

Waingroves Primary School

Waingroves Road, Ripley, DE5 9TD

Inspection dates 1–2 July 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- Actions taken by leaders, including governors, have improved teaching and raised pupils' achievement markedly in the last year. The school is continuing to improve.
- Behaviour is good because staff consistently manage it well. Pupils rightly say they feel safe because the school's work to keep them safe is good.
- Attendance is above average and pupils say they enjoy school.
- Teachers give pupils tasks that interest them and motivate learning.
- Staff know pupils well and give them the extra help they need in order to succeed.
- The curriculum promotes pupils' spiritual, moral, social and cultural development effectively.
- Pupils make good progress in reading, writing and mathematics. Progress in mathematics has improved significantly this year.
- Children get off to a good start in the Reception class because teaching is good.

It is not yet an outstanding school because

- In the Key Stage 2 classes, tasks given to a few of the most able pupils do not always help them to reach their full potential.
- There are weaknesses in how some teachers mark pupils' work, because they do not follow the school's marking policy, and in the level of presentation they expect in pupils' books.
- Teaching assistants do not always receive feedback on how well they are doing or guidance on how to improve their work.

Information about this inspection

- The inspectors observed 10 lessons and two assemblies. They undertook two of these observations jointly with the headteacher. In all, the inspectors saw eight members of staff teaching.
- The inspectors looked at samples of work from all classes, spoke to pupils about their work during lessons and listened to pupils read.
- The inspectors held meetings with groups of pupils, members of the governing body, leaders and other staff. An inspector also met with a representative of the local authority.
- The inspectors analysed 26 responses from parents to Ofsted’s online questionnaire, Parent View, and spoke to some parents during the inspection.
- The inspectors analysed 26 responses to the questionnaire completed by school staff.
- The inspectors observed the school’s work. They looked at progress and attendance information, improvement planning, evidence of the monitoring of teaching and documentation relating to safeguarding.

Inspection team

Vivienne McTiffen, Lead inspector

Additional Inspector

Vic Wilkinson

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are of White British background.
- The proportion of disabled pupils and those who have special educational needs is broadly average.
- The proportion of disadvantaged pupils supported by the pupil premium funding is average. This funding is received for pupils who are known to be, or to have been, eligible for free school meals, and for those who are looked after by the local authority.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The early years comprises a Reception class, which children attend full time.
- Privately run before- and after-school care uses part of the school's accommodation. These facilities are subject to separate inspection, as they are not managed by the school's governing body.
- Since the previous inspection, the school has experienced a number of staff and leadership changes. The deputy headteacher joined the school in 2014.

What does the school need to do to improve further?

- Raise achievement by making sure that all teachers:
 - help all of the most able pupils in Key Stage 2 to make the best possible progress
 - have high expectations of how well pupils should present their work
 - follow the school's marking policy when they mark pupils' work.
- Strengthen leadership and management by giving teaching assistants feedback on their work and guidance on how to improve it.

Inspection judgements

The leadership and management are good

- Leaders quickly identify any weaknesses in teaching and address them as key priorities. They have successfully tackled a period of inconsistency in teaching, due to staff changes, to raise attainment and speed up pupils' progress. As a result, teaching is now consistently good and most pupils achieve well.
- The headteacher, ably supported by the leadership team, knows what the school needs to do to keep moving forward. All leaders, including those who are responsible for subjects, are effective. They check regularly the quality of teaching throughout the school and use systems efficiently to check pupils' progress. Leaders make sure that those in danger of falling behind receive the extra help they need.
- The school is a happy and purposeful place where good teaching and good behaviour flourish. Improvements to the leadership of mathematics mean that teaching in the subject is now consistently good and pupils are achieving well. Effective support from the local authority has had a positive impact on helping the school to make this improvement.
- The school is successfully committed to giving all pupils an equal opportunity to succeed. Leaders carefully check the effect of the pupil premium spending, including in the early years. They have improved the range of activities on offer to eligible pupils to help them to do well. As a result, disadvantaged pupils' attainment is rising and they are catching up quickly with their classmates.
- The school uses the primary sports funding effectively to give all pupils the opportunity to enjoy sports and to excel in a range of activities. Staff receive relevant training to develop their skills in teaching physical education lessons.
- The curriculum is interesting and planned well. Activities motivate pupils' learning and aid their enjoyment. Pupils experience a good range of trips and visitors to the school and take part in a variety of sporting and musical events. These, together with local community and church links, promote pupils' spiritual, moral, social and cultural development well. Topics, such as the study of ancient Greece, have a clear focus on helping pupils to understand the notion of elections and the key value of democracy.
- Since the previous inspection, leaders have widened the opportunities for pupils to learn about people from faiths and backgrounds different to their own, preparing them well for life in modern Britain by actively promoting British values. Pupils take an interest in celebrations that are important to others. They show respect and tolerance because the school promotes these values strongly and tackles any kind of discrimination. Pupils learn about British traditions, such as well dressing (a summer custom practised in rural England in which wells, springs or other water sources are decorated with designs created from flower petals), and key events and figures, for example, Charles Darwin, in British history.
- The school's arrangements to keep pupils safe are thorough and meet statutory requirements. Good systems are consistently applied and staff are appropriately vetted before they take up post. Leaders carry out regular checks to keep pupils secure and to minimise any potential risks.
- Staff work together well and share their expertise with each other. Teachers receive good guidance on how to improve their work and leaders give them the training and help they need to do their jobs well. Teaching assistants play a key role in helping pupils to learn but do not receive formal feedback on how well they are doing or how they could improve their practice even more.
- **The governance of the school:**
 - Governance is good. Governors have increased the effectiveness of their monitoring activities to hold the school to account for its work. They know the school well and have a clear focus on continued improvement. Governors check data on pupils' progress and the impact of the pupil premium spending, and ask pertinent questions if pupils are not doing well enough. They undergo the necessary training to ensure they fully meet their responsibilities.
 - Governors understand how good teaching leads to good achievement, which informs any decisions about teachers' pay. They make good use of local authority support to help them to carry out the

performance management of the headteacher and to set challenging targets. Governors know how staff are helped to improve their work. They ensure that good performance by teachers is suitably rewarded and that any weaknesses are tackled effectively.

- Governors are well informed about the school's curriculum and how effectively it promotes key British values. They support the school's work to improve pupils' knowledge of other faiths and cultures and have helped parents to understand more fully this aspect of pupils' learning. Governors, together with school leaders, make sure that statutory requirements are met.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good and contributes strongly to the good progress they make in lessons. Pupils are attentive and interested in their work. They take part willingly in class discussions and are keen to participate. They are particularly keen on the school's incentives to become a 'first-rate writer' or to take part in the 'quick maths' programme.
- Pupils spoken to during the inspection agreed that the school is a friendly place where everyone helps each other. Pupils know the school's rules because staff apply these consistently. Pupils say that the sanctions for inappropriate behaviour are fair and have a positive effect on helping everyone to behave well.
- Pupils, including children in the Reception class, respond positively to the range of adults who work with them. They say staff '...are kind and encouraging.' Pupils' willingness to take on small jobs and responsibilities around the school aids its smooth daily running. They take their roles as house captains and school councillors seriously and recognise the fairness of being elected to carry out these roles. Pupils respect each other's views and are accepting and tolerant of each other's differences.

Safety

- The school's work to keep pupils safe and secure is good. Staff and leaders receive the training they need to make sure that they understand how to keep pupils safe. Policies are consistently applied and procedures thoroughly understood.
- Pupils know about the different forms of bullying and understand how to keep themselves safe, including when using technology, because of the good guidance they receive from the school. They are proud to be 'digital leaders' to help others. Pupils say that they receive regular information during assemblies and class councils on how to deal with any concerns they may have.
- The school's records show that incidents are rare but any that do arise, of inappropriate behaviour or bullying, staff manage well. The school records details fully and ensures that staff follow up issues thoroughly.

The quality of teaching is good

- Teachers, including in the Reception class, motivate learning well through interesting tasks. They make the most of pupils' positive attitudes. Teachers encourage and value pupils' contributions. They have consistently high expectations of pupils' behaviour and waste no time in getting lessons off to a good start. As a result, pupils make good progress in developing and applying their skills.
- The teaching of reading is consistently good. Staff nurture an enjoyment of reading and focus on developing pupils' comprehension skills. They help pupils to understand plots, settings and characters. Teachers extend pupils' vocabulary and check that they understand new words. They encourage frequent use of the school library and reading for a range of purposes.
- As pupils move through different year groups, teachers help them to develop their writing skills well. The teaching of phonics, spelling and punctuation is frequent, and teachers expect pupils to use what they know in their writing. Teachers successfully use visits and popular stories as the starting point for writing. For example, during the inspection, pupils in Year 6 discussed the actions of main characters from a class

book before writing a play script of their own. They made good progress in forming their own ideas and using the conventions of script writing.

- Teachers set practical tasks in mathematics so that pupils see the purpose of their learning and deepen their understanding. For example, pupils in Year 5 measured spaces in and around the school, which helped them to understand area and perimeter; pupils in Year 4 increased their understanding of time when they used calendars to work out dates and timescales. Teachers use mathematical vocabulary competently and expect even the youngest pupils to acquire mathematical language.
- Teachers make sure that pupils know what they are expected to achieve by the end of lessons and set them targets to work towards. They ask the right questions to dispel any misunderstanding. They provide the right resources and well-placed additional adult help to enable all pupils, including disabled pupils and those who have special educational needs, to make good progress.
- Teachers generally match tasks well to the range of ability in the class, including tasks for the most able pupils. Occasionally, however, work is not sufficiently challenging for some of the most able pupils in the Key Stage 2 classes to enable them to make the best possible progress.
- Usually, pupils' work is well presented and marked regularly by teachers. However, there are weaknesses in some classes in how well staff apply the school's marking policy and the level of presentation they expect in pupils' books.

The achievement of pupils is good

- Teachers build strongly on the good start children make in the Reception class as pupils move through Key Stage 1. By the end of Year 2, standards in reading, writing and mathematics are above average.
- The end of Year 6 national test results in 2014 showed that pupils reached above average standards in reading, writing and mathematics but did not make sufficiently good progress from their starting points at the end of Key Stage 1. This was because, during their time in Key Stage 2, pupils were not always sufficiently challenged to make better progress than that expected for their age.
- Leaders have raised the expectation of what pupils should achieve. In Key Stage 2, consistently good teaching now means that pupils make good progress and achieve well. The biggest improvement is in mathematics. Good leadership of the subject now ensures good achievement. The school's information and work in books show that pupils are making better progress than previously. Pupils currently in Year 6 are on track to achieve well from their different starting points.
- In 2014, the proportion of the most able pupils who achieved the higher levels in reading was in line with that expected nationally. In writing and mathematics a below-average proportion of the most able pupils made the expected progress. The school's information shows that, currently, the most able pupils are on track to do better than in previous years. An increased proportion of pupils are in line to reach the higher Level 6 in writing and mathematics. This is because staff now match tasks better to pupils' abilities. However, leaders have correctly identified that not all of the most able pupils in Key Stage 2 are yet reaching their full potential, and have set this as a key priority for improvement.
- Disabled pupils and those who have special educational needs make good progress. Staff provide good support to each individual in a way that best suits their needs. Timely extra help and good resources help pupils to succeed. They develop confidence in their own abilities and become independent learners. In lessons, teaching assistants often help pupils effectively to make small steps in their learning and to understand their work.
- Disadvantaged pupils make good progress from their different starting points. In 2014, the national test results, at the end of Year 6, showed that the attainment of disadvantaged pupils was more than three terms behind their classmates in reading. In writing, they were just over a term behind and, in mathematics, nearly three terms behind. Compared to other pupils nationally, disadvantaged pupils were two-and-a-half terms behind in reading and mathematics. In writing, they were just over a term ahead.

Increased help for disadvantaged pupils means they are now making accelerated progress and gaps in their attainment with other pupils are closing. The school's information shows that those currently in Year 6 are ahead of their classmates.

The early years provision

is good

- Leadership of the early years is good. Leaders check regularly the quality of teaching and, together with all members of staff, make sure that children are achieving well. Staff use the information they have on children's progress effectively to plan for the next steps in their learning. They identify those who need extra help and give all children work that is well matched to their abilities. Staff establish good links with parents and involve them in their children's learning.
- Children behave well. They take an interest in the exciting tasks on offer and freely choose for themselves what they will do. They respond willingly to adults and cooperate with others. Staff ensure that children are safe. Children also know about staying safe themselves, because this is promoted well by staff. For example, during the inspection, some children built a 'den' to create shade and all knew why they should wear sun hats in the summer.
- Teaching is good. Staff are supportive and encouraging. They create a welcoming atmosphere where new children settle quickly and feel comfortable. Staff focus strongly on basic reading, writing and mathematics skills and make sure children are well prepared for the learning they will encounter in Year 1. They stimulate children's imaginations and sense of fun, with positive effects on their learning, confidence and well-being.
- Children make good progress. The school's information shows that some aspects of communication and language, reading and writing are weaker areas when children start school. Good teaching means that children achieve well. By the time they leave the Reception class, most reach or exceed the levels that are typical for their age in these aspects and all areas of learning.

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	112704
Local authority	Derbyshire
Inspection number	455983

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	203
Appropriate authority	The governing body
Chair	Mike Waterfall
Headteacher	Amarjeet Challand
Date of previous school inspection	17 October 2011
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