

# Watermoor Church of England Primary School

Watermoor Road, Cirencester, GL7 1JR

**Inspection dates** 11–12 December 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		Good	2

## Summary of key findings for parents and pupils

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

- There has not been enough good or better teaching for all pupils to make good progress each year in reading, writing and mathematics.
- The pace of learning in Years 1 and 2, although improving, is not raising standards fast enough. Attainment at the end of Key Stage 1 is not high enough.
- The work that teachers set is too easy for pupils. As a result, not all pupils make the progress of which they are capable.
- Presentation is not always of the highest quality.
- Until recently the teaching of phonics (the sounds that letters make) has not led to pupils making good progress.
- There are insufficient opportunities for pupils to improve their literacy and numeracy skills in Key Stage 1 when they are working in other subjects.
- Many of the new systems the headteacher has introduced have not been working long enough to make a sustained and significant difference to pupils' learning and progress.

**The school has the following strengths**

- The headteacher is successfully improving the quality of teaching by raising expectations and ensuring pupils are making more rapid progress in reading, writing and mathematics, particularly at Key Stage 2.
- The proportion of good and better teaching is increasing rapidly since the headteacher's appointment.
- Pupils have good attitudes to learning and they behave well both in lessons and around the school.
- Support and nurturing for families and for pupils who are potentially vulnerable are highly effective and well managed.
- Pupils have many memorable experiences, including a wide variety of exciting visits and visitors to school throughout the year, which help pupils to develop their spiritual, moral, social and cultural understanding well.
- Governors hold senior leaders accountable for improving the work of the school well. They have been a stabilising force within the school during staff changes.

## Information about this inspection

- The inspector observed eight lessons involving five teachers; one lesson was observed jointly with the headteacher.
- The inspector held discussions with school leaders, staff, governors and a representative of the local authority.
- The inspector observed the school's work and looked at documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. He heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- Account was taken of the 11 responses to the online questionnaire (Parent View), the responses to the school's own survey and the views expressed by those parents and carers who spoke with the inspector at the start of the school day. The inspector also considered eight staff questionnaires.
- During the inspection, all pupils in Class 3 were out of school on a day visit to a language centre. The inspector observed literacy and mathematics teaching and phonics sessions. He also looked at pupils' workbooks to inform the judgements on the quality of teaching and progress in English and mathematics over time.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- The majority of pupils come from a White British background.
- Around one pupil in eight is disabled or has special educational needs supported through school action. This is above average. Around one pupil in 12 is supported at school action plus or with a statement of special educational needs, which is above average.
- Around one pupil in two is supported by the pupil premium (additional government funding for specific groups of pupils, including those known to be eligible for free school meals), which is above average.
- The Early Years Foundation Stage is made up of one full-time Reception class. There are three other mixed-aged classes at the school.
- The governing body, with support from parent and community volunteers, manage a before-school club daily.
- There have been many staff changes since the previous inspection. The headteacher was appointed in September 2012. The new leadership team was formed in September 2013.
- A high proportion of pupils start at the school after the Early Years Foundation Stage, and they often join partway through the school year.
- The school is part of a collaborative partnership with Bishop's Cleeve Primary Academy. The headteacher at that school is the executive headteacher of both schools and the deputy headteacher has been appointed headteacher at Watermoor Church of England Primary School.
- The executive headteacher is a national leader of education and supports two other schools in the partnership.
- Watermoor Early Years Centre operates from the school building. It was not part of this inspection and is subject to separate inspection and reporting arrangements.
- 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 the quality of teaching so that it is consistently good or better by ensuring that:
  - teachers always set work at the right level of difficulty for different groups of pupils so that learning can move at a good pace
  - pupils are clear about what they are expected to do and to learn in every lesson
  - the marking policy is consistently applied so that all pupils understand how to improve, and have time to respond to teachers' comments.
- Accelerate pupils' progress at Key Stage 1 in reading, writing, mathematics and phonics by ensuring that:
  - activities in lessons help pupils to improve their spelling, punctuation, sentence construction and numeracy skills
  - basic skills and good presentation are reinforced in all subjects
  - pupils develop independent skills so that they can complete tasks successfully.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Children enter the school with levels of development below those expected for their age. A significant minority enter with skills well below in some areas, particularly communication and language and personal and social skills. They are well taught and make good progress although they are still below expected levels when they start Year 1.
- There are variations in pupils' progress and attainment particularly at Key Stage 1 with pupils not being moved on fast enough. As a result, pupils' learning is not consistently good across the school. This inconsistent progress limits overall achievement and is why fewer pupils reach the higher levels in national tests.
- Although pupils' achievements in mathematics and reading are now improving they have not improved fast enough since the previous inspection. Many pupils at Key Stage 1 lack independence and confidence, basic number skills and skills in spelling, punctuation and sentence construction.
- Although progress accelerated in Year 6 last year, standards achieved in national tests in 2013 were below national levels in reading, writing and mathematics. The improved academic progress is not reflected in whole-school data because of pupils' previous underachievement, inaccurate assessments and the number of pupils joining the school at times other than at the start of the Reception class.
- School's data show that progress of all groups of pupils, including those who are more able, has increased rapidly since the headteacher's appointment, particularly at Key Stage 2.
- In 2013, standards achieved by pupils in Year 2 were below national levels in reading, writing and mathematics. Evidence from the inspection shows that increasing numbers of pupils, including those supported by the pupil premium and those who are more able, are making better progress.
- Disabled pupils, those who have special educational needs and those from minority ethnic groups are making progress in line with their classmates. The additional support provided for them is well organised by the special educational needs coordinator so it precisely meets their needs.
- Pupil premium funding is used to provide additional staff and access to enrichment and nurturing activities. All groups of pupils who benefit from the pupil premium are currently making similar progress to their classmates. School data show that the attainment of Year 6 pupils supported by the pupil premium in 2013 was on average three terms behind their classmates in reading and writing, and one term behind in mathematics. With more effective teaching the gaps are closing rapidly this year.
- The school has worked to improve the teaching of phonics (the sounds that letters make) by using well-trained teachers and teaching assistants to run small-group sessions. Results in the national phonics screening check at the end of Year 1 in 2013 were below national levels for all groups of pupils. Currently, school data show that pupils are making more rapid progress in developing their phonic skills.

### The quality of teaching

### requires improvement

- Although improving rapidly, teaching is not yet good enough to ensure that pupils in all classes make good progress. Despite good support and training from leaders not all teachers use assessment information well enough to plan activities that effectively challenge all pupils. This means that tasks do not move pupils' learning forward rapidly.
- In some lessons, teachers do not demonstrate clearly what pupils are expected to do and learn. When this happens, pupils do not gain the maximum benefit from their work.
- Although marking is regular, it does not always provide guidance that is precise enough to help all pupils improve their work. Pupils in Class 4 understand the new marking system 'prime' and

are able to improve their work following their teacher's comments. However, this is not the case in other classes.

- In the better lessons, relationships are strong and teachers and teaching assistants question pupils effectively, securing good understanding. Good links are made with previous work. In a Years 5 and 6 class, pupils were fully involved in writing non-chronological reports. The activity ensured that pupils had good opportunities to discuss and share their ideas with each other before writing.
- The teaching of writing has improved rapidly since the headteacher's appointment. Evidence in books shows that progress for the majority of pupils at Key Stage 2 is good in writing. At Key Stage 1 progress is slower because insufficient support is given to enable pupils to complete tasks independently.
- Reading is improving rapidly with new systems in place to check progress and opportunities for pupils to read regularly to adults. Teaching assistants contribute well to the pupils' learning both in lessons and in sessions where small groups of pupils work exclusively with them. The focus on individual needs ensures that disabled pupils, those with special educational needs, those from minority ethnic groups and those who have recently joined the school are increasingly well supported and making more rapid progress.
- Teaching is rapidly improving in the Reception class, where adults provide interesting activities which engage children. Adults intervene at appropriate points to enhance children's learning and regularly assess and record their progress in the learning journals. Correct use of language and vocabulary is promoted effectively through all activities. However, the outside area is not as stimulating or as well planned as the indoor areas so that children are not as well engaged in their learning. Transition from pre-school settings is well planned and children quickly settle in to the calm learning environment.

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

- Pupils' behaviour in lessons and around the school is consistently good. Pupils have a great desire to learn, and this contributes greatly to their improving achievement as most pupils get involved quickly in the learning activities.
- There is a calm and purposeful learning atmosphere in the school, and all groups of pupils get on well together.
- School records confirm that pupils' behaviour is good on a daily basis, having improved quickly since the headteacher's appointment, although it is not yet exemplary because a few pupils find it difficult to manage their own behaviour in less formal situations.
- Parents and carers have great confidence in the care that the school provides, and pupils agree that they feel happy and safe in school. Virtually all parents and carers who responded to the online questionnaire and the school's own survey judged behaviour to be good and their children to be safe in school.
- Discussions with pupils showed that they understand about different types of bullying. They said that although bullying may sometimes arise it is quickly dealt with by staff. They said they 'enjoyed the Rainbow Room and have found the numerous nurturing activities very helpful'.
- Pupils show clear values of respect and tolerance of others. They spoke knowledgeably about 'Watermoor Superheroes' which exemplifies the school's values and behaviour expectations, their involvement in the designs and how they are used.
- The school has close working relationships with a number of outside agencies to support pupils and their families whose circumstances make them potentially vulnerable or who have additional needs.
- Attendance is average and continuing to improve, which reflects the effective work of the parent support officer and the programme of support for individuals and their families, although a few pupils are regularly late to school.
- Through a well-planned range of activities, pupils are helped to develop strategies that enable them to manage everyday risks for themselves, such as those associated with the internet,

personal safety, roads and fire safety.

## The leadership and management are good

- Improvements since the headteacher's appointment have been rapid. Her strong leadership, with support from the executive headteacher, has improved the quality of teaching and pupils' attainment quickly so that more pupils are working at levels expected for their age. Inadequate teaching has been eliminated and staff changes have been very well handled. She has managed the pace of change effectively and created a harmonious community, where morale is high.
- Highly constructive monitoring of teaching and an effective programme of training have ensured that an increasing proportion of teaching is good or better. Leaders make effective use of information to identify pupils who are in danger of falling behind. This information is used well to provide additional support to ensure pupils accelerate their progress.
- The headteacher manages the performance of teachers effectively, with clear links between the rewards that teachers receive and pupils' good progress. Teachers are set clear targets linked to pupils' progress, thus promoting good or better teaching successfully. The rigorous systems introduced by the headteacher ensure that there is consistency of expectation across the school and teachers are regularly held to account for the performance of their pupils.
- Leaders' and the governing body's accurate self-evaluation and record of improvements show that present leaders have a strong capacity for further improvement. The school improvement plan is focused clearly on gaining and sustaining good achievement throughout the school. Members of the governing body frequently visit the school to check on how the improvement plan is being implemented.
- The school now promotes equality of opportunity well and tackles discrimination effectively so that all groups of pupils have an equal chance to succeed. There are no recorded incidents of harassment.
- The headteacher has focused successfully on improving literacy skills rapidly and developing links with parents and carers. Home activities and pupil blogs extend pupils' learning well and develop increasing involvement from parents and carers. Scrutiny of pupils' books shows that standards in reading, writing and mathematics are continuing to improve swiftly.
- Recent leadership changes have ensured that more staff have been appointed to senior roles but they have not yet had the chance to support the headteacher's drive for higher standards.
- The pupil premium money is used effectively to improve the attainment and progress of eligible pupils.
- The school has used the government funding for sports to arrange for specialist teaching, training and to increase participation in after-school and competitive sports. It is too early to judge the impact of the funding but the headteacher has plans to monitor the impact regularly.
- The curriculum is interesting and is enhanced by visits, visitors and assemblies; this supports pupils' spiritual, moral, social and cultural development well. Visits, including residential visits, opportunities to develop music, singing, sporting activities and themed days add further enrichment, particularly at Key Stage 2.
- The local authority provides 'light-touch' support for school leaders and governors which has helped them to evaluate the school's performance. The school works effectively with others in the local area and with Bishop's Cleeve Primary Academy for teachers' training and for checking the accuracy of assessments.
- Leadership and management are not outstanding because initiatives to improve pupils' skills have not yet been translated into higher attainment and some leaders are new to their roles and have not had time to support the headteacher effectively.
- **The governance of the school:**
  - The governing body has a clear knowledge of the school's strengths and what it needs to do to keep improving. It provides effective support and challenge. The governing body is very clear on the targets for the school and how these can be met. Governors have a good understanding of the school including the management of teachers' performance and the

implementation of Teachers' Standards and how they affect salary progression. Governors monitor spending carefully and are aware of how the school is using the pupil premium to improve pupils' achievement. The range of expertise within the governing body enables close monitoring of, for example, the financial position of the school. Governors make sure they are kept up to date with training to improve their effectiveness, especially when holding the headteacher to account. The governing body fulfils statutory duties, such as ensuring the school meets safeguarding requirements.

## 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>	115614
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	400095

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	102
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alison Pine
<b>Headteacher</b>	Steve Savory Exective Headteacher Jo Pearce Headteacher
<b>Date of previous school inspection</b>	13–14 July 2011
<b>Telephone number</b>	01285 653817
<b>Fax number</b>	01285 654755
<b>Email address</b>	admin@watermoor.gloucs.sch.uk

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