

# Werrington School

## Inspection report

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<b>Unique reference number</b>	111943
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	378398
<b>Inspection dates</b>	12–13 July 2012
<b>Lead inspector</b>	Stephen Dennett

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	33
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter McAughey
<b>Headteacher</b>	Heather Langton
<b>Date of previous school inspection</b>	5 February 2009
<b>School address</b>	Yeolmbridge Launceston PL15 8TH
<b>Telephone number</b>	01566 772943
<b>Fax number</b>	01566 772943
<b>Email address</b>	secretary@werrington.cornwall.sch.uk

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<b>Age group</b>	4–11
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<b>Inspection number</b>	378398



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## Introduction

Inspection team

Stephen Dennett

Additional inspector

This inspection was carried out with two days' notice. The inspector visited four lessons, parts of other lessons and observed three teachers. He held meetings with members of the governing body, staff and groups of pupils. The inspector took account of the responses to the on-line Parent View questionnaire in planning the inspection, observed the school's work, listened to pupils read and looked at policies, pupils' books, safeguarding records and evidence of the monitoring of teaching and learning. He examined 16 questionnaires from parents and carers, 13 from pupils in Key Stage 2 and eight from staff.

## Information about the school

Werrington is much smaller than the average-sized primary school. All pupils are of White British heritage and none speaks English as an additional language. The proportion of pupils known to be eligible for free school meals is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average. Pupils are taught in two mixed-age classes. The number of girls attending the school is well above the national average.

Since the last inspection, there has been a significant change of staffing, including the appointment of the present executive headteacher in September 2011. The school has been federated with North Petherwin Primary School since April 2012 and shares the same governing body and executive headteacher. The governing body also manages the Ladybirds Nursery based in the school, which was inspected separately in February 2009. The school meets the current floor standards, which set the minimum government expectations for pupils' attainment and progress.

**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

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>2</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- This is a good school that has improved significantly since its last inspection. Pupils' attainment at the end of Key Stage 2 is above average and pupils are making good progress throughout the school. The school is not outstanding because pupils' handwriting and presentational skills are not as good as the other aspects of their writing and their attainment in mathematics, although above average, is not as high as their attainment in English.
- Pupils clearly enjoy school and, as a result, their achievement is good in both Key Stages 1 and 2. The youngest children in Reception are lively and interested in learning, and they make good progress in all areas. Pupils make exceptional progress in reading throughout the school and by the end of Year 6 attainment in reading is well above average.
- Teaching is consistently good and teachers have a very good understanding of the needs of the pupils they are teaching. Planning is exceptionally well adapted to the needs of pupils and, as a result, all pupils, including disabled pupils and those with special educational needs, learn well.
- Pupils' behaviour in lessons and around the school is consistently good. They work and play together well, and the older pupils have very mature attitudes. All pupils say they feel safe in school and that there is no bullying of any kind. Attendance is average.
- The leadership and management of the school are good. The executive headteacher has galvanised the staff; there have been substantial improvements to the learning environment and pupils' achievement. Effective leadership of teaching and performance management has led to marked improvements. The curriculum is imaginative and well matched to pupils' needs and makes a particularly positive contribution to pupils' social development.

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

- Improve pupils' handwriting and presentation skills so that they match the good standards in the other aspects of their writing.
- Raise attainment in mathematics so that it matches that in English, by improving pupils' ability to use their calculation skills effectively in all aspects of the subject.

## Main report

### Achievement of pupils

This very small school has only a few pupils in each year group, which makes the statistical analysis of data over time difficult. Children join Reception with skills that are generally below those expected for their age. They make good progress to reach expected levels in most areas of learning by the end of the Reception year. By the end of Key Stage 1, pupils' attainment in writing and mathematics is broadly average; their attainment in reading is above average. In Key Stages 1 and 2, most groups of pupils, including disabled pupils and those who have special educational needs, make good progress from their starting points. Gaps in learning have been closed, or are closing rapidly, for all but a few pupils. Some underachievement at Key Stage 2 noted over the last few years has been addressed effectively. Attainment is now above average in writing and mathematics at the end of the key stage and in reading is well above average. There is very little difference in the progress and attainment of boys and girls, and teachers ensure that the few boys in Key Stage 2 have work that engages and interests them. Pupils known to be eligible for free school meals also make similar good progress to their peers. The school has identified a few pupils with exceptional abilities and these pupils make very good progress, especially in mathematics.

All pupils clearly enjoy learning and talk enthusiastically about the school's current theme of 'Pirates'. In a literacy lesson, pupils in Years 1 and 2 applied their writing skills well as they wrote extended descriptions for 'wanted' posters. They used a wide range of descriptive words and illustrated their work with well-designed pictures of the 'wanted pirate'. Older pupils also applied their writing skills effectively when composing a formal letter to a judge to explain their innocence of the crime of piracy. Although the vocabulary, grammar and spelling in pupils' writing are well developed and sometimes exceptionally good, handwriting and presentation skills are variable in quality and too few pupils write in a clear cursive style. Children's numeracy skills on entry to Reception are weak, but they make good progress through the school. Pupils in Years 1 and 2 quickly identified objects that were more or less than a right angle. In Key Stage 2, pupils used their knowledge of coordinates well to plot the course of a pirate ship. The most-able pupils understood negative number in this context and were beginning to use algebra to solve simple equations. Although standards in mathematics are above average at the end of Year 6, pupils'

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mathematical skills are not as good as pupils' writing and reading skills in English, and younger pupils' calculation skills are developing more slowly. Pupils do not always use these calculation skills effectively in all other aspects of the subject.

Inspection findings that pupils' progress is good are confirmed by the work seen in pupils' books and are further endorsed by the many positive responses of parents and carers who returned questionnaires. One parent commented, 'The improvements that have taken place within the school ...have made a massive difference to the learning of both my children.'

### **Quality of teaching**

Teaching is consistently good throughout the school and enables pupils to learn well in a range of contexts. Teachers' planning is exceptionally detailed and well matched to the needs of individuals and groups. Plans are adapted and adjusted effectively in the light of assessments, ensuring that pupils always have work that is appropriate for their current stage of learning. Pupils also have some input into the teachers' planning and suggest topics and subjects that interest them. This greatly increases their enjoyment of learning, as well as making a real contribution to their very good social development. Disabled pupils and those with special educational needs benefit from these well-conceived plans, as they ensure that learning matches their particular needs effectively. Teachers and classroom assistants also support them well in lessons. Particularly effective teaching is characterised by excellent relationships with pupils, effective teaching methods and detailed marking, which helps pupils understand what they need to do to improve. Occasionally, the learning of the youngest children is slightly impeded by their tendency to get over excited and boisterous, which is not dealt with sufficiently effectively by staff supervising this group. The teaching of reading is outstanding. It has enabled all pupils, irrespective of their starting points, to make accelerated progress over the last year. Assessment information is used effectively to track pupils' progress and to identify any pupils who require additional support. Teachers and pupils set suitable targets and these are effective in helping pupils understand the next steps they need to take in their learning.

Parents, carers and pupils all agree that the quality of teaching is good and that there have been significant improvements recently. One parent wrote, 'The new reading books and structure of reading has involved and encouraged my children and made such a marked improvement.'

### **Behaviour and safety of pupils**

Pupils' behaviour is good in lessons and around the school, which is a similar picture to that found by the last inspection. Nearly all pupils respond positively to teachers and support each other well. Most pupils have mature attitudes towards others and are consistently polite and helpful. They have well-developed independent learning skills, which help them work with the minimum of supervision. All pupils said they felt safe in school and that it was a happy, secure and friendly learning community. One

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pupil, who was a school councillor, said: 'We are more than just friends – we are really a family.' Pupils insist that there is no bullying of any kind, including racist behaviour and gender-based bullying. No incident has been reported for several years and the few pupils who have behavioural difficulties are managed very well. Pupils report that the pupils themselves usually sort out the few minor squabbles that break out from time to time. The school council also acts as an effective moderator in these situations. Attendance is broadly average and most pupils are punctual. Parents and carers are positive about behaviour in the school and believe that their children are safe and well cared for.

**Leadership and management**

The leadership and management of the school are good and have improved significantly since the last inspection. The executive headteacher has provided an excellent educational direction to the work of the school, which has galvanised the staff to greatly improve many aspects of its provision. The governing body is also highly effective and has contributed substantially to the improvements made by rigorously monitoring and challenging the school. The federation has also benefited the school in creating a wider vision and by providing useful exchanges of staff and combined training. All this activity has contributed to improvements in pupils' achievement and the quality of teaching. Teachers comment positively on the effect on their own professional development and the management of their performance. The actions taken by senior managers have resulted in all the recommendations of the last inspection being met in full. The school's capacity to improve further is now well established.

The school provides its pupils with a well-designed and imaginative curriculum. There is a good emphasis on developing key skills as well as the wider promotion of pupils' spiritual, moral, social and cultural development. Topics are well matched to pupils' interests and they have contributed to the design of the curriculum themselves. Children in Reception have a good balance between tasks they initiate themselves and those that are directed by staff. The emphasis on independent learning throughout the school makes an outstanding contribution to pupils' social development and prepares them well for the next phase of their learning. The curriculum and the school's policies and procedures promote equality effectively and ensure there is no discrimination of any kind. There are effective arrangements for safeguarding and all statutory requirements are met. There are good links with parents, carers, the local community and other schools, which benefit the school by providing resources that could not be provided otherwise. There are also good links with the Ladybird Nursery, and parents and carers say that the transition from the nursery to Reception is smooth and well managed.

## 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	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](http://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.**



14 July 2012

Dear Pupils

**Inspection of Werrington School, Yeolmbridge, Launceston PL15 8TN**

First of all, let me thank you all for welcoming me to your school and being so helpful. I also want to thank Class 2 for filling in the questionnaires and telling me what it was like to be in your school. You go to a good school and your teachers help you learn well. I was especially impressed with your reading skills and how well you explained what you liked about the books you were reading. You could certainly tackle reading some tricky words very well. I was very impressed with your good behaviour, and the very caring and mature way you helped each other. I can see you care about how others feel.

There are two things that I have asked the executive headteacher and the governors to do to make your school even better. First, I noticed that although your writing is interesting and your spellings are usually correct, your presentation is not always neat and your handwriting is not always joined up. I have asked your teachers to help you improve your handwriting, and you can help by practising hard and making sure you write neatly all the time. The other thing I have asked the school to do is help you do even better in mathematics, so that you do as well in this subject as you do in English. All of you can help by really making sure you are careful when working out problems and by using your calculation skills well in all aspects of mathematics.

I wish you all the best for the future, especially those of you who will be going on to the secondary school in September.

Keep up the good work!

Yours sincerely

Stephen Dennett  
Lead inspector

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