

# Werrington Primary School

Amberley Slope, Werrington, Peterborough, PE4 6QG

**Inspection dates** 25–26 November 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Good leadership and management by the headteacher and other leaders ensure that this school is improving rapidly.
- Leaders and managers, including governors, are having a positive impact on teaching and pupils' achievement.
- The school's arrangements for keeping pupils safe are outstanding because all leaders and other staff are vigilant in their implementation of the checks and other procedures set out in the school's safeguarding procedures.
- Pupils are polite and behave well at all times of the day. They enjoy school and feel well-prepared for the next stage of their education.
- Support for disabled pupils and those who have special educational needs is well-organised and very effective.
- Provision for the pupils' spiritual, moral, social and cultural development is a strength in the school's provision. As a result pupils are friendly and respectful.
- Teaching is good, because pupils are motivated to learn and there are strong relationships between staff and the pupils they teach.
- Pupils' attainment is above average by the end of Year 6 in reading, writing and mathematics. Pupils make good progress across the school resulting in good achievement overall.

### It is not yet an outstanding school because

- Teachers do not always expect enough from pupils in their written work in science and topic. Teachers do not consistently use their marking in these subjects to encourage pupils to write in sufficient depth.
- Pupils do not use what they have learned in mathematics to help solve problems in other subjects sufficiently.
- Children in the Early Years Foundation Stage do not always work purposefully and learn quickly when they are working on activities they have chosen for themselves.

## Information about this inspection

- The inspection team observed teaching and learning in 25 lessons, of which four were joint observations with the headteacher.
- Meetings were held with senior leaders, teachers, pupils and members of the governing body. A discussion was held with a representative from the local authority.
- The inspection team took into account the 52 responses to the online survey, Parent View, and held informal discussions with a number of parents and carers.
- The inspection team considered the views expressed in the survey responses from 33 members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, and records relating to behaviour, attendance and safeguarding procedures.

## Inspection team

Alison Cartlidge, Lead inspector	Additional Inspector
Lynn Lowery	Additional Inspector
John Greevy	Additional Inspector

## Full report

### Information about this school

- Werrington Primary School is much larger than the average-sized primary school.
- In the Early Years Foundation Stage there are two full-time Reception classes.
- Most pupils are White British.
- The proportion of pupils for whom the school receives the pupil premium, which is additional funding for pupils known to be eligible for free school meals and children who are looked after by the local authority, is below average at one in seven pupils.
- The proportion of disabled pupils and those who have special educational needs is broadly average at one in six pupils.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics.
- The headteacher is a Local Leader of Education and has supported another school in the area.

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

- Raise teachers' expectations for the quality of pupils' written work in science and topic work by:
  - ensuring that pupils have more opportunities to write in depth in these subjects
  - encouraging pupils to apply what they have learned in mathematics to help solve problems in these and other subjects
  - making sure that comments in teachers' marking are detailed enough to move learning forward quickly in these subjects.
- Ensure that the activities that children choose for themselves in the Early Years Foundation Stage are more challenging so that they make progress at a faster rate.

## Inspection judgements

### The leadership and management are good

- The headteacher and senior leaders provide a clear direction for the work of the school. They have high expectations ensuring that teaching is good and pupils behave well and attend school regularly. Strengths and next steps needed to develop the school are quickly identified and shared with all staff, instilling a strong sense of teamwork across the school.
- There are effective systems for checking up on the work of teachers and managing their performance. Consequently, members of staff are clear about what they should do to improve their work and are positive about the level of support and challenge they receive. Improvements in teaching are having a positive impact on the pupils' learning.
- Middle leaders provide good support in the aspects they manage and are involved in improving teaching and pupils' progress. There are clear plans to change the way teachers record pupils' learning in the light of the changes to the National Curriculum. Leaders are aware that teachers' expectations, particularly of the quality of written work in science and topic, are not consistently good enough. They have good plans to deal with these occasional dips in the quality of the school's otherwise good teaching.
- The school promotes equal opportunities well and members of staff form good relationships with the pupils they teach. Discrimination of any kind is not tolerated. Parents are positive about the way the school helps their children irrespective of their needs. As one parent said, 'The school has really supported us'.
- Provision for disadvantaged pupils who are eligible for additional funding has been reviewed recently. A senior leader is ensuring that specific needs are being checked more rigorously. As a result, attainment gaps between these pupils and others are closing more quickly than in the past.
- The school has clear plans for teaching various subjects and there is a strong focus on teaching literacy and numeracy. A good breadth of subjects is being taught, including two modern foreign languages. However, when pupils are working in science or topic work they do not have enough opportunities to write in depth or to apply what they have learned in mathematics to real situations or to solve problems.
- Spiritual, moral, social and cultural development is promoted well, enabling pupils to behave sensibly and respect differing beliefs. Pupils have a good understanding of important values such as tolerance and democracy, preparing them well for life in modern Britain. For example, in assemblies pupils regularly learn about the importance of respecting different points of view. Pupils have good opportunities to learn about various cultures through visits and visitors and learn to greet each other in a range of languages.
- The additional funding to improve physical education and sport is being spent well on coaching for staff and pupils and to stimulate an increase in pupils' participation in clubs and competitions. Teachers are gaining confidence in teaching sports subjects and pupils have increased their interest and improved their skills.
- The local authority provides the right level of support for this good school. The headteacher is a Local Leader of Education and has been influential in improving provision at another school in the area. He has also helped prepare staff for senior leadership roles in other schools.
- Safeguarding arrangements meet requirements. Leaders, including governors, are very rigorous in ensuring that the school is kept safe. There are thorough checks on adults working in school and a strong training programme to ensure that all staff are kept fully aware of, and up-to-date with, the requirements for keeping pupils safe.
- **The governance of the school:**
  - Governance has improved since the previous inspection and is now good. Governors are passionate

about the school and provide good levels of support and challenge. They are knowledgeable both about current strengths in provision, and what the school needs to do next to improve further. They take an active part in checking up on how well pupils are performing. Consequently, they know how well the school compares with others and how effectively specific funding is being used to support various groups of pupils. Governors know that teaching is good at the school. They are knowledgeable about the arrangements for improving teaching and make sure that they are effective. They are clear about how good teaching is being rewarded and carefully monitor the impact of the steps being taken to improve any remaining weaker aspects of teaching.

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

### **Behaviour**

- The behaviour of pupils is good. Pupils are polite and respectful and keen to help others. Instances of poor behaviour are rare because pupils understand the reasons behind the school's code for good behaviour and appreciate the consistent way staff implement it. Parents and their children agree that behaviour is usually good at the school.
- Rigorous monitoring of pupils' absences has ensured that rates of attendance are above the national average and punctuality is good. Pupils take pride in their work and come to school looking smart.
- Pupils work together well and support each other in their learning. For example, in a geography lesson in Year 6, pupils enjoyed sharing with their work partner what they had learned about types of land movement.
- Checks of the school's records show that there have been very few incidents of poor behaviour over the last year. The few that have occurred have been dealt with very effectively. Racial incidents are rare and are dealt with robustly and effectively.

### **Safety**

- The school's work to keep pupils safe and secure is outstanding. Systems for keeping pupils safe are very robust and governors go the extra mile by monitoring potential dangers, such as parents' parking at home time, to make sure that pupils are safe leaving the premises after school. Members of staff are well-trained to deal with safety matters and show high levels of care for the pupils.
- Pupils say that they feel very safe at school and are very knowledgeable about how to stay safe. They say that instances of bullying are rare and are dealt with very swiftly when they arise. They know what to do if they have any concerns and proudly say that 'lots of staff are first aid trained'. They are very good at looking after each other, with older pupils taking good care of the younger ones.
- Pupils are given a thorough understanding of the dangers of misusing drugs and know how to keep safe when using the internet. They are very knowledgeable about road safety and every day hazards.
- Checks on the suitability of adults to work in the school are rigorously and systematically completed. The school monitors the safety of the school site constantly and ensures that risk assessments are carried out meticulously whenever pupils take part in educational visits. Pupils' use of potentially hazardous resources and their involvement in physical activities, for example in physical education, are carefully supervised.

## **The quality of teaching** is good

- Teachers and teaching assistants encourage pupils to learn quickly, including in reading, literacy and mathematics. They form good relationships with pupils and manage behaviour well. As a result, lessons are calm and productive.
- There is strong teamwork between classes, enabling teachers to draw on each others' ideas when planning work. This ensures that pupils across the year groups have access to similar and progressively more challenging experiences, and that most work is motivating and relevant to the pupils. For example,

in Year 5 pupils enjoyed persuading each other to visit various European beaches by making effective use of their extensive vocabularies and alliteration. Most teaching is challenging and well-planned so that it stimulates pupils' imagination and makes them think really hard.

- Teachers and teaching assistants have good knowledge of the subjects they teach and share this with the pupils well. Class displays provide a wealth of information that pupils can refer to during the lesson to help them with their work.
- Teachers make good use of questioning to support learning and to check up on what the pupils know and understand. Disabled pupils and those who have special educational needs are supported very well in class and in specific teaching sessions, enabling them to make rapid progress from their differing starting points.
- The school has introduced measures to improve teachers' marking and this, as with teaching generally, is now good in literacy and numeracy lessons. Consequently, pupils can speak knowledgeably about what they need to do next to improve their work in these subjects. Marking in science and topic work, however, is not always as detailed and helpful as it should be in moving the pupils' learning forward. Teachers do not always use the opportunities these subjects offer to develop their ability to write in depth; consequently their written work in these subjects is not consistently of the same good standard as it is in other subjects. Similarly, there are too few opportunities provided for pupils to develop or apply their problem-solving skills in mathematics in these subjects.

### The achievement of pupils

is good

- Attainment on entry to the school varies from year to year and is lower than it was at the time of the previous inspection. In most years, the majority of children are working within the levels typical for their age when they join the school in the Reception classes.
- There has been an improvement in the way phonics (the sounds that letters make) are being taught. Consequently the proportion of Year 1 pupils reaching the expected standard in the 2014 Phonics screening check was in line with the national average. Pupils enjoy reading, can talk about what has happened in a story and use their phonics to help them to read unfamiliar words.
- Attainment is above average by the end of Year 6 and has risen following a slight dip in attainment in 2012 and 2013. Leaders have tightened up their procedures for checking up on how well pupils are doing and, as a result, most pupils make consistently good progress leading to good achievement over time.
- Pupils eligible for additional funding make good progress over time. The school has intensified the level of support they receive so that any remaining gaps in their knowledge and skills are closed quickly. In 2014, pupils leaving Year 6 were about a year behind others at the school and nationally in reading and writing, and about half a year behind in mathematics. Currently in the school, the attainment gaps between these pupils and others are just over a term and closing in both subjects.
- Disabled pupils and those who have special educational needs make good progress and as a result many cease to need additional help by the time they reach Year 6. Teachers' provision of well-planned and well-focused activities helps these pupils to learn quickly.
- The most-able pupils achieve well in reading, writing and mathematics. As one of these pupils commented, 'It's nice to have a challenge'. Occasionally, like other pupils, they could do better in their written work in science and topic work.
- Pupils make good progress in physical education because they are enthusiastic about taking part and learning new skills. For example, pupils in Year 3 greatly enjoyed improving their ability to travel quickly carrying an object using various parts of the body.
- While pupils make good progress in literacy and numeracy, they do not always make best use of the skills they have learned when working in other subjects such as science and topic. Consequently, they do not

always have the stamina for writing in depth or for applying what they have learned in mathematics to real problems.

### **The early years provision** is good

- The majority of children start in the Early Years Foundation Stage within the levels typically seen at their age. They make good progress across the areas of learning and are well-prepared for the next stage of their education. The proportion reaching a good level of development by the time they start in Year 1 is broadly average.
- Most teaching enables the children to learn quickly and the teaching of phonics is especially effective. For example, during the inspection children were enthusiastic about singing a song, using actions to convey letter sounds. Members of staff support groups of children well and their encouragement enables children to be confident about trying new activities. There are occasions, when children are working on activities they have chosen for themselves, when learning slows because the activity does not have a clear enough purpose and is not sufficiently challenging.
- Systems for checking up on how well the children are doing are rigorous and members of staff keep detailed records of the children's new learning. The school works well with other schools in the area to check that the judgements they are making are the right ones.
- Provision in the early years is generally well-led. Leaders have a good understanding of what needs to be done to improve provision and help the children make even faster progress. They are aware of the need to bring a sharper focus to activities children are allowed to choose for themselves and are working to ensure this happens.
- Members of staff are good role models for behaviour. As a result, children behave well and feel safe in the Early Years Foundation Stage. They show concern for others and work together cooperatively. They readily take responsibility for tasks such as tidying away resources and taking the register to the office.

## 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>	130930
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	448587

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>	414
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Rosie Roe
<b>Headteacher</b>	Ben Wilding
<b>Date of previous school inspection</b>	21–22 January 2010
<b>Telephone number</b>	01733 571779
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