

# Walliscote Primary School

Walliscote Road, Weston-super-Mare BS23 1UY

**Inspection dates** 16–17 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Standards in reading, writing and mathematics are too low.
- Pupils' progress is not consistently good. The rates of progress are insufficient to enable pupils to reach expected levels of attainment by the time they leave in Year 6.
- Attendance is below average. Some pupils are absent too often.
- Targets are not used well to raise pupils' aspirations of what they can achieve. The use of targets to help pupils to know what they need to do to improve their learning is underdeveloped.
- During lessons, some teachers and teaching assistants do not ask stimulating questions to check on pupils' learning and challenge their thinking.
- Some teachers do not plan activities that are at the right level for pupils. As a result, pupils' progress in these lessons is limited.
- Monitoring the work of the school by the governing body is at an early stage of development.
- Areas for improvement identified by senior leaders during lesson observations are not systematically followed up to ensure weaknesses are eradicated.

### The school has the following strengths

- The headteacher is a strong leader. She has created a supportive staff team who are committed to improving their practice.
- Since 2011, there have been improvements in pupils' progress.
- Pupils behave well and feel safe.
- The relatively new Chair of the Governing Body and other governors regularly visit the school to check on the progress of raising achievement plans.
- The proportion of good teaching has increased since the last inspection. Teachers are provided with a good range of training, which is having a positive impact on pupils' learning.
- The systems to check on pupils' progress are helping leaders and managers to identify pupils who need additional support, particularly pupils with special educational needs, those whose first language is not English and pupils who are new to the school.

## Information about this inspection

- The inspectors observed teaching in all classes. They observed 27 lessons taught by 13 teachers, of which 13 were observed jointly with either the headteacher, the deputy headteacher or the English subject leader. Assemblies in Key Stage 1 and a Key Stage 2 were observed. In addition, the inspectors carried out a learning walk to look at subjects other than English and mathematics, and a behaviour and safety learning walk.
- Meetings were held with pupils, the Chair of the Governing Body, the headteacher, the deputy headteacher, the special educational needs coordinator, the English and mathematics subject leaders and the Early Years Foundation Stage leader. The lead inspector also had a telephone conversation with a representative of the local authority.
- The inspectors observed the school's work, heard pupils read and scrutinised their work from the current year and from last year.
- Inspectors looked at a number of documents, including strategic plans, safeguarding arrangements, planning and monitoring documentation, records relating to behaviour and attendance, minutes of the governing body's meetings, assessment data and curriculum plans.
- The views of parents were taken into account through consideration of the responses from 20 out of the school's 81 families to the on-line Parent View survey and informal discussions with parents.
- Staff views were taken into consideration through scrutiny of questionnaires completed by 39 staff members.

## Inspection team

Ann Henderson, Lead inspector

Her Majesty's Inspector

Steven Popper

Seconded Inspector

David Williams

Additional Inspector

## Full report

### Information about this school

- This is a larger than average-sized primary school with 11 classes. There are two Reception classes. Pupils in Years 1 to 6 are taught in mixed-age classes. There are three classes for Years 1 and 2 pupils, three classes for Years 3 and 4 pupils and three classes for Years 5 and 6 pupils.
- There is a breakfast club, which is managed by the governing body.
- A higher-than-average proportion of pupils join and leave the school other than at the usual times.
- The large majority of pupils are of White British heritage; the proportion of pupils from minority ethnic backgrounds is broadly average. Just over one fifth of pupils speak English as an additional language or are at the early stages of speaking English when they join the school.
- The proportion of students at school action and the proportion supported by school action plus or who have a statement of special educational needs is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium funding, which in this school provides additional government funding for pupils in local authority care and those known to be eligible for free school meals, is well above the national average.
- The school meets the government's current floor standards, which set out the minimum expectations of pupils' attainment and progress.

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

- Improve teaching by:
  - regularly checking pupils' progress in lessons and adjusting activities to ensure pupils make good progress
  - developing more effective questioning by teachers and teaching assistants to challenge pupils' thinking and increase their understanding
  - sharing the good practice that is already in existence within the school
  - systematically following up areas for improvement identified during lesson observations to ensure weaknesses are addressed.
- Raise achievement in reading, writing and mathematics, particularly in Key Stage 1 by:
  - engaging pupils in understanding and using their learning targets to enable them to check their own progress
  - matching planned activities in lessons more closely to the learning needs of all groups of pupils
  - further improving rates of attendance, particularly for pupils who are persistently absent.
- Complete an external review of governance to ensure effective challenge and support to maximise and strengthen the impact of school improvement strategies.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children begin school in the Reception classes with skills and abilities that are well below those expected for their age. They settle quickly and make good progress. When they start in Year 1, most children's levels are still below average because of their low starting points.
- Children make good progress in the Early Years Foundation Stage because there are a broad range of activities offered, both indoors and outside, to stimulate pupils' thinking and develop their understanding.
- Results for Year 6 pupils in 2012 show that the proportion of pupils achieving Level 4 in English was below the national average. The proportion achieving the higher Level 5 in English and mathematics was also lower than found in most schools nationally. Currently, the school's own records show that the attainment of pupils in all year groups across the school is below average.
- In 2011, the school achieved notable success in the levels of progress made by pupils in reading, writing and mathematics, achieving good and, for some groups, outstanding rates of progress, resulting in broadly average levels of attainment. However, the proportion of pupils achieving Level 5 in writing remained well below the national average.
- Although rates of progress for pupils have improved since the previous inspection, they remain variable, due to inconsistencies in the quality of teaching. Pupils' progress slows in Key Stage 1 and is uneven in Key Stage 2.
- Disabled pupils and those with special educational needs, pupils in receipt of additional government funding, pupils whose first language is not English and those new to the school make similar progress to their peers due to some effective support provided for them. This shows that the school successfully promotes equality of opportunity and tackles discrimination for all pupils.
- Last year's phonic (linking letters with the sounds they make) assessment for Year 1 pupils showed that fewer than half of Year 1 pupils reached the required standard. Younger pupils are developing their skills in order to read unfamiliar words, but this aspect of teaching requires improvement because teachers do not always model the correct pronunciation of sounds used to build words.

### The quality of teaching

### requires improvement

- The very large majority of parents who responded to the online Parent View survey agreed that their children are well taught and receives appropriate homework for their age.
- Teaching has improved, but further improvement is required to enable pupils to reach national standards. The progress pupils make from their starting points is not consistently good.
- Systems to check on pupils' progress are in place and teachers have a good understanding of the levels of ability of all pupils in reading, writing and mathematics. However, this information is not used well enough to ensure the correct levels of challenge are provided for all pupils.
- Teachers do not always plan activities that are appropriate to the level of ability of pupils. Some activities are either too hard for some or too easy for others. This is particularly the case in the Years 1 and 2 classes. Inspection evidence and the scrutiny of pupils' work over time shows that too often pupils carry out the same task. Teachers do not always adapt tasks and activities to match pupils' learning needs during lessons.
- Pupils are given effective feedback on their work. This is consistently good across the school. As a result, pupils have a good understanding of what they have achieved in their work and what more they need to do to improve further. In the best examples, pupils respond well to teachers' marking comments.
- Where teaching is strongest, lessons are characterised by good relationships, pupils' positive

attitudes to learning and teachers' high expectations of what pupils are required to achieve by the end of the lesson. Pupils respond well, are productive and make good progress.

- Where teaching is less strong, questioning is not used well enough to check on pupils' understanding, or to challenge their thinking. In these lessons, teachers readily accept pupils' responses without checking on the extent of their learning.
- The use of targets to promote learning and help pupils to monitor their own progress is limited. As a result, pupils do not know the next and most important steps they need to take to reach the next level of attainment or to check on their progress towards reaching a higher standard in their work.

### **The behaviour and safety of pupils are good**

- Pupils' behaviour has improved since the last inspection due to the raised expectations of behaviour in lessons and around the school. The positive signage around school promotes good behaviour such as the signs in the school hall which say, 'Walk slow, voices low'.
- Pupils respond well to behaviour management strategies and generally behaviour does not disrupt learning. In a small minority of lessons, where teaching is weaker, some off-task behaviour occurs.
- School leaders have done much to promote the importance of good attendance. Consequently, attendance has improved. However, it remains below average due to a small proportion of pupils whose absence rates are too high.
- Exclusion rates have been significantly reduced. The school makes effective use of external services to support pupils whose circumstances make them vulnerable.
- Pupils are overwhelmingly positive about their school. They feel safe and say that behaviour has improved. They have a good understanding of behaviours that constitute bullying, and older pupils understand how to keep safe whilst using the internet and mobile technologies.
- Most parents who responded to the online questionnaire say their child feels safe; the school makes sure its pupils are well behaved and the school deals with bullying effectively.

### **The leadership and management requires improvement**

- The headteacher has successfully shared her vision for improvement, which has been embraced by all staff. The Ofsted questionnaire completed by staff provided an overwhelmingly positive picture. All staff agree that they know what the school is trying to achieve.
- Senior leaders use a range of monitoring strategies to check on pupils' progress and identify suitable support for pupils at risk of falling behind. Their checking of pupils' progress, alongside discussions with teachers, ensures teachers evaluate their teaching and know how well their pupils are doing.
- Although the headteacher checks on the quality of teaching, the areas identified for improvement during lesson observations are not systematically followed up to make sure weaknesses are addressed.
- Setting targets for improving teachers' performance are in place, but the accountability of teachers is not always reflected strongly in performance management decisions.
- The subjects taught provide interesting and exciting opportunities for learning through topics and themes. This suitably supports pupils' spiritual, moral, social and cultural development. Good attention is given to ensure pupils are motivated to learn through visits to places of interest and 'Wow' days, which broaden pupils' experiences. For example, during the week of the inspection, pupils visited the local cinema as part of the National Schools Film Week. Most pupils watched the film 'Brave', while the youngest children saw the film 'Lorax', then embarked on a range of

follow-up activities during the week.

- The local authority has provided a broad range of support for the school. The Intensive Support Programme which has been in place for a number of years has helped to develop the skills of teachers and teaching assistants. The developing teacher programme has been particularly successful in enabling teachers to observe their own teaching on video and reflect on their practice. This has aided recent improvements to the quality of teaching. In addition, the Early Years Foundation Stage leader has received guidance and support to implement the new curriculum and to ensure that what the school offers Reception children is appropriate and enables them to make good progress.

■ **The governance of the school:**

- The Chair of the Governing Body, who was elected in April 2012, is developing a good understanding of the strengths and weaknesses of the school. Systems are being developed so the governing body has a greater understanding, and can check on the school's progress towards achieving the goals set out in their raising achievement plans. However, this is at an early stage of development and the effects of actions taken to secure improvement are not systematically measured. For example, at present, steps have not been taken to identify whether the funding for pupils in receipt of the pupil premium is supporting these pupils well enough to increase their levels of attainment. Safeguarding arrangements are in place and staff are well trained to identify concerns and take appropriate actions when necessary.
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## 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

<b>Unique reference number</b>	109120
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	401033

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

<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>	278
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michaela Porter
<b>Headteacher</b>	Joanne Green
<b>Date of previous school inspection</b>	16–17 March 2010
<b>Telephone number</b>	01934 621954
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