

Widey Court Primary School

Widey Lane, Crownhill, Plymouth, PL6 5JS

Inspection dates 27—28 September 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.

- Pupils' achievement is good and improving. Standards of attainment are above average and rising across the school.
- Pupils' progress in reading and writing is a strength. Reading and writing skills are taught well and pupils have good opportunities to write in different subjects.
- The school has robust systems for checking the progress made by pupils. These are used well to target extra help to prevent any pupil from falling behind.
- Talk is used effectively to enable pupils to think clearly and help them to learn independently.
- Pupils enjoy coming to school and know that their views and opinions will be listened to and valued by staff and other pupils. They behave well, feel safe and attend regularly.
- Strong teamwork across the school has meant that improvement is carried out by all staff. Senior leaders have worked well to improve the quality of teaching and pupils' achievement.
- Governors check up on pupils' achievement and progress and have made a strong contribution to improving pupils' attendance.

It is not yet an outstanding school because

- Pupils are not always provided with enough opportunities to set their own targets and goals or to reflect on and assess their work and decide for themselves what they need to do to improve.
- In some lessons, teaching does not make clear what different groups of pupils are expected to learn.

Information about this inspection

- Thirty lessons were visited, of which four were joint observations with the headteacher and a member of the senior leadership team.
- Meetings were held with staff, members of the governing body, a local authority representative and groups of pupils.
- Inspectors took account of the 31 responses to the online questionnaire (Parent View) and information from the school's recent survey of parents' and carers' opinions.
- They observed the school's work and looked at documents, including the school improvement plan, monitoring documentation, records relating to behaviour and attendance, the school's information on pupils' progress and samples of pupils' work.

Inspection team

Peter Clifton, Lead inspector	Additional inspector
Mark Anderson	Additional inspector
Linda Rowley	Additional inspector

Full report

Information about this school

- This is a larger than average-size primary school with 21 classes.
- Nearly all pupils are of White British heritage.
- The proportion of pupils who are disabled and those with special educational needs supported by school action plus or with a statement of special educational needs is below average. The proportion supported through school action is broadly average.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- Nearly one fifth of the children who attend the school come from Service families.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Improve teaching by:
 - making sure that pupils have more opportunities to set their own targets and personal goals
 - giving pupils more opportunities to reflect on and assess their learning and gain a fuller understanding of the progress they are making over time and what they need to do to improve
 - making it clear to different groups of pupils what they are expected to learn in all lessons.

Inspection judgements

The achievement of pupils is good

- Children start school with knowledge, skills and understanding that are at the expected levels for their age, except in reading, writing and mathematics which are below. Good provision makes sure that by the time the children enter Year 1, overall attainment is at least average. The current reception children are happy and settled. Good relationships are being developed. The children answer questions and volunteer their ideas readily.
- Attainment by the end of Year 2 is above average and achievement is good. Pupils use language well to describe characters in their story writing. For example, based on *James and the Giant Peach*, they discussed the meaning of 'as thin as a pencil' and 'as fat as an orange'. Several are already writing at the level expected by the end of Year 2.
- Less able readers who have just moved into Year 1 are beginning to use their knowledge of the sounds of letters to read simple words. By Year 2, these skills are well established and pupils enjoy reading a range of books.
- Pupils' progress between Years 2 and 6 has improved markedly since the previous inspection and is now good. The school's tracking shows that the proportion of pupils in Year 6 (who have just left the school) making better than expected progress is much higher than in 2011.
- Learning and achievement observed in different subjects during the inspection was good. Year 3 pupils demonstrated a good grasp of scale to help with science work and Year 6 pupils used features on a map to help them to trace the course of a river.
- Disabled pupils and those with special educational needs make good progress, for example in writing sentences when they were given helpful support materials. More-able pupils in Year 5 made good progress when looking at information in text and identifying the different inferences that could be made.
- Pupils who come from Service families achieve at least as well as other pupils and sometimes better. Leaders monitor the progress of these pupils carefully and provide additional support in the way of top-up tuition when required. Other pupils who receive Pupil premium funding are provided with extra help, for example in the Early Years Foundation Stage and Key Stage 1 to support their speech and language development. This is accelerating these pupils' progress and ensuring they achieve as well as other pupils in the school.

The quality of teaching is good

- The quality of teaching has significantly improved since the time of the previous inspection, particularly at Key Stage 2, because of well-targeted training and regular monitoring in lessons. The school's records of the quality of teaching match closely that observed during the inspection.
- Teachers and support staff are skilled at managing the pupils in ways that help build pupils' confidence and self-esteem. Discussion in small groups or pairs is a well-established strategy that helps pupils to explore their different ideas. Pupils are confident that their views and ideas will be valued. Teaching assistants, for example, used this strategy with pupils who are disabled and those with special educational needs to help them sequence their ideas and improve their sentence writing.
- Teachers demonstrate secure subject knowledge including how to help pupils use their literacy and numeracy skills. In Year 5, for example, the pupils confidently discussed their understanding and use of terms such as 'elipsis' and how to write in different ways to hold the readers' attention. In mathematics, there are good opportunities for pupils to use their number skills to interpret timetables and to solve problems.
- Pupils sometimes have good information which they can use to decide for themselves what they need to do to improve. However, this is not a consistent feature across the school. Older pupils in particular are too reliant on being given targets, which leads to the targets

not being owned and so not used to their fullest extent to help improve their work. There are insufficient opportunities provided for the pupils to assess their own work and reflect carefully on aspects that could be improved.

- Planning is typically targeted to meet the broad range of needs of pupils in different lessons. Teachers have good information about pupils' attainment and check progress on a regular basis during lessons. This is promoting equality of opportunity well. However, teachers do not always make it clear to pupils what they expect them to learn during lessons, for example when objectives are too general, or based on activities rather than learning.
- Support for disabled pupils and those with special educational needs is nearly always successful in helping them to learn alongside other pupils, for example in Year 3 when they used their mental mathematics skills to subtract.

The behaviour and safety of pupils are good

- Pupils have positive attitudes to learning. They cooperate well with each other in group work and listen carefully to what each has to say. They are confident to share what they know and are keen to answer questions.
- Staff strongly express the view that pupils' behaviour is a strength of the school and this is supported by most parents and carers. In lessons and around the school, the pupils respond positively to any requests from adults. Pupils report that lessons are hardly ever disrupted by any poor behaviour. Good behaviour is celebrated regularly in assemblies.
- For the size of the school, there are few incidents of misbehaviour recorded over the past year. Pupils confirm this and say that staff take any case of potential bullying seriously and deal with it. Pupils also have a good awareness of different forms of bullying.
- The nurture group provides a safe and quiet space for some pupils to go to at lunchtimes. Older pupils take on responsibilities, for example as play leaders in the Early Years Foundation Stage.
- Pupils are aware of the potential risks through the use of the internet and mobile phones and safeguarding issues such as these are regularly covered by the school.
- Attendance has risen since the previous inspection, is now above average and almost all pupils are punctual.
- While pupils are proud of their school and courteous towards each other, this area is not outstanding because there are a few pupils who do not fully engage in their learning.

The leadership and management are good

- The headteacher, with strong support from senior staff, has spread the responsibility for driving improvement widely across the school. Subject leaders have a clear understanding of strengths and weaknesses and the next steps to be taken to promote further improvement.
- The school's tracking provides in-depth information which is used to check the progress of individual and groups of pupils. Leaders are quick to put in place additional support for any pupil who needs it. The school's analysis of assessment data shows that Pupil premium funding is being used well to accelerate learning and progress.
- The school provides a broad range of support for Service families which is valued by parents and carers.
- Teachers spoken to confirmed that performance management and monitoring of teaching by senior staff are robust and helpful and have enabled them to improve teaching. This is backed up by good opportunities for professional development. Senior staff are skilled in carrying out lesson observations and identifying strengths and weaknesses.
- A broad range of changes has been carried out to raise attainment and improve progress, particularly in writing. These have been largely successful because they have been

consistently implemented across the school. Pupils are able to use well-developed reading, writing and number skills in different subjects. Interesting topics and many practical experiences help to promote pupils' enjoyment of school.

- The school promotes pupils' spiritual, moral, social and cultural development well. There is a well-established moral code and discrimination is not tolerated. Pupils are able to resolve conflicts for themselves. There are strengths in art and music, including singing, and modern foreign language. The banking club is popular and enables the pupils to develop financial management skills.
- The local authority provides light touch support for this good school.
- **The governance of the school:**
 - is well informed about how well the pupils are doing
 - has made sure that the budget is carefully managed
 - ensures that safeguarding requirements are met
 - has taken an active role in working with parents and carers to promote regular attendance.

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	113305
Local authority	Plymouth
Inspection number	401359

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	597
Appropriate authority	The governing body
Chair	Mike Carter
Headteacher	Patrick Marsh
Date of previous school inspection	17-18 March 2010
Telephone number	01752 773909
Fax number	01752 772247
Email address	widey.court.primary.school@plymouth.gov.uk

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