

Wareside Church of England Primary School

Reeves Green, Wareside, Ware, SG12 7QR

Inspection dates 19–20 March 2013

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 now make rapid progress in their learning across Key Stage 2. In 2012, standards in English and mathematics at the end of Year 6 were significantly above average.
- Progress in Key Stage 1 has improved and most pupils now make good progress.
- Children make good progress in Reception in all areas of learning.
- Good teaching helps pupils of all abilities, including disabled pupils and those with special educational needs, to make good progress. Teachers plan lessons well to link subjects to motivate and engage pupils.
- Pupils are highly motivated and their attitudes to learning are often exemplary. Their behaviour is good and they thrive in an atmosphere of respect and dignity.
- Strong leadership from the headteacher, supported by governors, has ensured a steady rise in the standards of achievement since the last inspection two years ago.
- Governors support and challenge the school in equal measure. They use their experience and knowledge to help maintain the school's strengths and to support further development.

It is not yet an outstanding school because

- Teachers do not consistently provide sufficient challenge for more-able pupils.
- Targets for individual pupils are not always challenging enough to ensure that they achieve as well as they can.
- Marking does not consistently provide clear guidance on how to improve. On occasions, where next steps for improvement are given, pupils do not have the opportunity to act upon the guidance.

Information about this inspection

- The inspector observed eight lessons, of which two were joint lesson observations with the headteacher. In addition, the inspector made a number of other short visits to lessons and learning areas. The inspector also heard pupils in Years 2 and 6 read.
- Meetings were held with groups of pupils, members of the school's staff, the Chair of the Governing Body and one other member, and a representative of the local authority.
- The inspector took account of 12 responses on the online questionnaire (Parent View), 10 responses to staff questionnaire and spoke with parents and carers during the inspection.
- The inspector looked at pupils' books and at a number of documents, including the school's own data on pupils' current attainment and progress, the school's evaluation of its performance, school improvement planning, documentation relating to teachers' performance over time and records relating to safeguarding.

Inspection team

Tusharkana Chakraborti, Lead inspector

Additional inspector

Full report

Information about this school

- Wareside Church of England Primary is much smaller than the average sized primary school.
- Almost all pupils are of White British heritage. There are very small numbers of pupils from minority ethnic groups and none who speak English as an additional language.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in local authority care, pupils known to be eligible for free school meals, and children from services families, is below average.
- The proportion of disabled pupils and those with special educational needs supported through school action is well below average. The proportion supported through school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The proportion of pupils entering or leaving the school midway through the school year is slightly higher than average.
- The school holds the 'Healthy School' award.
- The school is a member of the consortium of local primary, secondary and special schools.

What does the school need to do to improve further?

- Raise the quality of teaching to accelerate pupils' progress and raise achievement further by:
 - ensuring that teachers consistently use assessment information to plan activities that always provide sufficient challenge for more-able learners
 - setting more challenging targets to match the learning needs of all pupils
 - making sure that all pupils are given clear guidance as to the next steps in their learning, and that they are routinely given time to act upon the guidance.

Inspection judgements

The achievement of pupils is good

- Children start in the Reception with skills expected for their age. A stimulating environment, well planned experiences and careful monitoring of children's progress help them to learn and develop successfully. Consequently, they achieve above age-related expectations by the end of the Early Years Foundation Stage.
- Pupils' achievement in Key Stage 2 has improved markedly over the past two years. In 2012, standards achieved by all pupils at the end of Year 6 were significantly above average in English and mathematics. Current assessment data and inspection evidence show that progress across the school is good, accelerating considerably in Years 5 and 6. This is due to the rigorous tracking of pupils' progress through a more effective assessment system. Boys and girls across the school make good progress and achieve well.
- Standards by the end of Key Stage 1 in 2012 were average. Improved progress over the past year means that pupils are now on track to achieve above average standards by the end of the Key Stage. In the 2012 national assessment of Year 1 reading skills the school achieved above the national average.
- Pupils across the school enjoy reading. Pupils in Years 1 and 2 apply their knowledge of phonics (linking letters and sounds) to pronounce unfamiliar words and show understanding of the stories they read. Older pupils develop a good understanding of different genres and are confident in reviewing the events and characters from the books they read.
- Disabled pupils and those who have special educational needs make good progress. Their needs are identified quickly and they receive well targeted support from teachers and teaching assistants.
- Pupils who are eligible for pupil premium funding make good progress and perform at similar levels to their peers in English and mathematics when measured by average point scores. The additional funding has been spent on staff who give carefully planned support for small groups of pupils to ensure that they do not fall behind in their learning.

The quality of teaching is good

- The good quality of teaching leads to pupils' good progress across the school. Most parents and carers rightly think that teaching is good.
- Teachers display good subject knowledge. They engage pupils well in their learning through effective questioning that successfully builds on their prior learning as well as assessing their understanding. For example, in an English lesson with a mixed-age class of Years 4 to 6, following good discussion and questioning, pupils built on a character analysis from the 'Robin Hood' story to demonstrate good understanding of writing from different perspectives.
- Work is usually well matched to the learning needs of all groups of pupils and planning ensures good support from skilful teaching assistants. Nevertheless, opportunities are occasionally missed to extend pupils' skills and understanding, particularly those of more-able pupils, through sufficiently challenging tasks.
- Teachers mark pupils' work regularly. Although they have begun to provide pupils with guidance

on how to improve, this is not consistent across the school. On occasion, next steps are suggested but pupils are not given time to respond to the guidance. This means that pupils sometimes repeat the same mistakes.

- In Reception, children are helped to become confident learners in pursuing activities of their own choice as well as those directed by adults. They work cooperatively, engaging well in their learning and evaluating their own progress. This was seen in a physical development lesson in the Reception class, where children explained clearly and confidently how well they were performing in different gymnastic activities.

The behaviour and safety of pupils are good

- Pupils are well behaved and grow up as mature and confident learners. They respond very well to the school's highly inclusive ethos and its positive behaviour programme. As a result, the school is a harmonious community. Pupils appreciate being in a small school where they 'are all friends'.
- Pupils are polite, courteous and get on well with learning in lessons without disruption. They state that incidents of bullying are rare. On the rare occasion where behaviour is less than good, pupils state that this is dealt with effectively by adults. As a result, they feel safe and secure.
- Parents and carers, who responded to the questionnaires and had informal meetings with the inspector during the inspection, unanimously agreed that children in school behave well and feel happy and safe at school.
- Pupils understand the risks they face in their everyday lives; for example, they are well aware of cyber-bullying and know what to do if should any occur. Year 6 pupils attend workshops on crime prevention and demonstrate good understanding of issues relating to the personal safety, such as use of drugs.
- Pupils demonstrate a strong sense of responsibility through their commitment to school council work and various fundraising activities, for example for charities or to improve their playground facilities. They have a clear understanding of what is right or wrong and this has a positive impact on their behaviour.

The leadership and management are good

- Leaders consistently communicate high expectations and have been successful in raising achievement through a more rigorous assessment system to track pupils' progress.
- Accurate self-evaluation successfully informs the school's priorities for improvement, which have a clear focus on raising achievement still further.
- A rigorous programme for the monitoring of teaching, supported by robust performance management arrangements and well planned professional development opportunities enhance the quality of teaching and its impact on pupils' achievement.
- The local authority has provided effective light touch support in view of the school's performance.
- The curriculum has a strong focus on developing pupils' literacy and numeracy skills. A good

range of sporting activities, as well as visits to places of interest, enrich pupils' learning experiences. The school is a member of local sports partnership team and was nominated as a Sports Primary School of the Year. Close partnership with a locally based international pharmaceutical company enables pupils to enhance their understanding of the use of medicine and engage in a range of scientific experiments.

- Pupils' spiritual, moral, social and cultural development is promoted well. Assemblies and religious studies provide opportunities for pupils to reflect on teachings from the Bible and on the core values of different religions. Pupils are given many opportunities to reflect upon religious and cultural diversity through events like 'Multicultural Week' and topic work in history and geography.
- Policies and procedures to ensure the safeguarding and welfare of pupils are robust and these are monitored regularly. All safeguarding requirements are met fully.

■ **The governance of the school:**

- The governing body has been very effective in bringing about, and supporting, the improvements to the school since the last inspection. Governors are committed to raising achievement and make effective use of a range of information to hold the school to account for school improvement. They provide support, for instance in agreeing the headteacher's performance management targets and overseeing the management of staff performance. Governors ensure that pupil premium funding is spent to best effect and that the school budget is efficiently managed. They ensure that statutory requirements are met, including those related to safeguarding and the safe recruitment of staff.

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	117412
Local authority	Hertfordshire
Inspection number	405702

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	43
Appropriate authority	The governing body
Chair	C Piper
Headteacher	Elaine Batten
Date of previous school inspection	14 September 2010
Telephone number	01920 462354
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