

Waterfield Primary School

Waterfield Gardens, Crawley, RH11 8RA

Inspection dates

6–7 November 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
Leadership and management		Require improvement	3
Behaviour and safety of pupils		Good	2
Quality of teaching		Requires improvement	3
Achievement of pupils		Requires improvement	3
Early years provision		Good	2

Summary of key findings for parents and pupils

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

- The achievement of all pupils at the end of Key Stage 2 in 2014 was significantly below the national average in writing and mathematics. Reading was below the national average but not significantly so.
- Teaching in the past has not been good enough to enable pupils to make good or rapid progress. Teachers do not set hard enough work for the most able pupils. As a result, they do not achieve the higher levels.
- Not enough pupils in Year 1 achieve the required standard in the phonics (the link between letters and the sounds they make) screening check. Pupils who are re-checked in Year 2 have not reached the necessary standard.
- The purpose of the lesson is not always related to the subject skills being taught. This impedes progress because the understanding of pupils is not rapidly developed.
- The leader for mathematics is newly appointed. As yet, actions have not been introduced to rapidly improve progress in mathematics.
- Teachers do not have a good knowledge and understanding of grammar. As a result, progress in writing is inhibited.
- In lessons, pupils are not moved on to more challenging work quickly enough. Consequently, their achievement is not good because progress is limited.

The school has the following strengths

- Children make good progress in the Nursery and Reception classes because the teaching is good. There are clear expectations which children understand and respond to. They are well prepared for Year 1.
- The behaviour of the pupils around the school is good because they are encouraged to understand the consequences of their actions. Pupils feel safe. They are confident that adults will help them. There is mutual respect between all pupils and adults in the school.
- The school works well with the parents to make them feel welcome in the school. Parents are encouraged to play a full part in their child's education.
- Governors are now providing challenge for the headteacher and senior leaders. Senior leaders have recently put in place robust procedures for checking the progress of pupils and the performance of teachers. Consequently, the progress of pupils currently in the school is more rapid.

Information about this inspection

- Inspectors observed the learning of pupils in all classrooms. No joint observations with school leaders were undertaken.
- The work of pupils from every year group was scrutinised.
- A group of pupils from Year 2 were heard reading.
- Inspectors held meetings with a group of pupils, two members of the governing body, including the Chair, a representative of the local authority, the senior leaders of the school and other members of the school staff.
- The school provided a range of documents for the inspectors to look at. These included minutes of meetings of the governing body, the school's plans for improvement and its own evaluation of its work, details of the progress of pupils currently in the school as well as information relating to the safeguarding and attendance of pupils.
- The 16 responses to Parent View, Ofsted's online questionnaire for parents, were analysed. Inspectors spoke to groups of parents in the playground before school.

Inspection team

Jill Thewlis, Lead inspector

Additional inspector

Jane Garrett

Additional inspector

Full report

Information about this school

- This is an average-sized primary school with a Nursery.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The majority of pupils are White British. The proportion of pupils from other ethnic groups is higher than that found nationally.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The number of disadvantaged pupils entitled to additional funding known as the pupil premium is broadly in line with that found nationally.
- Three new teachers, including a new leader of mathematics, were appointed in September 2014. The deputy headteacher took on the role of special educational needs coordinator from September 2014.
- The school has taken an additional Reception class in this academic year. Pupils attend full time. This is part of a planned expansion to a two-form-entry school. This will be complete by 2020.

What does the school need to do to improve further?

- Raise the standard of teaching to be consistently good or better, and so raise the attainment and progress of pupils in all subjects, especially that of the most able, by:
 - making sure that the work planned for the most able pupils is sufficiently difficult
 - in lessons, moving pupils on to more challenging work quicker
 - ensuring that the focus of the lesson matches the skills the teacher wants the pupils to learn
 - having a consistent and systematic approach to the teaching of phonics
 - improving the teachers' knowledge and understanding of grammar.
- Strengthen leadership and management by:
 - ensuring that the new leader for mathematics introduces and checks the effectiveness of actions
 - introduces and checks the effectiveness of actions, which will have a rapid impact on the attainment and progress of all pupils, especially the most able, in mathematics.
 - ensuring that the improvements in achievement and progress since September sufficient time to plan are maintained.

Inspection judgements

The leadership and management

require improvement

- Leadership and management are not good because they have not yet ensured that all pupils and groups of pupils achieve well at the end of Key Stage 2. Over time, teaching has not been good enough to secure good attainment and progress for pupils in the school.
- The leader of mathematics is new to the school. As yet there is no clear plan of action to raise attainment and progress in mathematics. The English leader has made sure that pupils have varied opportunities to write at length in subjects other than English. However, pupils' lack of understanding of grammar inhibits their progress in writing. Fewer pupils than nationally achieved the required standard in the phonics screening check in Year 1 and Year 2 because there is not a systematic approach within the school.
- In 2014, disadvantaged pupils did not do as well as either their classmates or similar pupils nationally. This has been recognised by senior leaders. Their effective actions since September have resulted in disadvantaged pupils making progress which is broadly similar to that of other pupils in the school.
- The school's view of its own work is too generous. However, plans for improvement do focus on appropriate areas.
- Disabled pupils and those who have special educational needs did not do as well as others nationally in 2014. Since September, the new special educational needs coordinator has reviewed and reorganised the support these pupils receive. As a result, they are now making more rapid progress.
- The progress of all pupils is checked at frequent intervals by senior leaders. These procedures are rigorous and thorough. Consequently, there is evidence that most pupils are now making more rapid progress.
- The performance of teachers, including the headteacher, is comprehensively checked. All teachers have targets which are linked to salary increases. Where performance lapses, support is put in place. There is no inadequate teaching in the school.
- The person responsible for the management of the primary sport funding is new to the post. She has clear plans in place. There is a focus on providing more opportunities for pupils to take part in competitive sport. Two pupils are representing the school at county level in cross country. Teachers are having additional training in the teaching of gymnastics in order to improve their confidence in delivering high-quality lessons.
- The new national curriculum is in place. Subjects are taught through themes which help pupils make links between the various subjects. The current theme relates to the First World War and has provided pupils with many opportunities to develop their writing skills. There is evidence that pupils are able to apply their skills in mathematics to other subjects.
- Senior leaders make suitable provision for the development of spiritual, moral, social and cultural education. There are good examples of art work around the school, in particular, work in the style of Paul Nash. Parents are invited into school to help pupils understand and empathise with other cultures. Pupils benefit from a range of visits to enrich their learning. An understanding of democracy and life in modern Britain is developed through the regular elections for posts of responsibility. These include school councillors, play leaders and playground monitors. A well-planned programme of assemblies promotes all the major religions and allows pupils time to reflect. Leaders ensure that equal opportunities are ensured and do not tolerate any form of discrimination.
- Leaders work well with parents. They help parents integrate into the community by providing English lessons. Parents are supportive of the school. They value the many informal occasions the school provides for them to engage with the school. There are three formal meetings per year between parents and teachers to discuss the progress of pupils.
- The local authority has provided good support. They have ensured that governors are now providing challenge for the senior leaders. The local authority has worked with the school to make sure that plans for improvement focus on the right priorities to ensure that the pupils achieve well.
- Senior leaders have not yet secured good attainment and progress at the end of Key Stage 2. However, they have demonstrated the capacity to improve because achievement at the end of Key Stage 1 has risen. The progress of all pupils in the school since September has shown more rapid improvement than has previously been the case.
- The school finances are managed well. There are funds in place to finance the expansion of the school to a two-form-entry school.
- All safeguarding meets requirements.

■ The governance of the school:

- Governors are much more challenging than previously. They have undertaken a skills audit and extensive training. This enables them to perform their role more effectively. The governing body is due to be reconstituted by September 2015. Governors understand the function of pupil premium. They receive regular reports about the impact of the funding. They know about primary sport funding but are not yet clear about its impact. They support the school in its work to ensure that there is respect for all cultures and ethnicities. There is clear understanding about the link between performance and pay. Governors and an external advisor work together to check the performance of the headteacher. Regular, focused visits are made by governors which are linked to the school's areas for improvement. The outcomes of these visits are reported back to the governing body. They are broadly aware of the strengths and weaknesses of the school in terms of achievement and teaching. The finances of the school are well managed. The governor responsible for safeguarding makes regular visits to the school.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. They understand that their behaviour has consequences. Behaviour is not outstanding because in a few lessons where pupils are not challenged they lose interest. However, they are not overtly disruptive but this does slow progress.
- The behaviour policy is routinely applied. Teachers are firm and have high expectations of behaviour. Pupils are polite. They engage in conversation willingly.
- At breaktime and lunchtime, pupils play harmoniously together. Some adults support pupils in their play, for example turning the rope for skipping. There is little litter in the dining hall. Very young pupils are supported by adults to develop good table manners, for example, using a knife and fork to help them eat. Sensitive pupils eat their lunch in a smaller room. They are encouraged to try the food. Staff are patient and kind when helping these very young children develop good eating habits.
- There is no clear signal for the end of break. Adults tell children that break is over and they eventually take their equipment back. However, the return to the classroom is slow and this reduces the time for learning.
- The range of equipment available at breaktimes encourages pupils to be active. Consequently, pupils return to the classroom ready to learn.
- Senior leaders record all incidents of poor behaviour. Exclusions are rare.
- Pupils take on responsibility and undertake their duties conscientiously. For example, the play leaders and playground monitors help to resolve minor disagreements between pupils and ensure that all the playground equipment is put away tidily.
- Attendance is improving and is now similar to the national average. Senior leaders work with parents and with the educational welfare officer to explain the importance of regular attendance to parents. Pupils who have full attendance for the year are entered into a draw for a new bicycle.
- Parents, pupils and governors believe that behaviour is good. Parents had no concerns about behaviour. Pupils know who to go to for help. They are confident that adults will help them.
- All pupils are treated equally. There is no discrimination in the school.

Safety

- The school's work to keep pupils safe and secure is good.
- There is a good understanding of bullying. Pupils know how to keep themselves safe. Older pupils know that they must not share passwords or communicate with strangers on the internet. They say that there are regular assemblies about bullying. Further training in keeping safe when using technology for those lower down the school is already planned. The school reinforces its message that bullying is not tolerated by taking part in 'Anti-bullying Week'.
- Pupils feel safe in the school. Their parents agree. All safeguarding requirements are met. The identification provided by visitors is checked. The school site is safe and secure.
- The school staff are made aware of how to keep themselves and the pupils safe from radicalisation. Visits from the police have been made and future training has been planned.

The quality of teaching requires improvement

- Teaching in reading, writing and mathematics is not good because the achievement of pupils is well below the national average. The most able pupils are not adequately challenged in their thinking. Consequently, they do not achieve the higher levels in reading, writing or mathematics of which they are capable.
- Teachers do not always plan lessons which will challenge the most able pupils. In lessons, they do not move these pupils on to more difficult work when appropriate. For example, in a mathematics lesson, all pupils were engaged on the same task. The more able pupils completed the task quickly and then had nothing to do until other pupils finished.
- When teachers talk to pupils about what they are going to learn in a particular lesson, they are not always clear what skills or methods they are going to teach. The explanation is often focused on the activity rather than the skill. As a result, pupils do not acquire new methods and skills quickly enough to enable them to make good progress.
- Phonics has not been taught consistently well and this resulted in a decline in the numbers achieving the required standard in the 2014 check at both Year 1 and Year 2.
- The teaching of grammar is inconsistent because teachers are not confident in their own knowledge and understanding of the subject. Although pupils now have greater opportunities for writing, they do not have the skills and understanding in grammar to enable them to achieve the higher levels.
- Teachers mark pupils' work well. There is clear guidance to show pupils how they can improve their work. Pupils regularly act on the advice given. As a result, the progress of pupils currently in the school is beginning to improve more rapidly.
- Teaching assistants are used well in classrooms to support the learning of pupils. Some pupils with special educational needs receive additional help out of class, but not all. The learning and progress of these pupils since September have improved because they have effective support.
- Disadvantaged pupils are now receiving good support. Consequently, they are making rapid progress. The gaps between their achievement and that of other pupils in the school are narrowing.
- Three new teachers have been appointed to the school. There is now improved progress in the school in all subjects.

The achievement of pupils

requires improvement

- Achievement requires improvement because at the end of Key Stage 2, pupils do not do as well as other pupils nationally in any subject. This has been the case for the last two years.
- In 2014, attainment was better in writing and mathematics than in reading. Progress was also stronger in writing than in mathematics or reading.
- The attainment and progress of the most able pupils were significantly below other pupils' nationally in all subjects at the end of Key Stage 2. All of the most able pupils make expected progress in writing, and most make expected progress in reading. Progress is weakest in mathematics. Pupils are not given sufficient challenge in their lessons and this impedes their progress. It is too often the case that more-able pupils have to wait for others to finish or they are given work which does not deepen their thinking or understanding. At the end of Key Stage 1, a greater number of pupils attained the higher Level 3 in all subjects than was the case in 2013, when no pupils achieved this level in any subject. In reading, more pupils than nationally achieved the higher level.
- Disadvantaged pupils did less well than others nationally in 2014. They did not do as well as their classmates. In mathematics and reading, they were a year behind, and in writing 16 months behind their classmates and other pupils nationally. Disadvantaged pupils who are currently in the school are making improved progress. Where there is a gap, it has reduced to six months behind. In some year groups and in some subjects, disadvantaged pupils are making better progress than others in the class. Where this is the case, they are between four and six months ahead.
- Disabled pupils and those who have special educational needs were broadly in line with other pupils nationally.
- Pupils at the end of Key Stage 1 in 2014 achieved significantly better than other pupils nationally in all subjects except mathematics. Attainment in mathematics improved from 2013 and was above that found nationally, but not significantly so. These outcomes show good improvement from 2013. Disadvantaged pupils did better than similar pupils nationally and were broadly in line with their classmates in all subjects.
- The outcomes for the phonics screening check were below the national average. There was a decline from 2013. Pupils repeating the check in Year 2 did not do as well as other pupils nationally. Disadvantaged pupils were below the national average.
- Pupils enjoy reading. 'It helps you know more about things.' Pupils are able to apply their knowledge of phonics to their reading. They can talk about the books they like; *Magic Faraway Tree* was a particular

favourite. However, this evident enjoyment has not yet ensured good achievement at the end of Key Stage 2.

- Work in books from the last academic year shows that progress in all subjects was broadly expected. However, the work in the books for this year shows evidence of more rapid progress. Marking gives pupils clear guidance about improving their work. The books show that pupils act on this advice and this is helping them to make better progress than has been the case previously. Presentation of work in some classes is of a high quality.

The early years provision

is good

- Children enter early years with skills and abilities below levels expected for their age. They are particularly weak in their knowledge and understanding of mathematics and reading. They have strengths in physical development. They make good progress from their starting points. Consequently, they have a good start at the beginning of Year 1.
- Leadership of the early years is strong. Leaders provide activities which interest and engage the children. They encourage children to talk and answer questions, thus developing confidence. Teachers model good spoken English, which is helpful for those for whom English is a second language. Children would benefit if all adults corrected their grammar. For example, when a child says, 'I done this', not all adults correct the child. Assessment is frequent and purposeful and is used to plan further activities. These assessments have been checked by the local authority and are accurate. Parents are made welcome with regular 'stay and play' times and coffee mornings. There are formal opportunities to discuss the progress of their children three times per year. Parents and children make frequent contributions to 'learning journals'.
- Relationships are positive. One child said to the one next to him, 'You're my best friend.' Teachers encourage children to seek their own solutions. For example, when sharing a book with the children, a child said, 'I can't see.' The teacher asked him what could be done about that. After some thought, the child said, 'Those children could move back.' This was accepted by the children and they all moved back. Children understand the routines and respond to them. This helps them to behave well. When going to the library, children lined up sensibly and on arrival, they sat down quietly. Expectations are high. Children are able to share books and are being encouraged to develop a love of reading.
- Teaching is at least good. Lessons are lively and encourage the children to participate. They enjoy learning and this helps them to make good progress. The children have equal opportunities to learn both outside and inside. The learning environment is spacious and well thought out. Teachers use good questioning skills to challenge the children. For example, a child was building a tower with the big bricks. The teacher questioned him about why the cylinder wouldn't balance if it was placed horizontally and if it could be placed differently. The child quickly recognised that the curved surface made it roll off and he needed to put the flat surface on top of the tower. The teacher, through her skilled questioning, developed the child's knowledge and understanding of the properties of different shapes.

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	125953
Local authority	West Sussex
Inspection number	449092

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	244
Appropriate authority	The governing body
Chair	Rachel Tantrum
Headteacher	Karen Gilzene
Date of previous school inspection	10–11 November 2012
Telephone number	01293 548014
Fax number	01293 538348
Email address	head@waterfield.w-sussex.sch.uk

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