

Waingroves Primary School

Inspection report

Unique Reference Number	112704
Local Authority	Derbyshire
Inspection number	378542
Inspection dates	17–18 October 2011
Reporting inspector	David Edwards

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	171
Appropriate authority	The governing body
Chair	Mike Waterfall
Headteacher	Amarjeet Challand
Date of previous school inspection	21 January 2009
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Introduction

This inspection was carried out by three additional inspectors, who observed 11 lessons taught by seven teachers. Inspectors scrutinised policies, analysed pupils' work, checked information on pupils' progress and talked to them about it. The team also analysed school improvement plans and governing body minutes, and met parents, carers and members of the governing body. Questionnaire returns from 79 parents and carers were considered, along with the views of staff and pupils.

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

- How effectively are leaders and managers at all levels bringing about improved outcomes for pupils, particularly in mathematics and writing?
- How well is the school helping pupils to understand about cultures other than their own?
- To what degree is the curriculum meeting the needs of all pupils and helping them to establish links between subjects to raise achievement further, particularly for girls, more-able pupils and those with special educational needs and/or disabilities?

Information about the school

Waingroves is smaller than the average primary school. Almost all pupils are White British, with a small proportion from a range of minority ethnic backgrounds. The proportion of girls is below average, as is the proportion of pupils known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above the national average, but the proportion of pupils who have a statement of educational needs is lower than in most other schools. Early Years Foundation Stage children are provided for in a Reception class. More pupils join or leave the school partway through the year than in schools nationally, and the number has risen for the last three years. The school has the following awards: Basic Skills Quality Mark, Foundation and Intermediate level International School Award, Health Promoting Schools Award, and the Eco-school bronze and silver awards.

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

This is a good and improving school. Its leaders have been very effective in driving up the quality of teaching and learning, so much so that the summer 2011 leavers' attainment was the school's highest ever in English and mathematics, continuing an improving trend in Key Stage 2 results. In English and mathematics attainment was above the national averages, and significantly so in reading. Writing standards improved again across the school, reflecting successful efforts to raise attainment in this subject area for most pupils, although the most able pupils are not yet consistently reaching the high levels they are capable of.

A fundamental strength of the school, much appreciated by parents and carers and the pupils, is its 'family' ethos where everyone is respected as an equal. As one parent said, 'The school creates a family environment.' All pupils are very well nurtured, encouraged and supported to become well-rounded young people who are prepared well for the future, although a relative weakness lies in the limited direct opportunities to develop their awareness of the diversity of faiths and cultures in the modern world. The school is a safe and happy place. Pupils enjoy school, and the views of their parents and carers strongly affirm this. The very effective relationships between staff and pupils help pupils to learn what is right and wrong. They also learn to deal with difficult choices, including those to do with healthy lifestyles and staying safe. Pupils' knowledge of how to keep safe is outstanding. In lessons, their good attitudes and good behaviour, the efforts they make to do their best, and the enjoyment they show when they celebrate their successes and those of their friends make a significant contribution to their improving attainment.

The good curriculum is increasingly enhancing pupils' enjoyment of learning through the meaningful links made between subjects and the opportunities pupils have to use their skills in different situations. The good quality teaching is well planned. Time and resources are used effectively and activities are generally well matched to pupils' needs. However, some teachers do not provide consistent challenge for the more-able pupils to help accelerate their progress and raise their achievement further. There are some good examples of the way teachers use marking to inform pupils of how well they are doing and to set next steps in learning, but this is not yet consistent throughout the school. Pupils' skills in assessing the quality of their own work and that of others are not used effectively enough in all classes. This prevents them from taking greater control of their own learning.

Staff are quick to identify and act upon the needs of pupils, and the school is

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outstanding in the way that pupils are cared for and supported. This is particularly true for pupils with special educational needs and/or disabilities and those whose circumstances make them vulnerable. Effective links with outside agencies ensure that the additional needs of all pupils are fully met.

The governing body and leadership team know the school well through accurate self-evaluation, and the resulting action taken is having a real impact on pupils' attainment and progress. For example, apart from the improvements in writing and mathematics, the steps taken to improve reading have made it a strength of the school. This shows the capacity for further improvement to be good.

What does the school need to do to improve further?

- Raise achievement further in mathematics and writing, particularly for the most-able pupils by:
 - using pupils' skills more effectively and consistently in evaluating the quality of their own work and that of others
 - achieving greater consistency in marking, particularly in mathematics, so it guides pupils more effectively to understand their next steps in learning
 - ensuring consistent challenge for the most-able pupils in lessons to accelerate their progress.

- Increase pupils' understanding of other faiths, lives and cultures in the United Kingdom and the wider world, by building on the existing direct links with other schools and through the curriculum.

Outcomes for individuals and groups of pupils

2

Children enter the Reception class with skills and abilities that are generally in line with those expected for children of their age, and achieve well to reach above average attainment by the time they leave at the end of Year 6. The significant improvements in reading, writing and mathematics in particular, shown by the Year 6 2011 results, were also seen in the improving work of pupils lower down the school. Inspectors typically saw pupils making good progress in lessons. In a good Year 4 mathematics lesson, pupils were using success criteria well to help them to analyse data and ask appropriate questions. The good challenge and pace in the lesson ensured that they made good progress. Current school assessment information and the work inspectors saw in lessons demonstrate that more pupils across the school are on track to exceed nationally expected standards and to meet the challenging targets set for them. Pupils try hard to do their best work and fully accept the routines and clear expectations for learning.

All groups of pupils are making good progress in their learning, including the relatively low proportion of girls. Pupils who are known to be eligible for free school meals and those who have special educational needs and/or disabilities attain above

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the levels reached by similar groups nationally, thanks to the effective and personalised support they receive through a range of intervention strategies and the way staff use assessment information and pupils’ work to judge their progress.

In a safe and secure environment, pupils thrive and develop their personal and social skills well. They are thoughtful and caring, and support each other effectively. Pupils are given many opportunities to exercise responsibility, for example through the good work of the school council and the playground buddies, eco warriors and reading buddies. As one pupil said, ‘The playground buddies help us to sort out problems when we have any.’ Pupils know all about the dangers they face in everyday life. They understand the need to eat healthily and to take exercise regularly. Pupils gain considerably in their learning and personal development from their many links with the local community, for example through their involvement with the Waingroves Show and their decisive action in working with the community to raise money to purchase a threatened area of woodland close to the school. Their spiritual, social and moral understanding is particularly well developed, but their cultural awareness is not as strong.

Above average attendance, the many opportunities created in school to encourage teamwork and good basic skills, including in information and communication technology (ICT), mean that pupils are well prepared for the next stage of their education and beyond.

These are the grades for pupils’ outcomes

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

How effective is the provision?

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

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Pupils’ good progress is the result of teachers and teaching assistants successfully meeting their wide range of learning needs throughout the school. They provide good support to quickly integrate those pupils who join the school partway through the year, so that they make at least satisfactory and often better progress. Teachers generally plan work effectively so most lessons are matched closely to learning targets which challenge pupils of different abilities. Lessons begin with clear learning objectives which help pupils to understand what it is they are expected to learn. Work is modelled well using a variety of resources and new technology, such as interactive whiteboards, to motivate and engage pupils in their learning. Where teaching is most effective it helps to accelerate the progress of all groups of pupils. A good example was seen in a Year 5 ICT lesson, using the school’s ‘learning platform’. Pupils could successfully enter the site and confidently navigate their way around the different areas, using a wide variety of skills. They were able to import information and pictures into their own personalised learning area to enhance their learning and progress. The task provided good challenge and enjoyment for all pupils. However, such challenge in learning, particularly for more-able pupils, is not as evident in all classes. Older pupils in Years 5 and 6 are knowledgeable about their targets and generally have a clear view of how to make their work even better.

The vibrant curriculum is well organised and planned so that it is responsive to the interests and needs of all pupils, particularly those with special educational needs and/or disabilities. There is an appropriate focus on the development of basic skills and how to apply them in different areas of learning, which has supported the recent rise in achievement. Enrichment activities add to the pupils’ enjoyment in learning. Staff know pupils very well and they are always on hand to help them when they are having difficulties with their learning or when they are troubled. Parents and carers are welcomed to take full part in this ‘family’ and many do, to the advantage of their children.

Care, guidance and support are exemplary. The support for the most vulnerable pupils is meticulous. The school liaises effectively with outside agencies and rigorously pursues these pupils’ interests to support all aspects of their learning and personal development. Pastoral care is particularly effective, as staff build mutually respectful, supportive and trusting relationships with pupils, who have many opportunities to develop responsibility. Transition arrangements to the secondary school are good and this ensures a smooth passage from primary to secondary education.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account:	
The use of assessment to support learning	2
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	2

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The effectiveness of care, guidance and support

1

How effective are leadership and management?

The inspirational headteacher, senior leaders and governing body are successful in driving improvement to meet challenging targets for pupils. They rigorously monitor the school’s work, especially teaching and learning, carrying out a thorough analysis of outcomes to develop well-focused plans. Self-evaluation is fair, honest and accurate in identifying strengths and weaknesses, and leaders act upon them well to improve pupils’ education. For example, local authority expertise has been used successfully to raise standards in writing. Expectations for learning are high, as is staff morale. Both are helping the governing body and other leaders to realise their ambitions. The members of the governing body take great pride in their responsibilities and fulfil their duties with considerable expertise. They have a good understanding of the school’s strengths and are involved in evaluating the quality of provision and planning for improvement. They are meticulous in ensuring that policies and procedures to safeguard pupils fully meet government requirements and follow recommended good practice, including regular training for staff.

The school works extremely well to meet the needs of pupils through good links with outside agencies. Specialist teaching support and resources and equipment for pupils with special educational needs and/or disabilities help them to be fully included in all aspects of their education and learning. Links with parents and carers are effective in keeping them well informed about their children’s progress, and they appreciate the opportunities that the school has created for them to be involved more closely in their children’s learning. The online homework facility is a good example of this. The school has successfully ensured equality of opportunity as a right for all pupils. This is evident in the good progress made by all groups of pupils.

The school itself is an extremely cohesive community, which links well with the local community and beyond to provide meaningful learning experiences for pupils. The newly forged links with a predominantly minority ethnic school and with a school in Corsica are beginning to enhance pupils’ understanding of the life and cultures of other people around the world, but are not yet having a full impact across the school.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school’s engagement with parents and carers	2

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The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Staff work well to ensure that children settle quickly. Behaviour is good and children demonstrate real enjoyment in their learning. They make good progress in each of the areas of learning, and make particularly good gains in their personal and social skills. All staff offer the children good teaching and learning experiences to accelerate their progress. A good example of this is the improvement in writing of both boys and girls, because they have opportunities to practise and develop their skills in a variety of situations. The same is true of children’s mathematical ability. In one effective task children were undertaking an innovative number activity outside. This engaged and enthused the children, who made good gains in their learning. The Early Years Foundation Stage is a happy place where children settle quickly and thrive in the very secure and well-ordered environment. Children have access to a wide range of activities which meet their needs in most areas of learning. There is a good balance between indoor and outdoor learning, but occasionally there are missed opportunities to offer children more choice in their learning activities. This key stage is well managed. Staff regularly share information about individual children to ensure that they are all cared for effectively. The use made of assessments to match activities to childrens’ needs is good, as shown by the good progress that all groups of learners make.

These are the grades for the Early Years Foundation Stage

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

Views of parents and carers

The views of parents and carers are extremely positive. All who responded felt that their children enjoyed school; that they were safe; that the teaching in school is good; that the school is led and managed well; and that they were happy with their child’s progress and overall experience at school. Evidence from the inspection fully supported these views.

Responses from parents and carers to Ofsted’s questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waingroves 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 79 completed questionnaires by the end of the on-site inspection. In total, there are 171 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	66	84	13	16	0	0	0	0
The school keeps my child safe	67	85	12	15	0	0	0	0
The school informs me about my child’s progress	57	72	18	23	3	4	0	0
My child is making enough progress at this school	53	67	23	29	2	3	0	0
The teaching is good at this school	56	71	23	29	0	0	0	0
The school helps me to support my child’s learning	56	71	21	27	1	1	0	0
The school helps my child to have a healthy lifestyle	59	75	19	24	1	1	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)	50	63	24	30	1	1	0	0
The school meets my child’s particular needs	56	71	20	25	2	3	0	0
The school deals effectively with unacceptable behaviour	53	67	24	30	1	1	0	0
The school takes account of my suggestions and concerns	48	61	27	34	2	3	0	0
The school is led and managed effectively	61	77	18	23	0	0	0	0
Overall, I am happy with my child’s experience at this school	61	77	18	23	0	0	0	0

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

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 8 April 2011 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.



19 October 2011

Dear Pupils

Inspection of Waingroves Primary School, Ripley, DE5 9TD

Thank you all for making us so very welcome and for answering all our questions when we visited your school recently. We think that yours is a good school, and all the help you receive from the teachers and teaching assistants enables you to do well. We are particularly impressed by the support provided for those of you who sometimes find learning hard. You really impressed us with your knowledge of how to keep yourself safe at all times, and we were pleased to hear that you feel safe in school.

We are also impressed with the way you get involved with your local community, the way you support each other in school and your attainment, which is better than in the majority of other schools. Your parents and carers are very happy with the quality of education you receive.

We know the headteacher and governing body are always striving to make your school even better. With this in mind we have asked them to do two things. We want them to make sure the quality of marking of your work is consistently good across the school, so you always know exactly what you are doing well and how you can improve your work further. This will help your teachers to plan the next steps of your learning more precisely. We also want them to ensure that you have regular opportunities to find out more about the lives and cultures of other people in Britain and around the world.

You can help with these improvements by continuing to work hard and do your best. We would like to wish you all the very best for the future. We are sure you will do well.

Yours sincerely

David Edwards
Lead inspector

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