

Walliscote Primary School

Walliscote Road, Weston-super-Mare, North Somerset, BS23 1UY

Inspection dates 24–25 April 2014

Overall effectiveness	Previous inspection:	Requires improvement	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.

- A high proportion of pupils arrive with low levels of knowledge and basic skills. The quality of teaching is typically good. As a result, during their time at the school, pupils make good progress from their starting points.
- Disabled pupils and those with special educational needs and pupils supported by the pupil premium are taught well. Good quality and well-organised programmes of support help pupils to make rapid gains by the time they leave the school.
- Pupils who speak English as an additional language develop their language skills well and make progress similar to their peers in reading and mathematics.
- Senior and middle leaders have improved their monitoring of the school's performance. This has led to better quality teaching and has raised pupils' academic progress.
- Governors now play an active role in the life of the school. They visit regularly to check for themselves how the school is doing. They have approved actions to raise pupils' attendance.
- Good quality support and interesting lessons motivate pupils and promote their good behaviour.
- The very large majority of pupils, parents and carers report that pupils feel safe and cared for at school.

It is not yet an outstanding school because:

- Occasionally teachers' expectations are not high enough and do not challenge the most able pupils to reach higher levels of attainment.
- Systems to ensure pupils act on teachers' marking and improve their writing are not yet effective in some classes.
- Not all actions in the school's various improvement plans include clear and measurable targets.
- Senior leaders do not always evaluate the progress of all groups and different aged classmates in their lesson observations.

Information about this inspection

- Inspectors observed 15 lessons, of which two were joint observations with senior leaders. In addition, the team completed a scrutiny of pupils' English and mathematics books to establish the quality of pupils' work. They heard two groups of pupils read.
- The inspectors talked with a group of pupils as well as with individual pupils during their lessons and at playtimes. Inspectors held meetings with the Chair of the Governing Body and three other governors and with senior leaders and subject coordinators.
- Discussions were held with a representative of the local authority and a local leader of education (LLE) who are jointly monitoring the school's performance and providing support and advice.
- Inspectors took account of 21 responses to the online Parent View questionnaire together with 37 staff questionnaires.
- School documentation was examined including the data on pupils' current progress and assessments of children's starting points in the Reception class. Records relating to behaviour, attendance and safeguarding were also scrutinised.
- Inspectors asked additional questions designed to ascertain the school's view of the impact and effectiveness of local authority services to support school improvement. This information will contribute to work being carried out by Ofsted to assess the use, quality and impact of those services.

Inspection team

Mark Lindfield, Lead inspector

Her Majesty's Inspector

Linda Rowley

Additional Inspector

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Additional Inspector

Full report

Information about this school

- Walliscote Primary is larger than the average sized primary school.
- The proportion of disabled pupils and those with special educational needs supported at school action is well above average; nearly a quarter of all pupils. The proportion supported at school action plus or who have a statement of special educational needs is also well above average.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. This is additional funding for pupils eligible for free school meals, those in local authority care and those with a parent or carer in the armed services.
- The proportion of pupils who speak English as an additional language is above average.
- The school currently meets the government floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Raise the proportion of good and outstanding teaching so that all pupils attain well and make rapid and sustained progress, by:
 - increasing the levels of challenge for all pupils, especially higher achievers
 - ensuring pupils respond to marking and improve their work, particularly their written work.
- Improve the school's leadership and management, by:
 - producing a single improvement plan that includes the intended, measurable outcomes of all key actions
 - evaluating the progress of priority groups of pupils and classmates of different ages in all lesson observations
 - improving the effectiveness of actions to raise attendance.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in their skills and knowledge. A higher than average proportion of pupils are making rapid progress in developing their reading, writing and mathematics across the school.
- Over the last three years, pupils have made progress across Years 3, 4, 5 and 6 that is more rapid than in most schools. Pupils' progress across Years 1 and 2 has improved so that their attainment is better. However, too few pupils are set to reach the highest levels of attainment in Years 2 and 6.
- Most children enter the school with skills at below the levels typical for their age. A third of children who joined Reception this year had not attended a pre-school. Good transition arrangements help young children to settle quickly and they are provided with specialist support that quickly develops their language skills.
- Pupils continue to make good or better progress in reading. Younger pupils' use of phonics (the sounds letters represent) has improved since last year so that a larger proportion of Year 1 pupils are set to reach the expected standards in this year's phonics screening check. Older pupils are motivated by their visits to a local library to read a wide variety of authors and because they are rewarded for reading a number of different books.
- Good quality support is helping disabled pupils and those with special educational needs to catch up with their peers. Less-able pupils are given individual targets and specialist teaching that is well organised. Senior leaders regularly check that the support provided is helping pupils to make good progress.
- The impact of funding provided by the pupil premium is evident across the school. Pupils who receive additional support make progress at least as good as their peers. By the end of Year 6, pupils eligible for free school meals are level with their classmates in reading and are catching up with them in writing and mathematics.
- Pupils' books confirm that the quality of their writing has improved since last year. They are making better progress because they now have regular opportunities to write at length about interesting topics. In addition, new systems to mark pupils' writing are providing helpful advice on how they can improve their work although in some classes this is not being applied consistently.
- Pupils who speak English as an additional language are helped through their first few terms by adults who speak their language and help them to develop their English speaking skills. As a result, by the time they leave in Year 6 they achieve as well as their peers in reading and mathematics.

The quality of teaching is good

- Teaching is typically good and is often characterised by lively lessons that are well planned. Over time teaching helps most groups of pupils to make good progress in developing their knowledge and skills.
- Staff are good at using questions in lessons to check pupils' understanding. Teachers and teaching assistants are quick to notice when pupils are finding work too easy or too hard. They then quickly adapt the lesson to ensure that pupils make better progress.
- Teachers' marking and feedback show pupils what they need to do next to make their work better. Teachers are increasingly giving pupils opportunities to assess their own work against the characteristics of a good piece of work. However, teachers do not always allow time for pupils to respond more fully to marking so that they are able to practise how to improve.
- Teachers are making effective use of marking and questions to pitch their work at the right level for different aged pupils. In some classes teachers' expectations are not high enough. When starting a new mathematical topic, most-able pupils in Year 4 are not regularly set challenging

activities straight away.

- The more precise teaching of phonics is paying dividends; increasingly younger pupils are approaching new words confidently. There is a positive culture of reading in the school. Young children enjoy listening to stories and develop their understanding as they enthusiastically guess what will happen next in the story.
- Teachers plan carefully to ensure that speaking and listening skills are a strong feature of many lessons and pupils are used to explaining their ideas to their classmates. Specialist speech and language assistants are deployed effectively to support pupils' communication development and vocabulary learning. Pupils for whom English is an additional language benefit from working with bilingual support staff as well as a dedicated teacher.
- Monitoring by senior leaders has helped teachers to reflect, share good practice and improve pupils' progress. Staff, including newly qualified teachers, react positively to guidance and have improved the proportion of good quality teaching across the school.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. They typically behave well in lessons and learning is rarely disrupted. Staff have developed consistent procedures for managing behaviour. There have been no exclusions in recent years.
- Pupils are polite and courteous around the school and in classrooms. They enjoy the wide range of toys and equipment provided for them, including the large playground apparatus. For the very few pupils who need help managing their behaviour, the school makes good use of a well-staffed lunchtime play club.
- The school's work to keep pupils safe and secure is good. Pupils say that they feel safe and that bullying is rare. Inspectors agreed with the very large majority of parents and carers who felt that their children are safe in school and that pupils' behaviour is usually good.
- Pupils have a secure understanding of how to keep safe using computers and other information and communication technology. Pupils show respect towards pupils from different backgrounds and faiths; older pupils enjoyed their recent visit to a local mosque.
- School policies for safeguarding pupils are up to date and the school's procedures meet statutory requirements. Staff training in child protection is also up to date and staff complete appropriate records of any incidents or concerns.
- Senior leaders have stepped up their actions to raise attendance which remains below average. The school has employed additional support from an education welfare officer. Although the full impact is yet to be seen in raising attendance over time, it has helped to reduce the number of pupils who are persistently absent.

The leadership and management are good

- The senior leadership team has set a clear direction and brought about positive changes to the quality of teaching and learning in the school. Supported by the governing body and middle leaders, the team has successfully addressed the key priorities from the last inspection.
- The school's analysis of data and information of pupils' progress has improved. Senior and middle leaders are responding more quickly to lapses in pupils' progress. They are closely monitoring the effectiveness of interventions to adapt the school's support for different groups of pupils.
- Monitoring of the quality of teaching is frequent and systematic with the responsibility shared by subject leaders and senior staff. Lesson observations do not always focus sufficiently on the progress made by groups of pupils or classmates of different ages.
- Improvement planning is too diverse to be fully effective. There are a number of different action plans compiled separately by senior leaders, governors and subject leaders. These are not

currently recorded in a single document and a number of actions do not contain clear and measurable outcome for key actions.

- The curriculum topics enhance pupils' spiritual, moral and cultural development and provide them with frequent opportunities to participate in community, competitive and fund raising events. Regular involvement in local activities also helps to develop pupils' community spirit.
- The local authority regularly monitors the school's performance and robustly holds the school to account. It has commissioned the headteacher of a local school, an LLE, who has provided strong support that has helped to develop the school's monitoring of teaching and tracking of pupils' progress.
- Subject and middle leaders have developed their roles and responsibilities and have benefited from working alongside and sharing practice with colleagues from other schools. The local authority has provided valuable support for the governing body that has helped to develop governors' levels of challenge and support for the school. However, the school has not been effectively supported by the local authority to reduce pupils' absence rates.
- **The governance of the school:**
 - The governing body has a secure knowledge of the school's strengths and weaknesses. Through an increased understanding of the school's data and analysis of pupils' progress, governors now have a clear understanding of the quality of teaching in the school. This is helpful in their strategic management of teachers' performance. They regularly visit the school to speak to senior and middle leaders and monitor the school's performance.
 - Financial resources are managed carefully, statutory duties are met and governors monitor pupil premium funding effectively. They monitor absence rates and have recently employed an additional education welfare officer to help improve attendance.

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	109120
Local authority	North Somerset
Inspection number	442495

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

Type of school	Primary
School category	Foundation
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	277
Appropriate authority	The governing body
Chair	Michaela Porter
Headteacher	Jo Green
Date of previous school inspection	16–17 October 2012
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