

Watergall Primary School

Inspection report

Unique Reference Number	131240
Local Authority	Peterborough
Inspection number	360239
Inspection dates	13–14 June 2011
Reporting inspector	Angela Kirk

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	261
Appropriate authority	The governing body
Chair	Gary Watson
Headteacher	Joanna Cook
Date of previous school inspection	2 July 2008
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Age group	4–11
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Introduction

This inspection was carried by three additional inspectors. They visited twenty-one lessons, observing 10 teachers. Meetings were held with staff, groups of pupils, parents and carers and a representative of the governing body. Inspectors observed the school's work, scrutinised pupils' books, monitoring and assessment information, policies, safeguarding documents and teachers' planning. Inspectors analysed questionnaires from staff and pupils as well as 38 questionnaires from parents and carers.

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

- The impact of initiatives to improve pupils' attainment, learning and personal development.
- The rate of progress in learning, particularly in English, for all groups of pupils.
- Whether teaching is good enough to accelerate progress and raise attainment, and whether it meets the needs of all groups of pupils.

Information about the school

Watergall is an average-sized primary school. A high proportion of pupils are of minority ethnic heritage. Approximately 60% of pupils are from White British backgrounds, 25% are from other white backgrounds, with the remainder from a range of ethnic groups. Many pupils join the school in the early stages of learning English; the most represented languages after English being Polish and Lithuanian. A significant number of pupils join and leave the school part-way through the year. Around a quarter of pupils have special educational needs and/or disabilities, and the proportion with a statement of special educational needs is above average. The proportion known to be eligible for free school meals is high. The current headteacher joined the school in January 2010 following a period when it was led by an interim headteacher. The school has achieved the Activemark.

Watergall shares a site with the local children's centre, which was inspected separately.

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?**4****The school's capacity for sustained improvement****3**

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising attainment for all groups of pupils at Key Stages 1 and 2.

The school has been through a period of instability prior to the appointment of the current headteacher. The headteacher has worked well with staff and the governing body to improve the school, particularly in respect of the good care, guidance and support that pupils receive. Initiatives to improve safeguarding, particularly for pupils and families whose circumstances might make them vulnerable, have been successful. Behaviour is good: pupils are polite, well mannered and keen to learn. Parents and carers speak highly of excellent relationships with all staff at the school and say that pupils' individual needs are at the centre of the staff's priorities. However, despite improvements being made to raise achievement, attainment is still too low in reading, writing and mathematics, and this means that pupils are not adequately prepared for the demands of secondary school. Pupils' books, tracking and lesson observations show that progress is beginning to improve in some subjects in most classes. However, achievement across the school is inconsistent because although teaching is satisfactory, it is not good enough to accelerate progress and raise attainment. Some initiatives to improve the attainment of some groups of pupils have proved successful. For example, teacher assessments indicate that this year attainment has improved in Year 6, which represents good achievement for those pupils. However, other groups perform well below their peers nationally.

Although good teaching appointments have been made, the quality of teaching varies considerably. It ranges from good to inadequate. At times, work is not at the right level to challenge all pupils. Furthermore, although learning objectives are usually shared with pupils, in some lessons there is insufficient direction to help them understand exactly what they need to do to succeed. The staff team fully supports the headteacher's high ambition for the school and morale is good. The school has collected a wealth of assessment information and staff are now accountable for the progress of the pupils in their class. Senior leaders are at different stages in the development of their leadership skills, but all are now using their developing skills in monitoring and evaluation to improve learning. However, the school leaders' method of analysing data does not allow them to see easily how well different groups of pupils are achieving. Self-evaluation is largely accurate. Senior leaders and the governing body know the strengths and weaknesses of the school and leaders have been successful in eliminating some but not all of the inadequate teaching. Some efforts to bring about improvement have lacked sharpness in the specific teaching issues identified as necessary to accelerate pupils' progress. The governing body now focuses its monitoring, including school visits, on the specific priorities for

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improvement in the school rather than across all subjects. Evidence of improvements to teaching reflects the school's satisfactory capacity to secure further improvement.

What does the school need to do to improve further?

- Raise pupils' attainment in reading, writing and mathematics and improve achievement at all stages so that by July 2012:
 - attainment at the end of Year 6 is broadly average
 - the gap between the performance of significant groups of pupils and their peers nationally shows strong evidence of closing.
- Improve teaching so that it is consistently good or better by July 2012 by:
 - ensuring that work is closely matched to the next steps in pupils' learning
 - ensuring that pupils know exactly what to do to achieve well in each lesson.
- Analyse data using a method that enables leaders to use the information easily to quantify and evaluate the attainment and progress of different groups of pupils.

Outcomes for individuals and groups of pupils

4

Pupils across the range of cultural backgrounds start school with skills that are low in all areas of learning. For several years attainment at the end of Year 6 has been low in English and in 2010 it was low in mathematics. Achievement remains inadequate because the satisfactory teaching does not enable pupils to make the rapid progress necessary to meet national expectations. In the vast majority of lessons seen, the standard of pupils' work was much lower than would typically be expected. The progress made by pupils with special educational needs and/or disabilities is satisfactory as a result of effective support in lessons and additional work in small groups. The limited language development of many pupils who speak English as an additional language and those whose first language is English is evident in their speech, which in turn has an adverse effect on their spelling and in their writing. Some teachers support pupils' language development well. For example, in a Year 1 mathematics lesson, pupils struggled but were encouraged to explain how they had worked out particular sums. Through careful questioning and support from the teacher, pupils were able to explain their working out successfully. There have been improvements as a result of initiatives in reading, writing and mathematics, but due to varied teaching, pupils' progress in all three subjects is uneven as they move through the school. Tracking indicates that there is little difference in the progress of pupils who join the school in the Reception Year or Year 1 and those who join at a later stage.

Pupils say they enjoy school, feel safe and well looked after. The curriculum promotes aspects of pupils' personal development well. For example, pupils in a Year 5/6 class showed their good knowledge of how to keep themselves safe in school and in the home as a result of a unit of work which included visits from the fire brigade and a study of safety in school. Pupils enjoyed this and found it informative. Pupils are able to manage their own behaviour well, with good support from staff to help them solve minor disagreements with their peers. For example, a Year 2 pupil who complained to a teacher that his partner had not allowed him to help when tidying equipment away, was supported in explaining how he felt to his partner, who in turn was praised for taking the initiative, but reminded about the importance of sharing responsibility.

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Pupils show a good understanding of how to lead a healthy life. They talk knowledgeably about the importance of eating healthily and taking regular exercise. The school's achievement of the Activemark has supported this area of work successfully. Pupils' spiritual, moral, social and cultural development is satisfactory. Pupils from a wide range of cultures play harmoniously together but opportunities to mix with pupils from other communities are more limited. The curriculum is not well-developed in terms of pupils learning about each other's religion and culture.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	4
Taking into account:	
Pupils' attendance ¹	3
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

How effective is the provision?

The headteacher has been successful in improving the quality of teaching, but there is not yet sufficient good teaching to raise attainment quickly enough. Most lessons observed during the inspection were satisfactory or better, but a very small minority were inadequate. Recent training for teachers has resulted in some specific improvements. For example, guided reading sessions are well-focused on the development of particular skills and assessment, and a new scheme introduced to teach phonics has supported younger pupils well. There is improved feedback to pupils through marking, especially for extended pieces of writing. However, often during lessons, pupils are unclear about what to do to achieve well in a given task as specific expectations are not shared with them. The good relationships pupils have with adults support their learning well. Teaching assistants are deployed effectively to support groups of pupils including those with special educational

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needs and/or disabilities and those for whom English is an additional language. Nevertheless, teachers' planning lacks a focus to ensure that work is set at the right level to challenge all pupils. Often, tasks are too open ended and pupils do not have a structure to enable them to successfully achieve the learning intention.

A wide range of visits and visitors enriches what is otherwise a satisfactory curriculum. Effective partnerships with local schools and organisations help to provide additional resources and opportunities. The curriculum is particularly well adapted for pupils whose circumstances might make them vulnerable. Pupils contribute to the school community through taking on responsibility as trained mini-mentors to support their peers. Time is also given to support pupils' personal development and health education. The breakfast club offers an excellent beginning to the day for pupils, who have the opportunity to eat a healthy breakfast, make conversation and play with the staff and other children in a constructive and supportive way. This exemplifies the school's good care, guidance and support where targeted support has resulted in striking examples of helping individuals and families to overcome barriers. Consequently pupils' behaviour, attitudes to learning and relationships have improved and are now good.

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?

Senior leaders are raising expectations of what pupils are capable of achieving. An improved approach to using assessment information and holding teachers to account for pupils' progress has enabled more pupils to make good progress than before. Systems to measure and analyse the progress and attainment of different groups of pupils are in place and are effective for checking on individual pupils. However, the methods used by the school are time consuming and do not easily enable leaders to make pertinent comparisons between groups of pupils. This, in turn, has limited the clarity of some of the school's self-evaluation. Although pupils are making satisfactory progress, this is not sufficient to fully counteract past underachievement and low starting points.

Leaders have begun to tackle remaining weaknesses in teaching, but this action has not had sufficient time to improve progress enough to significantly raise attainment across the school. The governing body's effectiveness in providing challenge and support is improving and it is supportive of the school's work. The headteacher took swift action to improve relationships with parents and carers, for example by reinstating the parent-teacher association as a result of consultation with parents and carers. Engagement with parents and carers is good and the headteacher has the trust of the community. Through the

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partnership with the children's centre, a range of activities is coordinated to provide advice and support for the community.

Safeguarding is rigorous and an important strength of the school is its effectiveness in addressing issues of child protection. Staff are well trained and senior staff in particular are very knowledgeable about procedures. The school is a cohesive community and although it promotes community cohesion satisfactorily, there is only limited evidence of success beyond the local area. Staff and pupils in the school do not tolerate racist behaviour.

The promotion of equal opportunities is inadequate. Although the school has improved the achievement of some as a result of actions it has taken, many pupils are still performing less well than their peers nationally, particularly in English. Leaders do not have an efficient means of checking the performance of different groups of pupils, which limits their ability to diagnose inequalities. Since outcomes are inadequate, the school does not provide sufficient value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
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	4

Early Years Foundation Stage

From low starting points, children make satisfactory progress. Children behave well, are happy, safe and show good attitudes towards adult guidance. Children and parents and carers who speak English as an additional language are fully integrated into the Early Years Foundation Stage community. Parents and carers from all communities particularly value the involvement they have with their children's learning, for example through the 'stay and play' sessions. There is an appropriate balance of adult led activities and opportunities for children to learn independently, and activities are being increasingly focused on the next steps in children's learning needs. Children move freely between indoor and outdoor activities and areas are well resourced and maintained.

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Regular formal and informal assessments of children's learning and interests are used to inform future plans. Leaders have an accurate view of the strengths and areas for development in provision and have, rightly, identified key areas of learning in order to improve children's language and number skills. However, at times children sit inactive for too long, listening to the teacher and independent activities often lack a clear focus. Although satisfactory, there is evidence of improvements in children's outcomes and progress.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
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 Stage	3

Views of parents and carers

A relatively small number of questionnaires were returned, most of which were positive. Of those families who did respond, their satisfaction with the school was higher than the national average in all areas, except for how the school informs them about their children's progress and helps them to support their children's learning. Inspection evidence indicates that the number of parental consultation evenings is similar to that in most schools. In addition, the school has provided meetings to explain how parents and carers could support their children's learning. The lead inspector met with a small group of parents and carers. Almost all said that their children enjoy school and that it helps them to have a healthy lifestyle. A number communicated in writing and at the meeting about how supportive they find the staff.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Watergall 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 38 completed questionnaires by the end of the on-site inspection. In total, there are 261 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	22	58	15	39	1	3	0	0
The school keeps my child safe	25	66	10	26	3	8	0	0
My school informs me about my child's progress	22	58	10	26	4	11	2	5
My child is making enough progress at this school	22	58	12	32	3	8	1	3
The teaching is good at this school	26	68	8	21	2	5	0	0
The school helps me to support my child's learning	21	55	9	24	3	8	0	0
The school helps my child to have a healthy lifestyle	18	47	19	50	1	3	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)	19	50	13	34	0	0	0	0
The school meets my child's particular needs	18	47	14	37	5	13	0	0
The school deals effectively with unacceptable behaviour	19	50	15	39	2	5	0	0
The school takes account of my suggestions and concerns	15	39	17	45	4	11	1	3
The school is led and managed effectively	20	53	15	39	3	8	0	0
Overall, I am happy with my child's experience at this school	23	61	11	29	4	11	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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> ■ 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 June 2011

Dear Pupils

Inspection of Watergall Primary School, Peterborough, PE3 8NX

Thank you for making us very welcome and answering our questions when we visited you recently. You told us that the staff take good care of you and that you feel safe in school. You said that staff listen to any concerns you have. We were particularly impressed by how well you take responsibility for your own behaviour and how well you all get on with each other. You know how to keep yourselves healthy by eating nutritious food and taking plenty of exercise.

We found that not all pupils are doing as well as they should at Watergall so we have given the school a 'notice to improve'. This means that inspectors will come back in a few months to check that improvements are taking place. In order to improve, we have asked your school to:

- make sure you do better in reading, writing and mathematics so that by the time you leave Year 6 you have reached at least the average levels for pupils at the end of Key Stage 2.
- improve teaching and learning so that you have work that is at just the right level to challenge you and you know exactly how to do well in every lesson
- look carefully at the information the teachers have about how well you are doing so that they can use it to help improve the school.

Improvements have already begun. Teaching has improved this year and some of you are making good progress. You can all help by trying your best in every lesson and continuing to behave well.

Yours sincerely

Angela Kirk

Lead inspector

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