

Watergall Primary School

Inspection report

| | |
|--------------------------------|----------------------|
| Unique reference number | 131240 |
| Local authority | Peterborough |
| Inspection number | 385873 |
| Inspection dates | 10–11 July 2012 |
| Lead inspector | Michael Sheridan HMI |

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 | 264 |
| Appropriate authority | The governing body |
| Chair | Gary Watson |
| Headteacher | Joanna Cook |
| Date of previous school inspection | 13 June 2011 |
| School address | Watergall Bretton Peterborough PE3 8NX |
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| | |
|---------------------------|-----------------|
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Introduction

Inspection team

Michael Sheridan

Her Majesty's Inspector

Christine Mayle

Additional Inspector

Fatiha Maitland

Additional Inspector

This inspection was carried out with two days' notice. Inspectors spent most of their time observing teaching, observing 21 lessons taught by 10 teachers. Inspectors met with senior and middle leaders, members of the governing body, teachers, and pupils. Inspectors, also, had less-formal discussions about school improvement with teachers, teaching assistants, and a mid-day supervisor. Inspectors observed the school's work, and looked at school improvement planning, pupils' progress data, work in pupils' books, records of incidents, attendance data, and case studies relating to individual pupils. Inspectors considered the views of staff, pupils, and 49 parents and carers through their responses to inspection questionnaires.

Information about the school

This is a larger-than-average school. The school was previously inspected in June 2011, when it was judged to require a notice to improve. The school was monitored in February 2012, when it was found to be making good progress against the key issues arising out of the previous inspection.

The proportion of pupils known to be eligible for free school meals is more than double the national average. The proportion of pupils from minority ethnic groups is significantly higher than average. About a third of pupils is believed not to speak English as their first language. The proportion of disabled pupils and those with special educational needs who are supported at school action plus, or with a statement of special educational needs is above average. The proportion of pupils who join or leave the school other than at the normal transfer times is high when compared to the national averages. The school meets the government's current floor standards, which are the minimum standards expected by the government.

The school shares a building with Bretton Children's Centre. The Children's Centre is managed separately and is subject to separate inspection arrangements.

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 | 2 |
| Achievement of pupils | 2 |
| Quality of teaching | 2 |
| Behaviour and safety of pupils | 2 |
| Leadership and management | 2 |

Key findings

- This school has been transformed since the last inspection. It is now a good school. It is not yet outstanding because many of the improvements are not embedded sufficiently for this to be the case. There remains some underachievement, particularly in Key Stage 1. The expertise of teaching assistants varies. As a consequence, there are some missed opportunities for adults in Early Years Foundation Stage and Key Stage 1 to promote pupils' skills, particularly in communication, language and literacy. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school no longer requires significant improvement.
- Pupils' achievement is good and improving. From below-average starting points, pupils leave the school with broadly average standards of attainment in reading, writing, and mathematics. Attainment at the end of Key Stage 1 remains below average, but is improving.
- Teaching has improved considerably and is now good. Teachers are skilled at crafting activities that capture pupils' imagination and build successfully on their previous learning. Marking and feedback are used particularly well to help pupils improve their work. In the majority of classes, teaching assistants support groups and individuals effectively, so they make similar progress to their peers. Pupils who arrive at the school with little or no English settle quickly and thrive because of the strong pastoral care and the additional support they receive.
- Behaviour is good. Pupils' attitudes around school and in lessons make a significant contribution to the calm and orderly atmosphere. Pupils who display challenging behaviour are supported effectively, so their behaviour improves over time.
- Leaders have successfully identified the most important areas for improvement. Rigorous performance management has contributed to significant improvements. Leaders have demonstrated a relentless drive for excellence.

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Leaders have successfully supported improvements in teaching and learning, taking difficult decisions where necessary to ensure that pupils get the provision they deserve. As a result, pupils' progress has increased and behaviour has improved.

What does the school need to do to improve further?

- Ensure that all adults in the Early Years Foundation Stage and in Key Stage 1 have the necessary skills and training to teach phonics (the sounds that letters make) effectively, so that opportunities to reinforce pupils' learning are not missed.
- Raise standards of attainment in Key Stage 1 to be broadly average by:
 - ensuring pupils are given the opportunity to develop their knowledge of phonics through focused teaching in small groups
 - ensuring that all adults take every opportunity to promote and develop pupils' competencies in reading, writing, speaking, and number.

Main report**Achievement of pupils**

Pupils achieve well. From below-average starting points, pupils leave the school having attained broadly average standards in reading, writing, and mathematics. Pupils demonstrate very positive attitudes and apply themselves to their work with increasing maturity. Pupils who are at an early stage of learning English are supported very well, so they make rapid progress in their language development. Disabled pupils and those with special educational needs make progress in line with their peers.

Standards in reading at the end of Key Stage 1 remain below average, although they are improving. Pupils are taught about the sounds that letters make in groups according to their reading ability. Because of the significant previous underachievement that continues to exist, many pupils do not catch up in reading until they are in Key Stage 2. Pupils enjoy their phonics sessions and join in enthusiastically. However, sometimes, the groups are too big to cater fully for the needs of all pupils. Some adults working with small groups or individuals are not always sufficiently clear about the methods used to develop early reading and writing. As a result, some opportunities are missed to develop pupils' literacy skills.

Children in the Early Years Foundation Stage enjoy the range of activities on offer. They learn to relate well to each other and start to develop early reading, writing, and number skills. Achievement in the Early Years Foundation Stage has improved. Most pupils make good progress in all areas of learning, so they are suitably prepared for the Key Stage 1 curriculum. However, learning is not as rapid as it could be for some children in language, number, and reasoning because some adults miss opportunities to develop these skills when working with children on different activities.

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Almost all parents and carers who returned a questionnaire stated that they felt that their children were making good progress. Most state that the school meets their children's particular needs. Inspection findings show their view to be accurate.

Quality of teaching

The quality of teaching is good. Most parents and carers state that their children are taught well and inspection evidence confirms this. Pupils are making accelerated progress and previous underachievement continues to be eradicated. Teachers use effective assessment information to match activities precisely to different groups of pupils' needs. Pupils enjoy their learning a great deal and know that they are doing well. Marking is effective in showing pupils how they can improve their work. In some classes, pupils are given time each day when they are expected to improve their work as a result of the feedback they have received.

In the best lessons, teachers are relentless in their questioning, constantly challenging pupils to think deeply and explain their decision making. Pupils are encouraged to work in different ways, learning how to make decisions in teams and share out roles and responsibilities. Interesting activities and experiences are used to capture pupils' imagination and these promote positive behaviour and engagement in learning effectively. A recent trip to London was used in Key Stage 2 to add context to learning across the curriculum. Pupils enjoyed the trip a great deal and this enthusiasm was clear in the quality of their work in different subjects.

Pupils, generally, have positive attitudes to learning. Drama is often used to bring ideas alive. In one Key Stage 1 class, pupils acted out the stages of a dinosaur's passage from roaming the earth, to being discovered and rebuilt in a museum. The role-play was used particularly effectively to help the pupils think about the words that could be used in their writing to show the passage of time. Pupils were highly motivated in the lesson and produced well-crafted pieces of writing.

Disabled pupils and those with special educational needs are supported effectively, so they make progress in line with their peers. Teachers are skilled at providing activities that are accessible to all pupils and many teaching assistants provide effective additional support, so all pupils make progress in most lessons. Small group interventions have a significant impact on helping accelerate pupils' progress. Individual tuition has been used effectively to overcome significant underachievement for a small group of pupils in the current Year 6. As a result, those pupils caught up with their peers to reach broadly average standards of attainment.

Behaviour and safety of pupils

Behaviour is good. Pupils are helpful, polite, and eager to show off their school. The curriculum is successful in developing positive attitudes to learning and behaviour. Pupils reflect positively on their behaviour in class and the ways they can contribute to the school community and welfare of others. Relationships between staff and pupils are very positive. Teachers have high expectations of behaviour and pupils

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respond well to them. Pupils whose behaviour is challenging are supported very well, so their behaviour improves over time.

Most parents and carers are positive about behaviour in school and the way that the school deals with poor behaviour, including bullying. Pupils say that bullying, including racist behaviour, is rare and is dealt with effectively. Pupils understand about different types of bullying and talk maturely about how well different pupils work and play together. School records show that the school has been active in tackling issues sensitively, but directly that arise outside of school and this contributes further to the harmonious community within the school. Pupils say that they feel safe. They learn about how to stay safe in different situations including, for example, when using the internet and other technology.

Attendance is improving and it is now average. The proportion of pupils who are persistently absent has reduced as a result of the schools' efforts to work with their families, making clear the school's high expectations of regular attendance.

Leadership and management

Leaders have been relentless in their pursuit of improvement. They have, rightly, focused on improving the quality of teaching and raising expectations of what can be achieved. Responses in the staff's inspection questionnaires suggest polarised views about the impact of leadership and leaders' approach to school improvement. Inspectors talked to different staff in different roles and found no indication of dissent or disharmony. On the contrary, all staff who talked with inspectors were highly positive about the support they have had in improving their effectiveness and some spoke passionately about how bespoke training and support have helped them revolutionise their teaching. Middle leaders have good subject knowledge and this is used to support teachers in their weekly planning and preparation. The headteacher and deputy headteacher set the high standards that the school community meets. Their effectiveness is clear through the transformation seen in the quality of teaching and the subsequent improvements in behaviour and attainment. Central to the ethos of the school is a boundless optimism for what the pupils can achieve. This is a school that has improved a great deal and leaders and teachers illustrate a clear resolve to continue to improve.

The curriculum is good, with a firm focus on developing basic skills and positive attitudes. A wide range of interesting trips, visits, and special events enhances pupils' experience further. A further strength of the curriculum is the way in which it encourages pupils to think about how they are learning in lessons, so they can try to improve important skills, like decision making, reasoning, and working together. The quality of the curriculum and the consistency of approach taken by teachers are having a positive effect on behaviour and achievement. The curriculum has been developed with pupils' spiritual, moral, social, and cultural development at the fore. There are frequent opportunities for pupils to broaden their understanding of the world around them, consider the impact of their actions on others and develop a sense of curiosity. Topics are often chosen with underperforming groups in mind. As a result, any disaffected pupils re-engage and often make accelerated progress.

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The governing body has a secure understanding of the school's strengths and the next steps it wants to take. Its plans for the future are ambitious and focused sharply on continuing to improve the quality of provision offered. It holds the school to account efficiently. It has worked with local authority advisors to develop its understanding of data for achievement and attendance and use these well to measure the success of actions taken. The school has demonstrated a secure commitment to equality of opportunity and leaders are very active in tackling discrimination where it exists. Pupils are known well as individuals and great attention is taken to prevent pupils falling behind. Pupils who are at an early stage of speaking English are supported very well, so they settle well and learn English quickly. All requirements for safeguarding pupils are met.

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).

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.



12 July 2012

Dear Pupils

Inspection of Watergall Primary School, Peterborough, PE3 8NX

You may remember that I visited your school recently with some other inspectors. Thank you to those of you who talked with us, either around school, in lessons or in a formal meeting. Thank you as well to those of you who filled in a questionnaire. Your views have been very important to us in making our judgements.

We found your school to be a good school. You make good progress because you work hard and your teachers provide you with interesting things to do. They give you clear guidance so you can improve your work. We were particularly impressed with how well many of you worked independently and in groups in class. Your behaviour is good and helps you to achieve. We were particularly pleased to hear about how some of you have worked very hard at improving your behaviour. It was lovely to hear about how your school has helped you to do this. Well done.

We have asked your school to look at making some further improvements, so it gets even better. We would like your teachers and other adults to make sure that those of you in the Reception Year, Year 1, and Year 2 get as much support and help as possible at improving your reading, writing, and number skills. That is so you arrive in Key Stage 2 with the right skills to make very good progress. We know that you all enjoy your lessons and the work in your books shows that all of you are doing well in improving your skills, but our observations showed that some of the adults in school do not always know what kind of advice or extra help to give each of you. We know that your teachers are working hard to make these improvements already.

I can see that you have all been a huge help in making your school better since my last visit. It has been wonderful to hear some of you talk about how you have worked hard to improve your behaviour and work. Keep working hard; you can all be very proud of what you have achieved. You have our best wishes for the future.

Yours sincerely

Michael Sheridan
Her Majesty's Inspector (on behalf of the inspection team)

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