

# Walpole Highway Primary School

School Road, Walpole Highway, Wisbech, PE14 7QQ

**Inspection dates** 25–26 April 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Inadequate</b>	<b>4</b>
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

## Summary of key findings for parents and pupils

### This is a school that requires special measures.

- Achievement is inadequate. Teaching has been weak over a sustained time and pupils do not make enough progress in reading, writing or mathematics. As a result their attainment is too low.
- Senior leaders have not provided clear enough leadership to bring about necessary improvements. They have not succeeded in tackling fully the weaknesses noted in the previous inspection report.
- Teachers do not use their knowledge of what pupils can already do to plan lessons that will move learning forward quickly. Pupils in the Key Stage 2 class often complete the same work despite the wide age and ability range.
- Teachers' marking in mathematics does not give pupils guidance on how to improve their work. Pupils do not have the opportunity to assess their own work.
- Pupils do not all have good attitudes to learning and can lose concentration. Teaching assistants are not always deployed well enough to provide good support.
- Reading and the links between sounds and letters are not taught effectively.
- The leaders' view of the school's effectiveness is too generous, especially for the quality of teaching. Checks on the quality of teaching are not rigorous or frequent enough to help improve it.
- Leaders' plans to improve the school are not precise enough.
- Teachers in charge of subjects or special educational needs are not doing enough to check on progress in their areas.
- Governors do not receive the information they need to check how well pupils are taught or how well they are doing.
- Some pupils' progress is slowed by their low attendance.

### The school has the following strengths

- Pupils behave well around the school. They are polite and courteous to each other, adults and visitors.
- Parents are pleased with the care provided by the school. Pupils feel safe.
- Pupils enjoy the frequent educational visits in Key Stage 2.

## Information about this inspection

- The inspector observed five lessons, including two joint observations with the executive headteacher and one with the assistant headteacher.
- She held meetings with the executive headteacher, senior and middle leaders, the Chair of the Governing Body and a group of pupils. She spoke to a representative from the local authority on the telephone.
- There were not enough responses to the online Parent View survey for them to be used. The inspector spoke to parents at the end of the school day to gather their views about the school.
- The inspector looked at pupils' books with the executive headteacher and assistant headteacher.
- She listened to pupils reading in Year 1 and Year 6, and observed the teaching of phonics (the sounds that letters make).
- The inspector looked at a number of documents including the school's self-evaluation, school improvement plans, minutes of meetings of the governing body, records of visits from the local authority, safeguarding and behaviour files, data on pupils' current progress, information on the management of teachers' performance and the monitoring of teaching.

## Inspection team

Emily Simpson, Lead inspector

Additional Inspector

## Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

The school may not appoint newly qualified teachers.

### Information about this school

- Walpole Highway is a smaller-than-average primary school. Pupils are taught in two classes.
- Very few pupils come from minority ethnic backgrounds.
- There are no pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported at school action is broadly average. The proportion supported at school action plus or who have a statement of special educational needs is above average.
- An average proportion of the pupils is known to be eligible for support through the pupil premium, which is additional funding to be used for children in local authority care, pupils with a parent in the armed forces and pupils known to be eligible for free school meals.
- The school does not meet the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- The school is part of a hard federation with Terrington St John Primary School and Tilney St Lawrence Community Primary School. The federation shares an executive headteacher (referred to as the headteacher in this report), governing body and leadership team. Terrington St John Primary School was inspected at the same time as this inspection. The outcome is reported separately.

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

- Improve teaching so that it is at least good by ensuring that all teachers:
  - set work that is appropriate for each pupil's ability
  - provide interesting and relevant activities so that pupils remain engaged in their learning in all parts of lessons
  - improve feedback in mathematics so pupils understand the next steps in their learning
  - deploy support staff more effectively to meet individual pupils' needs
  - ensure pupils improve the presentation of their written work.
- Accelerate pupils' progress and raise their attainment by:
  - checking on the impact of pupil premium funding, and changing how it is used if it is not raising pupils' achievement
  - improving the teaching of reading
  - involving pupils more routinely in assessing how well they have done
  - identifying the reasons why pupils do not attain a higher level and using this analysis to take action to accelerate pupils' progress
  - improving attendance.
- Improve the impact of leadership and management by:
  - making sure systems to check and analyse learning and progress lead to accurate judgements,

and using these to develop precise plans for school improvement

- increasing the rigour of checks on teaching and the performance management of staff, providing teachers with clear feedback about how to make their teaching better
- providing training for leaders of special needs and subjects, and ensuring they have the time or support they need in order to check and improve progress in their areas
- ensuring the governing body is given accurate and useful information so it has a clearer understanding of achievement and the quality of teaching.

An external review of governance should be undertaken to assess how this aspect of leadership and management could be improved.

## Inspection judgements

### The achievement of pupils

### is inadequate

- Since the previous inspection, pupils' progress in English and mathematics has declined and is too slow in Key Stages 1 and 2. By the end of Year 6, pupils' attainment in national tests is low. It is lower in English than it is in mathematics, especially in writing.
- The school's assessments show that pupils currently in Key Stage 2 are still making inadequate progress in mathematics in all year groups. There are signs of improvement in writing but this is very recent and not well established.
- Pupils' progress is inadequate overall and some groups of pupils, including disabled pupils and those who have special educational needs, girls and those supported by pupil premium funding in Key Stage 2, make slower progress than other pupils.
- The achievement of disabled pupils and those who have special educational needs is also inadequate. This group of pupils does not make enough progress in either key stage. By the time they leave school they do not achieve as well as similar pupils in other schools.
- The school does not check the progress of pupils who are eligible for the pupil premium. Test results for these pupils at the end of Key Stage 2 show they were a term and a half behind other pupils in English and five terms behind in mathematics. Although the gap is smaller than found nationally in English, the scores for all pupils were too low. The school uses pupil premium money to employ additional support staff but does not check the impact these staff have on pupils' progress.
- Pupils in Year 1 did not do well in the 2012 phonics screening check, which assesses pupils' understanding of letters and the sounds they make. Changes have been made to the way phonics is taught but these changes are not focussed well enough to bring about the required improvements.
- Weaker readers in Years 1 and 6 struggle to sound out unfamiliar words and they have not learned strategies to help them do so in their phonics lessons. Some younger pupils do not enjoy reading and do not read to adults at home. Older pupils say they enjoy reading but do not like the books provided by the school; they read their own books at home. Pupils do not have frequent opportunities to read in groups. Weak teaching of reading is preventing pupils from developing a love of books or making progress in reading.
- Pupils' progress is assessed each term but only compared with broad national expectations. The information is not analysed according to pupils' prior attainment or groups such as boys, girls, pupils supported by the pupil premium, or disabled pupils and those who have special educational needs.
- Leaders or teachers do not look at work carefully to assess why pupils are not achieving higher levels. Pupils do not assess their own work so cannot work out for themselves what needs improving.
- There is no difference between the progress of pupils from different ethnic backgrounds.
- The Early Years Foundation Stage is an area of strength. Children enter the Reception Year with

skills below those expected for their age, especially in communication, language and literacy. They make good progress in listening and communication skills and enter Year 1 with attainment closer to average.

### **The quality of teaching**

### **is inadequate**

- The quality of teaching has declined since the previous inspection. Teaching seen during the inspection required improvement, but the school's assessments show that pupils currently in the school are still not making enough progress in English or mathematics. This confirms that teaching is inadequate over the longer term.
- Teachers do not set work that is challenging enough for pupils. In a geography lesson all pupils in the Key Stage 2 class were using the same text. This meant the work was too challenging for some pupils and not challenging enough for others. When separate work is set it only takes account of pupils' age, not their ability. This means that pupils make limited progress in lessons.
- Marking is more detailed in English than in mathematics. An effective system to assess pupils' writing in Key Stage 2 has been developed and pupils are starting to be told their 'next steps' to move learning forward. In mathematics marking is limited to ticks and crosses, and next steps are rarely recorded in books. Pupils say they are not told how to improve their work in mathematics.
- Teachers do not use information from their marking to plan tasks that will build on what pupils already know. A mathematics book from a pupil in Key Stage 2 included nine pages of correct multiplication calculations completed across a number of lessons. The work was not challenging and the teacher did not use the information gained from marking to make the next tasks more difficult.
- Work in pupils' books is usually untidy. Teachers do not have high expectations for presentation and handwriting so pupils do not demonstrate pride in their written work.
- Leaders and managers have no rigorous systems to check on teaching and learning, and support is not routinely given to help teachers improve.
- Given its size the school has a very large number of teaching assistants. Too often the support led by teaching assistants is not tightly focussed on the specific needs of pupils who need to catch up with their peers. Some teaching assistants give pupils answers rather than encourage them to develop independent thinking.
- Positive relationships exist between staff and pupils. Pupils listen carefully to their teachers and are eager to please them.

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

### **requires improvement**

- Not all pupils have positive attitudes to learning. In lessons, some pupils do not participate in the activity, and this is not always challenged by adults. The pupils say this is because the work is not always interesting. Where teaching is better, pupils are keen to learn.
- Pupils' attendance has been low. It has improved but remains below average. Comparatively low attendance is still slowing the progress of some pupils.

- Pupils behave well around the school and on the playground. They are considerate to each other and play together harmoniously. They are keen to help each other, for example, one girl used her initiative to set up a playtime skipping club for younger pupils.
- Parents are confident that pupils behave well in school, a view supported by the school's behaviour log, which records no incidents of serious misconduct or bullying.
- Pupils feel safe in school and report there is no bullying, they know who they would go to for help and are confident that adults would help them. They understand different forms of bullying and know how to keep themselves safe when using the internet.

### **The leadership and management are inadequate**

- Leaders and managers have not dealt fully with the issues from the previous inspection report, especially in improving performance in mathematics, ensuring pupils' work is suitably challenging or developing monitoring, evaluation and planning to bring about improvement.
- Leaders and managers have failed to reverse the decline in progress in all year groups over a period of three years. They have not demonstrated that they are capable of securing sustained improvement.
- Self-evaluation is inaccurate. Judgements are overly generous and are not based on clear evidence such as tests and other outcomes for pupils. Different documents provide contradictory judgements, for example, the school's leaders judge teaching to be both good and requiring improvement.
- Improvement planning is not rigorous; plans do not explain how improvements will be made or specify clear timeframes. Targets are not robust and do not relate specifically to improvements in pupils' progress.
- The role of subject leaders remains underdeveloped. The mathematics subject leader is new to the post but has not been provided with time or training to learn her role. Improvements seen in writing have come about because the class teacher has introduced new methods rather than subject or strategic leadership.
- The school contributes well to pupils' spiritual, moral, social and cultural development and this is reflected in the care pupils show towards each other. A range of educational visits, offered as part of the curriculum, is enjoyed by pupils and contributes towards their cultural development.
- The school meets statutory requirement for safeguarding. Training is up to date for all staff.
- The school's promotion of equality of opportunity is inadequate, because too many pupils, including those with special educational needs and those supported by the pupil premium do not make enough progress in English and mathematics. The special educational needs coordinator does not closely monitor the progress of pupils on the school's register of special educational needs or determine what the staff will do to help individual pupils catch up with gaps in their learning.
- The local authority has provided recent support to the school but visits are not frequent and there has not been sufficient time for these visits to raise pupils' achievement.

- The headteacher has not focussed on linking the quality of teachers' work with their pay progression. Pay awards have been given to teachers without sufficient consideration of the extent to which responsibilities are being carried out.

■ **The governance of the school:**

- The Chair of the Governing Body has begun to challenge the leaders of the school and has held the headteacher to account in his performance review. However, not all governors have an accurate picture of pupils' achievement or the quality of teaching so they have not pushed the school hard enough to improve. Minutes of meetings of the governing body show some governors mistakenly believe that pupils' progress is good and should be celebrated. Such a misconception has not been addressed by the headteacher. Data provided in the headteacher's report to the governing body does not compare the school's performance with national data or take pupils' prior attainment into account. Governors do not contribute enough to planning for improvement and they do not monitor the impact of the pupil premium on the achievement of pupils it is intended to support. They do not know enough about the quality of teaching and have not ensured that the way teachers' performance is managed is effective.

## 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>	120887
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	405974

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>	49
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Chris Baldwin
<b>Headteacher</b>	Richard Chamberlain
<b>Date of previous school inspection</b>	2 February 2011
<b>Telephone number</b>	01945 880329
<b>Fax number</b>	01945 880329
<b>Email address</b>	office@walpolehighway.norfolk.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 2013

