

Werrington Primary School

Washerwall Lane, Werrington, Stoke-on-Trent, ST9 0JU

Inspection dates 4–5 October 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- The vast majority of pupils make good progress in reading, writing and mathematics and their attainment at the end of Key Stage 2 is above average.
- The headteacher and governing body monitor teachers' performance to continuously improve the quality of teaching and to raise pupils' standards of attainment. Challenging targets are set for school leaders and staff and they are supported in achieving them with constructive guidance and a well-planned programme of training.
- Children get off to a good start in the Early Years Foundation Stage because the staff provide stimulating learning activities with a strong emphasis on developing literacy and numeracy skills.
- In all classes, most pupils receive work that is matched well to their learning needs because teaching continuously check their progress and adjust the level of challenge where necessary.
- Pupils' behaviour is good and they feel safe from bullying. This contributes to their good progress. Pupils are keen and well motivated to learn.
- Pupils are given lots of opportunities to develop their social and leadership skills, and this strongly promotes their good behaviour, attendance and enjoyment of school.

It is not yet an outstanding school because

- Pupils' progress in Key Stage 2 is not yet as rapid as it is in Key Stage 1, especially in mathematics.
- Some lesson introductions go on for too long.
- Learning activities do not always allow the pupils to build on what they have learned before or to take as great a role in their learning as they are able to.

Information about this inspection

- The inspectors observed 14 lessons, of which five were jointly observed with senior leaders. In addition, inspectors made a number of other short visits to lessons and observed learning assistants working with small groups. They looked at a wide sample of work completed by pupils. They also heard pupils reading.
- Inspectors met with a group of pupils, the governing body, the local authority improvement adviser, and a range of middle and senior leaders.
- Inspectors looked at school planning, monitoring and evaluation documentation, including the school's own data and analysis of pupils' progress since starting the school, and records relating to behaviour, attendance, performance management information, safeguarding information and a range of pupils' work.
- Inspectors took account of the 32 responses to the online questionnaire (Parent View), letters from parents, as well as the responses to parental questionnaires provided by the school. They also met with parents.

Inspection team

Paul Delbridge-Smith, Lead inspector	Additional Inspector
Mary Hughes	Additional Inspector
Wendy Davies	Additional Inspector

Full report

Information about this school

- Werrington is a larger-than-average sized primary school.
- Nearly all pupils come from White British families. A few come from a range of minority ethnic heritages and only a small number speak English as an additional language.
- The proportion of pupils who are known to be eligible for free school meals and for whom the school receives additional income (the pupil premium) is below average.
- The proportion of pupils who are disabled or have special educational needs, including those supported through school action, school action plus or with a statement of special educational needs, is lower than the national average.
- The Early Years Foundation Stage provision provides a morning and afternoon Nursery and two Reception classes.
- Privately run before and after-school clubs operate on the school site and are inspected separately.
- The school meets the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Continue to raise pupils' achievement in mathematics at Key Stage 2 by:
 - reviewing the mathematics curriculum to include learning tasks set within a real-life context and so that pupils can use and apply their knowledge and skills for problem-solving activities
 - ensuring the accurate and continuous assessment of pupils' progress in mathematics lessons is used to set appropriately challenging targets.
- Enthuse and engage pupils fully in their learning in lessons by:
 - ensuring that pupils do not spend too long sitting and listening to whole-class introductions
 - providing more opportunities for pupils to initiate their own learning and that of others
 - allowing pupils to take a greater role in setting and reviewing their learning targets, and in assessing and evaluating their own and each other's work, so that they can take a greater ownership and responsibility for their success.

Inspection judgements

The achievement of pupils is good

- School and national assessment tests, pupils' work and observations of pupils currently in lessons, show that pupils achieve well across the school and in all subjects. This is clearly evidenced in pupils' increasingly above average attainment by the time they leave the school and, in particular, in their sustained above average skills in reading, writing and mathematics at the end of Key Stage 1. This means they leave Key Stage 1 with skills and abilities up to six months ahead of the national average.
- Children join the Early Years Foundation Stage as a standard of development appropriate to their age and, as a result of good teaching, they make good progress during Nursery and Reception so that they leave with abilities and skills above those expected for their age.
- Pupils continue to make good gains in their knowledge and understanding through their time at school in a wide range of subjects. Standards have risen in Key Stage 1 since the last inspection report and are higher for current pupils than they were when Year 6 pupils were in Key Stage 1.
- Disabled pupils and those who have special educational needs make excellent progress in English and mathematics in all year groups because of precisely tailored and highly effective intervention and support programmes put in place throughout their time at school.
- Pupils of all abilities make good progress in English, with a higher proportion making more than expected progress in reading and writing by the end of Key Stage 2 compared with other pupils nationally. Pupils use their highly developed reading and writing skills in many subjects. They particularly enjoy reading, and are encouraged to use the well-stocked library to continue to develop their good reading habits.
- Almost all pupils make and often exceed national progression rates in mathematics. However, rates of progress are not quite as rapid as in English, or sustained overtime in Key Stage 2.
- Teachers use assessment information to track pupils' progress and to meet pupils' needs through carefully targeted small group and individual intervention support. This ensures that most groups of pupils make good progress, particularly lower-attaining pupils and those with special educational needs who receive effective and specialist support from teaching assistants. This demonstrates how successfully the school promoted equality of opportunity for all pupils.
- In most lessons, pupils readily demonstrate the skills needed to learn independently of the teacher. They readily question each other and enjoy approaching their learning, either on their own or as part of a team. On occasion, however, during overlong whole-class introductions to a lesson, or as a result of a lack of variety of opportunities to practise their skills, a few pupils of average or higher ability lose interest and their progress slows.
- The school uses the pupil premium effectively to support the achievement of pupils known to be eligible for free school meals through the use of highly trained teaching assistants, and, as a result, those pupils achieve above similar pupils nationally in all subjects.

The quality of teaching is good

- The good quality of teaching over time reflects a systematic improvement since the previous

inspection, especially in the teaching of English.

- There was much good teaching observed, as well as some outstanding practice over the course of the inspection. In the most effective lessons, teachers and teaching assistants facilitate pupils' learning to promote pupils leading their own learning, and to stimulate their emotions and feelings through highly effective questioning. For example, in a literacy lesson in Year 5, pupils were writing a reflective journal in the role of a character who is a 'street child' to describe her emotions and feelings in response to the situation in which she found herself. All pupils, and particularly boys, were highly responsive and imaginative in their use of expression in their descriptive extended diary entry.
- In mathematics, pupils have the best learning experiences when lessons involve solving problems that they find easy to relate to. However, learning activities occasionally lack a variety of real or relevant context. They do not always enable pupils to build on what they already know. As a result, there are lessons when pupils, particularly in Key Stage 2, do not make quite as much progress as they could.
- In most lessons, pupils work individually and in teams to explore a variety of well-planned activities which are matched to their needs. For example, in a Year 1 lesson, pupils worked in groups to sketch, paint, or model pictures of animals and birds found in the Galapagos Islands. While doing so, they expressed their reasons for choice of colours and textures to successfully communicate their thoughts and feelings. Pupils were exceptionally well motivated to produce high quality artwork, while, at the same time, sharing their knowledge and understanding about Ecuador and the Equator.
- Teaching makes a strong contribution to the promotion of pupils' spiritual, moral, social and cultural development. This was exemplified during a whole-school assembly about the Christian version of the creation story, which was led by Year 6 pupils and successfully performed by Year 2 pupils using sign language, sounds and music.
- On a few occasions in Key Stage 2, introductions to lessons continue for too long, and too much sitting and listening leads to some pupils losing interest and, as a result, progress slows.
- At times, opportunities for pupils to take a greater ownership of what they should do next to improve are missed and this constrains pupils' ability to contribute more to their learning.
- The quality of teachers' marking and assessment of pupils' work is consistent. However, pupils do not have enough opportunities to set and review their own targets in relation to assessment criteria.

The behaviour and safety of pupils are good

- As at the time of the previous inspection, behaviour is typically good across the school. Pupils enjoy the many opportunities to take a leadership role in contributing to the safety and well-being of other children during play and lunch times.
- Pupils interviewed agreed that they enjoy school and feel safe at all times. 'Playing together and looking after each other' and 'having fun and helping each other to learn in lessons' is what they like best about their school. They also say that sometimes their teachers can talk for too long, particularly at the start of lessons.
- Teachers model and develop excellent relationships in lessons and the pupils' good manners,

respect for each other and their positive attitudes to learning mean that most pupils learn well.

- Pupils' spiritual, moral, social and cultural development is promoted through carefully planned activities in lessons which generate much social interaction, reflection and consideration of feelings, thoughts and emotions. This is particularly so in literacy lessons.
- Staff and members of the governing body, and most parents interviewed or who responded through 'Parent View', indicated that pupils' behaviour is typically good.
- There are many opportunities throughout the school for pupils to take positions of responsibility and to contribute to school life, for example, as play leaders, prefects, school councillors, in charity fundraising and for the smooth running of assemblies.
- Pupils know how to keep themselves safe and readily share any concerns. They say that they feel safe at school and know about the different types of bullying, for example racist and physical abuse as well as cyber-bullying. They know how to stay safe when using the internet. Pupils report that any bullying or poor behaviour is dealt with swiftly by their teachers.
- The pupils' year-on-year above-average attendance reflects the diligence of staff in encouraging good attendance of all groups of pupils. The headteacher's rigour in monitoring attendance and working with the local authority and parents and carers keeps persistent absence at a low figure.

The leadership and management are good

- The school has made year-on-year improvements since the previous inspection under the strong leadership of the headteacher, who is well supported by other senior staff and members of the governing body. Their ability to collaborate in bringing further improvements is clearly demonstrated by the good improvements already made in teaching in order to secure the improvements for every pupil's achievement.
- Leaders have systems for tracking the rate of every pupil's progress throughout the school. This is carefully monitored by senior leaders. Middle leaders' analytical skills are less well developed. Assessments have been focused on ensuring pupils make at least good progress but do not always promote faster levels of progress for some pupils, particularly in mathematics.
- Leaders monitor, evaluate and develop teaching through sharply focussed performance management. The headteacher is skilled in liaising with the governing body to ensure a coherent and effective programme of professional and staff development which takes due account of, and meets the needs of, pupils at the school.
- The school's policy for literacy is consistently applied and leads to high standards of attainment in English across the school. In mathematics, the curriculum does not consistently allow pupils to use and apply their mathematical knowledge and skills to solve real-life problems.
- The school works well with a range of specialist partners, including working with local authority specialists, other schools, and with parents and carers to enrich pupils' learning opportunities and to ensure their continued good progress and attendance.
- The local authority provides light touch support for this good school. This support has been beneficial in helping to improve the quality of teaching and pupils' achievements.

■ **The governance of the school:**

- is good and is typified by the arrangements for safeguarding of pupils' welfare that meet all statutory requirements, including the comprehensive vetting of staff and all of those who support pupils at the school
- holds senior staff to account for raising pupils' achievement and improving the quality of teaching
- brings much professional expertise and experience from education and industry which is used to guide the strategic direction of the school.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	124075
Local authority	Staffordshire
Inspection number	406212

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Alison Davies
Headteacher	Nicola Walker
Date of previous school inspection	16 November 2010
Telephone number	01782 302150
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