

# Waverley Primary School

Maple Close, Lemington, Newcastle-upon-Tyne Tyne and Wear, NE15 7QZ

**Inspection dates** 20–21 November 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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 headteacher has a strong presence in school and is well respected by all. He is ably supported by other leaders and they lead the school effectively so that it has improved since the previous inspection.
- The curriculum promotes pupils' spiritual, moral, social and cultural development extremely well. The school has a friendly, family feel and provides exciting opportunities that make pupils keen to learn.
- Achievement is good across the school in all subjects and for all groups of pupils, particularly for disabled pupils and those with special educational needs.
- Teaching and learning are good with evidence of outstanding teaching in the school. It is strongest in Years 5 and 6.
- Behaviour is good due to strong relationships, high expectations and a caring ethos by all staff which has a positive effect on pupils' attendance and ensures they feel safe.

### It is not yet an outstanding school because

- Teaching and learning are not yet consistently outstanding across the school. There are a few minor aspects that need attention in lessons. Teachers do not always give pupils targets so they know how to improve.
- The governing body does not always use data about pupils' progress to evaluate how well pupils are doing or check on the effect that spending has on outcomes for pupils.
- The use of data about pupils' progress and systems to check on pupils' progress are not yet fully effective.

## Information about this inspection

- Inspectors observed 19 lessons.
- Meetings were held with two groups of pupils, the headteacher, senior and subject leaders, the Chair of the Governing Body and a representative from the local authority.
- Inspectors took account of the 35 responses to the on-line questionnaire (Parent View) in planning the inspection.
- They observed the school's work and scrutinised a number of documents including the school's improvement plans, data on pupils' current progress, planning and monitoring files and records relating to behaviour, attendance and safeguarding.

## Inspection team

Kevin Dodd, Lead inspector	Additional Inspector
Graeme Clark	Additional Inspector
Derek Sleightholme	Additional Inspector

## Full report

### Information about this school

- This school is larger than the average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is above average.
- The proportion of pupils supported at school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is well below the national average.
- The school meets the current floor standard, which sets the government's minimum expectations for attainment and progress.
- The school has achieved the Healthy School status and Activemark.
- The headteacher has been at the school for two years.

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

- Raise teaching and progress to outstanding by:
  - sharing the good practice seen and ensuring consistency in teaching by resolving the small, weaker aspects that remain in a few lessons
  - making sure that pupils' targets are high enough and they are clear how to improve.
- Improve leadership and management by:
  - involving governors more in the use of data collected by the school to show pupils' progress and attainment so that they can ask more questions about how well the school is performing
  - ensuring that governors check more closely on the impact that spending has on outcomes for pupils
  - using information gained from the school's robust tracking system to ensure effective action is taken to support any pupil at risk of falling behind.

## Inspection judgements

### The achievement of pupils is good

- Pupils achieve average standards in reading, writing and mathematics when they leave at the end of Year 6. Progress is good and has accelerated over the last two years due to closer tracking of the progress pupils make and better teaching.
- Children join the Nursery and Reception class with skills and abilities below those typically seen for their age. High quality resources, a wide range of interesting, exciting and challenging activities, particularly outdoors and an effective system to track pupils' progress are improving the rate at which learning takes place. As a result, children are now making good progress and last year many were starting to work at a level higher than expected of them when they started in Year 1.
- The progress pupils make in the different year groups is consistently good overall but stronger in the older year groups where the pace of learning accelerates and most Year 5 and 6 pupils are making better progress due to the high proportion of outstanding teaching.
- The current progress of disabled pupils and those with special educational needs and those supported by the pupil premium is excellent and greater than other pupils at the school and better than similar pupils nationally. Action taken recently to restructure the teaching arrangements and provide these pupils with better quality teaching and effective support by teaching assistants is helping them to succeed.
- Reading is improving as skills are taught well and more pupils enjoying reading. Pupils now have increased opportunities to improve their skills in reading, writing and mathematics by practising them in different subjects as a result of improvements made to the curriculum.

### The quality of teaching is good

- Teaching is consistently good across the school and the proportion of outstanding teaching increases as pupils move through the key stages.
- Teachers in Nursery and Reception plan thoroughly to make sure activities are enjoyable and matched correctly to the needs and interests of the children.
- In Key Stage 1, practical work is particularly effective in developing children's skills, for instance, to help them improve the quality of their writing and deepen their understanding of mathematics by challenging them to use a number line to double numbers. In the best lessons teachers explain ideas and question pupils well so they learn quickly.
- Interesting tasks and good support for children in Years 3 and 4 build on effective teaching. Teachers' good relationships and high expectations for behaviour of pupils ensure they are keen to learn.
- Teachers in Year 5 and 6 support, question and challenge children extremely well through well-planned opportunities for discussion and resources that encourage pupils to work things out for themselves. In a geography lesson, pupils were challenged to persuade people to visit the Amazon rainforest. In these lessons teachers have a secure subject knowledge and enthusiasm for teaching. This is infectious and enthuses pupils so they get on with their work well and learn quickly, for instance in a mathematics lesson where children were excited to investigate the use of brackets in calculation.
- When teaching is good but not as strong, some of these many strengths are not in place and the pace of learning is slower. Pupils are not always clear about their targets or what they have to do to achieve them.
- During lessons, adults give pupils much praise and raise points to promote further learning. Teachers mark work in a way that helps pupils to understand how to improve.
- Disabled pupils and those who have special educational needs are given extra help as are older, more-able pupils in Years 5 and 6 where teaching methods are especially well suited to the needs of these children and help them to learn quickly.

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

- Pupils' behaviour in and around school, in lessons and at playtime is good. The school is a 'learning family' where staff act as excellent role models for behaviour. A caring atmosphere and love of learning prevails. As a result, pupils attend regularly and arrive on time.
- Pupils are typically polite, get on well with each other and show respect and kindness to others. They enjoy school life and are proud of their school and parents, staff and pupils value how the school is calm, orderly and makes them feel safe.
- Instances of misbehaviour are rare and dealt with well by staff. Effective action has been taken to reduce bullying. More boisterous pupils are encouraged to attend clubs where they can be supported to channel their energy in positive ways. Older pupils showed a developing conscience in speaking about different types of bullying including name-calling and cyber-bullying and are proud of their play leader roles.
- Pupils report that they feel safe in school and understand what constitutes unsafe situations and the basic principles of how to keep themselves safe. Break times and lunchtime are supervised well and pupils enjoy playing and interacting with each other.
- A few pupils are less sure about how their actions can upset others. The school is giving more attention to this by raising pupils' awareness of the influence pupils can have on others and how to deal with this so that they relate well to others at all times.
- A particularly impressive feature of the school is the inclusive ethos and how well all pupils support one another. Pupils joining the school are supported well and quickly integrate and make friends.

**The leadership and management are good**

- The leadership of the headteacher is strong and he manages others with great determination. The leadership team inspires staff and pupils and there is now a good team spirit. The views of parents are evidence of how highly they value the school, one parent commented, 'The headteacher is always visible, involved and extremely friendly and approachable, you can really see and feel the genuine care and keen interest the staff have for the school, it is a bright, warm wonderful place to be.'
- The headteacher and leadership team have worked relentlessly to improve pupils' progress and this is now accelerating especially for the older pupils. The school has made good progress in tackling the other areas identified for improvement in the previous inspection. Successful actions that have raised attainment include a curriculum better suited to the needs and interests of pupils.
- A more precise system is in place to check pupils' progress. The effective use of this system is evident in the accelerated progress made by disabled pupils and those with special educational needs plus those who are supported by pupil premium. Their needs are identified promptly and support provided. The needs of a few other pupils are not always promptly identified leading to a few not always making enough progress. Nevertheless, the school promotes equal opportunities well especially ensuring all learn well and take part in school activities.
- The leadership team monitors teaching and provides astute comments on how to make it better. Training links to these needs. This has improved teaching although as yet minor concerns identified have not been fully resolved to raise the overall quality of teaching to outstanding.
- The headteacher has strengthened the way teachers are appraised for their performance. Discussions about pupils' progress ensure that staff are answerable for the progress pupils in their class make. The headteacher insists staff are only rewarded when they are successful in helping pupils to make at least good progress.
- The school's procedures for gaining an accurate view of strengths and areas to develop are effective in identifying the main priorities for improvement. Plans to tackle priorities are centred on teachers sharing good and outstanding practice and this is having a positive impact on

attainment and consistency in the quality of teaching.

- The school promotes pupils' spiritual, moral, social and cultural development extremely well through its 'Castle Family', system and extended curriculum. A poet made an outstanding contribution to pupils' spiritual development as they reflected on their cultural past.
- Links between home and school are good. The website provides a myriad of interesting and helpful information.
- The curriculum is adding interest and pupils say they enjoy the topics, the way that subjects are linked, and the visits to places of interest. A variety of school clubs exist to meet the interests of all pupils and are well attended.
- The local authority has recently taken a lighter touch approach to the school and has been very effective in its support towards rapid improvement. It has a very good understanding of the school's needs.
- **The governance of the school:**
  - Governors know achievement and teaching have improved and are now good. They regularly monitor lessons and look at work in pupils' books alongside senior leaders. They check that teachers' salary progression is linked to their appraisal outcomes and their stage of career development. Under the leadership of the headteacher governors are playing a more central role in future planning. They understand that pupil premium funding has been allocated to provide help for pupils who are at risk of underachieving. Governors are less sure about the impact of spending on outcomes for pupils. The governing body ensures safeguarding meets requirements. Following a recent skills analysis governors have identified a need to increase their understanding of the use of data to check on pupils' progress.

## 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>	108453
<b>Local authority</b>	Newcastle Upon Tyne
<b>Inspection number</b>	405169

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	314
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jen Armstrong
<b>Headteacher</b>	Mark Outterside
<b>Date of previous school inspection</b>	12 January 2011
<b>Telephone number</b>	0191 267 4549
<b>Fax number</b>	0191 229 1009
<b>Email address</b>	mark.outterside@waverley.newcastle.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

