

Weston Coyney Junior School

Inspection report

Unique Reference Number	124027
Local authority	Stoke-On-Trent
Inspection number	395315
Inspection dates	14–15 May 2012
Lead inspector	Andrew Morley

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	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	217
Appropriate authority	The governing body
Chair	Sue Bourne
Headteacher	Julie Nevitt
Date of previous school inspection	3 October 2006
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Introduction

Inspection team

Andrew Morley
Clare Daniel

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 12 lessons and part lessons, taught by 10 teachers. Meetings were held with pupils, four members of the governing body, subject leaders and senior staff. The inspectors observed the school's work and looked at pupils' workbooks, internal and external pupil progress data, school improvement planning and documentation in relation to safeguarding and child protection. The inspectors also took account of 61 questionnaires returned by parents and carers, 186 completed by pupils in Key Stage 2 and eight returned by teaching and support staff.

Information about the school

Weston Coyney is average in size. The percentage of pupils known to be eligible for free school meals is above average. Pupils are mostly of White British background. The proportion of pupils supported at school action plus or who have a statement of special educational needs are above average. The school meets the current floor standards, which are minimum expectations for attainment and progress expected by the government. It has achieved many awards, including Artsmark Gold and Eco School Green Flag.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	3
Leadership and management	3

Key Findings

- This is a satisfactory school. It is not yet a good school because over time, and across the school, pupils do not consistently make better than expected progress and leaders have not yet ensured consistency in the quality of teaching. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.
- The trend of improvement in attainment since the previous inspection has been variable for different groups of learners, with more-able pupils achieving less well than found nationally. Attainment is broadly average. Progress in writing, although satisfactory, is not improving at the same rate as it is in reading and mathematics.
- The quality of teaching, although satisfactory overall, has improved and has some strengths. Pupils' learning and progress are no better than satisfactory because there is some inconsistency in the quality of teaching from class to class and across year groups. Expectations are not always high enough and pupils do not always have a sufficient understanding of their long-term targets or their responsibility for their own progress to the next level.
- Behaviour is satisfactory and pupils feel safe. Pupils conduct themselves sensibly around the school site. They are polite, showing respect to adults and visitors. Pupils enjoy coming to school, which is reflected in their positive attitudes to learning and in their consistently above average attendance.
- Since the previous inspection, the school has undergone a period of change that has placed additional demands on leaders and managers. The newly formed leadership team is beginning to implement its shared vision to help the school move forward and improvements in pupils' achievement are evident as a result. However, systems to manage the performance of staff are at an earlier stage of development. Members of the governing body are actively engaged in the life of the school but do not always hold the leaders to account with sufficient rigour.

What does the school need to do to improve further?

- Improve the quality of teaching to at least good in order to further raise pupils' attainment and to ensure their consistently good progress, especially in writing, by:
 - ensuring expectations are consistently high in all classes and for all pupils
 - providing activities and tasks that are challenging and fully match pupils' needs, particularly those of more-able pupils
 - ensuring classroom assessment, particularly the marking of pupils' work and target setting, is consistent and provides clarity as to how pupils can improve their work
 - providing more opportunities for pupils to explore learning independently and with their peers, in order that they may take more responsibility for their own progress.
- Improve the quality of leadership and management by:
 - improving the management of teachers' performance
 - ensuring the governing body robustly monitors the implementation of planned actions.

Main Report

Achievement of pupils

Pupils enter Year 3 with broadly average attainment. Progress has improved recently, but the school's internal assessment information shows that progress last year was only satisfactory and some pupils did not make the progress they should. Pupils' attainment in reading, writing and mathematics by the end of Year 6 is average. Pupils known to be eligible for free school meals are achieving as well as other pupils. The proportions of pupils securely at the levels expected given their starting point are below average in some year groups, particularly in writing. Disabled pupils and those with special educational needs make good progress in lessons because of the effective assistance they receive from well-trained adults. Carefully planned programmes of support ensure that tasks are matched closely to their individual needs. For example, Year 3 and 4 pupils in a literacy intervention class made good progress due to the clarity of the task and careful modelling of language by the teaching assistant. Pupils demonstrate good skills in information and communication technology and there were some good examples in Year 3 of pupils using computers skilfully and with confidence. Some pupils are not fully confident when working independently or in pairs or groups, especially to take responsibility for their own academic progress.

In lessons, and when reading to adults, younger pupils, including those working at school action plus, were seen drawing successfully on their knowledge of letters and sounds to decode unfamiliar words. Older pupils were observed effectively building words up and using their comprehension skills to offer thoughtful viewpoints on the text. Pupils show increasing enthusiasm for reading and many read independently at home. The school is aware, however, that pupils' skills in writing are not developing at quite the same pace as they are in reading, partly because the extra support pupils receive does not always fully meet their particular needs. Almost all parents and carers that returned the questionnaires believe that

their child is making good progress. Inspection evidence demonstrates that pupils' progress over time is not consistently good across the school.

Quality of teaching

The quality of teaching across the school is satisfactory although there are examples of good practice. The majority of questionnaires returned by parents and carers indicate a satisfaction with the quality of teaching their children receive. Teaching promotes pupils' spiritual, moral, social and cultural development effectively and mutual respect abounds. For example, teachers and teaching assistants have good relationships with their pupils, who, in turn, have a high regard for the adults who work with them.

In the best lessons, teachers provide practical activities, built on what has been previously learnt and make learning relevant. This ensures that pupils behave and respond well. In these lessons, teachers ask searching questions and there is a continuous emphasis on the importance of language development across subjects. For example, in a Year 4 design and technology lesson good teaching helped pupils to design objects for the future and, at the same time, develop some high-level technical language. Similarly, a small group of Year 3 pupils were exploring angles in a mathematics lesson. Pupils enjoyed the task and responded well, physically creating different sized angles with their friends using elastic bands.

The quality of teaching, however, is not always as good across the school, and some pupils make less progress because teacher explanations take too long and they are not questioned incisively about their learning. Challenge, particularly for more-able pupils, is not always as rigorous as it should be. On occasions, these pupils receive work which does not require them to think deeply enough about the subject matter. Similarly, although there are good examples of cooperative activities, paired and group work is not developed sufficiently well to ensure that all pupils can benefit from the extra learning resource provided by their peers. In a number of lessons, teachers' use of assessment information does not precisely focus teaching on the areas least understood by pupils. Most pupils generally receive informative feedback on their work through marking. Nevertheless, some teachers' comments in books do not always guide pupils on how to improve their work and pupils do not always respond to their teachers' comments. The inspectors found that there are strengths in teaching, but over time it has been variable as demonstrated by the varying rates of progress made by different classes and year groups.

Behaviour and safety of pupils

Pupils appreciate the efforts of the school leadership and their teachers to provide a happy and secure school and make particular mention of the support they receive from adults when they have worries or are unhappy. As one pupil stated, 'Our teachers look after us and help us when we are stuck or have a problem'. Parents and carers agree and the majority of those who returned the questionnaires expressed the view that their children believe they are safe and well cared for in school. Pupils are proactive in their rejection of bullying in all its forms and understanding that it is wrong. Furthermore, pupils say that the school teaches them about what forms bullying can take and the dangers of each of them, for example, the dangers of cyber-bullying. Older pupils take their role as playground leaders seriously and act with maturity in the good care they provide for the younger ones. However, as a result of the analysis of behaviour records and discussions with the pupils, inspectors found behaviour over time to be satisfactory rather than good. Pupils are happy,

confident and secure in school and this is reflected in their attendance which has been consistently above the national average. Punctuality is also a particular strength.

Leadership and management

Following the previous inspection and changes to staffing, the school's performance has been uneven, but it has improved this year. It is now very much a team approach and all staff appreciate their new leadership roles. The new team is working in partnership to evaluate all aspects of the school and is establishing a very clear picture of what needs to be done to secure improvements. However, the monitoring of teaching is still at a very early stage of development and does not clearly indicate to teachers how they might improve further or to provide the support needed to ensure that all pupils are on track to meet their targets, particularly in writing. The assessment leader has a comprehensive understanding of whole-school assessment issues and the new tracking system provides appropriate information. Sometimes, however, it is apparent that this assessment information does not always inform curriculum planning well enough to ensure that activities motivate all pupils and meet their learning needs and interests closely enough.

The governing body is actively involved in the school, supporting the school community. It meets all its statutory duties, including, ensuring arrangements for keeping pupils safe meet current requirements. It supports the school in tackling discrimination and works to generally ensure equity for pupils. Roles and responsibilities are clear and supported by regular training. Members of the governing body understand that they need to be better informed about pupils' achievement and more rigorous in holding leaders to account. Improvements in leadership, raising attainment and above average attendance are examples that demonstrate the school's satisfactory capacity to improve.

Pupils enjoy the broad and balanced curriculum and are very appreciative of the good variety of extra-curricular and enrichment activities. After-school clubs, such as hockey, athletics, computer, chess and drama are popular and very well attended. Pupils respond well in lessons where subjects are integrated and tasks practical. They enjoy learning Spanish and are making good progress in this area. While the formal curriculum is satisfactory overall, it does not consistently ensure that the experience for individual pupils is closely matched to their current needs and motivations. As a result, leaders are currently redesigning the curriculum with a focus on a topic and skills-based approach. Teaching promotes pupils' spiritual, moral and social development effectively. The school leadership is aware of the need to ensure that pupils have more first-hand opportunities to connect with, learn about and secure understanding of cultures and religions which are different to their own.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



16 May 2012

Dear Pupils

Inspection of Weston Coyney Junior School, Stoke-on-Trent, ST3 6NG

Thank you for the friendly welcome you gave us and for being so polite and kind when we inspected your school. We enjoyed meeting you and seeing you enjoying learning and the many interesting things you do.

We judge that your school is satisfactory and that you are making satisfactory progress. Your teachers are helping you in your learning and it was pleasing to see the improvement that you have made and that you are enjoying doing your topic work. You play well together. We really liked the way in which the older children cared for and helped look after the younger ones. You know how to stay safe and many of you told us how much your teachers care about you.

Your headteacher, staff and governors are working to help you do even better. To help them in this we have asked them to ensure that you have more support to improve your writing. Further, we have asked that the teachers set you work that is more challenging, that they help you to have the highest expectations of yourselves and give you more opportunities to work on your own and with others to help you to make better progress. We have, therefore, asked leaders to keep a careful eye on the quality of teaching to ensure it is good in every lesson and that you have activities that help each one of you improve your work. Finally, we would ask that you help each other when learning in groups and that you make sure every piece of work you do is your very best. Make sure that every lesson counts.

Once again, thank you for making us so welcome. Keep on being kind to each other; help your teachers and work hard to improve and make your school better.

Yours sincerely

Andrew Morley
Lead Inspector

