develop pupils' thinking. There are also too many instances of pupils sitting listening for too long, which slows their learning as they are not actively engaged.

A strength of the curriculum is the Widden Workshops, which are very popular with pupils as they give them opportunities to do a five-week course of a variety of activities and experiences on Friday afternoons. These are thoroughly enjoyed and have improved attendance on Fridays. The remainder of the curriculum is planned soundly and fulfils all requirements, with good use being made of visitors and visits to enhance pupils' learning. However, links between subjects are not routinely made and opportunities to practise basic skills in a range of subjects are therefore occasionally missed.

The school works closely with the children's centre on a management level and there is good shared provision of extended support services, family support and learning for instance. However, there are few links between the Early Years Foundation Stage team in school and the staff responsible for the education of the young children in the centre.

*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?

Leaders and managers have taken concerted action to improve provision and pupils' achievement over the last eighteen months or so. In this they have been supported well by the local authority, which has provided a mathematics consultant to work alongside the school, for instance. A seconded assistant headteacher has strengthened the leadership team and has taken specific responsibility for curriculum improvements. This has brought the quality of leadership and management to satisfactory as the school recognised that there were shortcomings before this input. Governors support well, have good knowledge of the school's strengths and weaknesses, and are regular visitors to find out for themselves what is going on and to gain the views of staff and parents. However, a number are new to their roles and many of their initiatives are in their early stages. There is shared ambition for the school, for instance staff on their questionnaires were almost unanimous in saying that they know what the school is trying to achieve.

Equality of opportunity has a high profile in the school. The school recognises the changing nature of the balance of pupils' heritages and has adapted well to this. Racial incidents are dealt with well and discrimination is tackled firmly. However, there is no planned programme to prepare pupils to deal with stereotypical views. Safeguarding procedures were good at the time of the inspection as the school gives this a high priority.



**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

The school liaises very well with outside agencies and works well with them to minimise risk of harm to pupils. Pupils are helped to keep themselves safe as issues such as bullying are integrated into the curriculum. Although partnerships to support pupils' welfare are very good, those that enhance pupils' learning opportunities are more limited, except for those included in the Friday afternoon Widden Workshops.

The school has excellent knowledge and understanding of its own local community. This is demonstrated in the recent award for the headteacher from a Muslim organisation for the school's work in this community. It often goes the extra mile to help the range of heritages in the community, for instance by ensuring that there is a wide range of other language speakers available at the start of the school day to offer help for parents and carers. Good work has also been done to extend pupils' knowledge of other communities through links with schools in this country and Europe.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</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>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>3</b>

## **Early Years Foundation Stage**

Provision in the Reception classes has improved significantly since the last inspection and is now good. Children are making good progress during their time in this class and, by the time they join Year 1, they are close to reaching average standards. However, this is relatively new, with improvement in their progress only happening in the last two years. Provision for young children in the children's centre is satisfactory and these children are making satisfactory progress from their low starting points.

Staff in the Reception classes have a good understanding of how young children learn and regularly check what children can do. They use this information well to plan the next stage of learning and, as a result, activities challenge the children and they make good progress. Developing children's language skills is given a high priority and adults model and use language well. They use a systematic approach to the teaching of skills so that children

**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

are prepared well for reading and writing. Staff create a caring and supportive environment in which children thrive and enjoy learning.

Leadership and management are good. The relatively new leader has put in place a number of effective initiatives which have successfully improved provision and raised children's achievement. Many of the initiatives are comparatively recent and are not yet fully embedded. A good partnership with parents and carers promotes children's learning well.

*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

Those parents and carers who completed the questionnaires are positive about the school. They are unanimously pleased about their children's enjoyment of school and almost all agree that their children are kept safe. No significant concerns were expressed, although a very small minority considers that unacceptable behaviour is not dealt with well. The inspection team found that pupils behave well and that behaviour did not disrupt learning or cause problems for other pupils during the inspection.

Parents and carers are impressed with the willingness of the school to listen to them, saying such things as, 'Recently we've been impressed with the management team's willingness to discuss challenging issues like a parental interest in a collective mixed worship assembly on Fridays rather than a segregated one.'

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

Ofsted invited all the registered parents and carers of pupils registered at Widden Primary School and Family Centre 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 88 completed questionnaires by the end of the on-site inspection. In total, there are 377 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	49	56	38	43	0	0	0	0
The school keeps my child safe	52	59	34	39	2	2	0	0
My school informs me about my child's progress	41	47	40	45	3	3	2	2
My child is making enough progress at this school	32	36	50	57	4	5	1	1
The teaching is good at this school	37	42	47	53	2	2	0	0
The school helps me to support my child's learning	35	40	43	49	4	5	0	0
The school helps my child to have a healthy lifestyle	31	35	54	61	1	1	1	1
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)	30	34	47	53	4	5	1	1
The school meets my child's particular needs	33	38	43	49	7	8	0	0
The school deals effectively with unacceptable behaviour	30	34	48	55	8	9	1	1
The school takes account of my suggestions and concerns	31	35	43	49	3	3	1	1
The school is led and managed effectively	39	44	45	51	0	0	1	1
Overall, I am happy with my child's experience at this school	43	49	42	48	0	0	1	1

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.**



25 November 2010

Dear Pupils

**Inspection of Widden Primary School, Gloucester GL1 4AW**

Thank you so much for welcoming us so warmly when we visited your school recently. We enjoyed talking to you and were impressed with your good behaviour and politeness. Your school has improved quite a lot recently and is now giving you a satisfactory education. You are making satisfactory progress now as teaching is satisfactory.

We think that the school cares for you well and works hard to make sure you are safe. You told us that you feel safe and that there is always an adult you can speak to if you have problems. We also think that you are leading healthy lifestyles and you were able to tell us how you do this. The school works hard to keep your parents informed and they told us that they appreciate this. We were also impressed with how well you all get on together. It is really good to see the range of races and cultures being celebrated.

There are three things we have suggested need to be improved.

- Although teaching is satisfactory, there needs to be more good teaching if you are to make good progress. We think teachers should always expect the best from you and should make sure that the questions they ask make you think hard. You should also be helped to check how well you have learnt at the end of each lesson.
- Although your standards in mathematics are improving, they are still low. This is because some of you are not learning well when you are all working together on the carpet. Also, the work planned for you is sometimes too easy or too hard.
- The targets that you are set are not always matched well to what you already know. We have asked staff to refer to these targets when they mark your work so that you have a better idea of how you are doing and how you could improve. We have also suggested that you should share these targets with your parents and carers so that they also know how well you are doing.

You can help by asking your teachers how you can improve your work.

Best wishes.

Yours sincerely

John Eadie

Lead inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 1234 234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**