

Watermoor Church of England Primary School

Kingshill Lane, Cirencester, Gloucester GL7 1HS

Inspection dates	16–17 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Good leadership and management at all levels have resulted in rapid improvement since the last inspection.
- Members of the governing body are very knowledgeable about the school, taking part in daily activities and providing good challenge and support to leaders.
- Pupils achieve well. They get off to a good start in the early years and continue to make good progress in the rest of the school.
- Pupils' attainment is broadly average by the end of Year 6 in reading and mathematics, and is improving steadily over time. Attainment in writing in Year 6 is well above average.
- Pupils who need extra help are given it quickly and to good effect. Teaching assistants also make a significant contribution to pupils' learning.
- The behaviour of pupils is good. They work and play very supportively together and say they feel extremely safe. They are very polite and courteous, and work hard.
- Teachers plan exciting and purposeful activities that motivate pupils well and help them learn new skills. The quality of teaching is typically and consistently good.
- Work in and out of lessons, as well as numerous educational visits and clubs, provide pupils with many exciting experiences. This helps pupils to learn the importance of tolerance and respect for others. The curriculum also strongly supports their spiritual, moral, social and cultural development.
- The early years provision is a strength of the school. Children enjoy a wide range of experiences from a very young age, which develops their love of learning.

It is not yet an outstanding school because

- The most-able pupils are not always supported to deepen their knowledge and understanding in order to attain the higher academic levels.
- Attendance levels are below national averages, particularly for those pupils who are persistently absent.

Full report

What does the school need to do to improve further?

- Increase attendance levels so that they are in line with national expectations for primary schools.
- Improve the quality of teaching by:
 - Sharpening teachers' skills to help them deepen the knowledge and understanding of pupils' learning, especially that of the most-able pupils, so that they attain the highest levels available
 - Encouraging and supporting all groups of pupils to develop resilience when they do not know the next steps in learning, so that they are less reliant on the support of adults to make progress in their learning.

Inspection judgements

Effectiveness of leadership and management is good

- The headteacher, senior leaders and governors have high aspirations for the pupils. This ambition is shared by staff and results in a school with a shared aim and determination to succeed. The school has been successful in improving the quality of educational provision and standards since the previous inspection. The local authority has also supported the school well over time.
 - Leaders check the quality of provision carefully and are very clear about what needs improving. They are relentless in their drive to improve standards in the school. School self-evaluation is detailed, accurate and effective.
 - Leaders have targeted the training needs of the teachers, resulting in a good programme of professional development which is closely linked to raising individual pupils' achievement. This has been particularly evident in raising attainment in writing across the school.
 - Leaders check the quality of teaching regularly and in detail. They provide effective support, particularly in the planning and implementation of lessons, to those who are new to the profession, so that their skills improve quickly.
 - Senior leaders make good use of data to ensure that all groups of pupils make rapid progress. Leaders check the accuracy of school assessments by sharing information across year groups with other schools.
 - The school's systems for the safeguarding of pupils meet statutory requirements. All staff ensure that procedures for safeguarding pupils are effective. Pupils say they feel confident to talk to any adult if they are worried, and parents are happy that the school deals with problems quickly and efficiently.
 - Pupil premium funding is put to very good use so that those pupils who are disadvantaged and in danger of falling behind receive the additional support they need to catch up.
 - The school uses the sports premium to increase the variety and range of physical activity for pupils, which helps to support their good progress. Parents are delighted with the sporting opportunities available and say this improves their children's confidence. Activities like archery increase participation in sports. The promotion of healthy lifestyles is central to the school's programme of activities.
 - The school works well with parents and with other schools. For example, senior leaders are in discussions with leaders across the country on the effectiveness of different assessment systems and how they can best support pupils' achievement. Parents say the school staff are welcoming and supportive, and say they appreciate how the school works with parents even before their children start school.
 - The curriculum promotes good progress in basic skills. It is well balanced and promotes pupils' learning very successfully by providing them with exciting and engaging activities. Parents commented on the 'depth and range' of the curriculum when linked to a topic, saying it helped their children to understand why and what they were learning.
 - Activities in lessons, clubs, assemblies and visits contribute very well to pupils' strong spiritual, moral, social and cultural development. The school's work on teaching tolerance and respect for others is exemplary through its daily work and special occasions, such as assembly themes led by external visitors. Pupils are well prepared for life in modern Britain.
- **The governance of the school**
- The governing body is very effective in driving improvement and meeting its statutory duties. Governors question leaders carefully in accounting for pupils' achievement, making sure that any pupils at risk of not achieving well receive swift support. Governors maintain the strategic direction of the school, observe the day-to-day life of the school and talk to the staff, parents and pupils as well as volunteering to help run the breakfast club. Governors manage the school's resources efficiently. For example, they ensure that extra adult support provided through additional funding accelerates the progress of disadvantaged pupils. They have also been instrumental in funding and running the pre-school, so that children can begin their education sooner in order to be ready for school when they are five. Governors receive detailed reports from senior staff which help them to maintain an accurate view of the work of the school. They retain a clear understanding of the quality of teaching and how pupils' progress compares with other pupils nationally. Governors have established clear links between teachers' pay and performance, so that pay awards are based on merit.
 - The arrangements for safeguarding are effective.

- The school has effective systems which cover absences, including a home visit policy for non-attendance which is picked up at a very early stage.
- Senior leaders are rigorous in their approach to safeguarding and work closely with other agencies to follow up any safeguarding concerns they may have.
- Safeguarding training for staff and members of the governing body is fully in place resulting in a comprehensive and effective system to keep all pupils in the school safe.

Quality of teaching, learning and assessment is good

- Teachers plan and provide lessons which are typically engaging and build successfully on pupils' positive attitudes to learning. For example, there are numerous educational visits planned for many classes which have recently included a visit to an arboretum, a farm, a wildlife wetlands centre and the local church. This has resulted in developing pupils' understanding further and extending their enjoyment of learning.
- Reading, writing and mathematics are taught well and are linked with other curriculum areas to develop learning and increase the opportunities for pupils to improve their basic skills across a wide range of subjects. For example, mathematics problem-solving skills were used to good effect in understanding rationing in a topic about the Second World War.
- Teachers and teaching assistants set high expectations for pupils' effort and behaviour and, as a result, successful learning is the norm. The presentation of work is very good.
- The teaching of phonics (the links between letters and sounds) is very effective and carefully planned, particularly for those pupils at risk of falling behind. This has resulted in a rapid improvement in achievement since the last inspection.
- Pupils frequently discuss their learning with each other, including older pupils working with younger ones to extend their reading skills and develop a love of reading. They enjoy the challenge of improving their work and think carefully about what they are doing.
- Pupils who have been identified as needing extra help, including those who are struggling with their work or who have special educational needs, are given timely support to help them improve. This is particularly effective for pupils for whom extra funding has been allocated.
- Parents are right to be very pleased with the quality of teaching in the school. They say they are happy with the homework provided, feeling that they can support their children at home, and are particularly pleased that it is always regularly marked.
- Teachers assess pupils' progress well using the information to support future planning. There is a good assessment system in place in the school to support them in this. The school's policy for marking is applied consistently and is effective. The pupils respond well to this marking to consolidate their learning.
- All groups of pupils respond positively to the stimulating activities given to them by teachers. However, sometimes teachers do not fully challenge pupils, particularly the most able, to deepen their understanding and develop their ideas.
- Occasionally, some pupils do not understand clearly enough what they have to do in lessons. On these occasions, some groups of pupils lose confidence and depend on adult support for help. This results in time lost in lessons when pupils are not learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Parents say that they feel their children are safe in the school and that any friendship issues are resolved immediately, which was confirmed by the views of pupils. They say that the play leader scheme gives pupils a responsible role within the school and results in playtime being positive and enjoyable.
- Pupils know how to keep themselves safe in school and could talk about the risks posed by the internet. They talked confidently about a range of measures to keep them safe in school, like not running in the corridors, listening to instructions carefully, following the fire drill and not keeping secrets. They said that when things were 'really bad' with behaviour, there was a red card system 'so we feel safe'.
- The school has added a 'school dog' to the team. Pupils who have additional educational needs or who

need help to manage their behaviour spend time with her for emotional support or as a reward for good behaviour. During the inspection, no incidents of disruptive behaviour were seen, either in or outside lessons.

- The breakfast club is well attended and ensures that many pupils have eaten a healthy breakfast so they are ready to start learning.
- The new school building is very safe and secure, with modern and robust entry and surveillance systems in place.

Behaviour

- The behaviour of pupils is good.
- Parents, pupils and staff agree that the good behaviour seen during the inspection is typical and is a positive factor in pupils' learning. Pupils are very clear about the three school rules, which they say are 'fair', and wish that more pupils could follow the 'super hero code' to make the school even better.
- Pupils are proud of their school. They are polite and well mannered, and show respect for each other and the adults in the school.
- Pupils get on very well together and no rough or inappropriate play was observed during the inspection. During assembly pupils sit in family groups. It was lovely to see how pleased the older pupils were to help the younger ones in their reading, as well as the concentration on the faces of the youngest pupils in these lessons.
- There is a happy and very purposeful atmosphere in class. Pupils work hard most of the time, but just occasionally lose concentration and become inattentive if they are not being fully challenged or do not understand something completely.
- Attendance has improved over time but is still below national averages. The school continues to work with parents to improve attendance, particularly where persistent absences are too high.

Outcomes for pupils

are good

- Many children join the school with skills and abilities at levels that are below those expected for their age. From these starting points they make rapid progress and by the time they leave the Reception class their achievement is broadly typical for their age. Pupils continue to achieve well across the school.
- The improving levels of attainment seen in reading, writing and mathematics in national tests and assessments at the end of Years 2 and 6 in 2015 reflect the trend of improving standards sustained since the previous inspection.
- Most pupils make good progress in key stage 1 and attainment is broadly average in reading, writing and mathematics at the end of Year 2.
- In 2015, pupils' attainment by the end of Year 6 in writing was well above national levels. Pupils' attainment in reading, mathematics, and grammar, punctuation and spelling was broadly typical for their age. The school's accurate records show that the progress and attainment of pupils in the school currently compares favourably with national averages. The pupils are well prepared for the next stage of their education.
- Pupils develop good skills in reading across the school. This is seen in the rapidly improving results in the Year 1 phonics screening checks. Pupils love reading to each other and talk enthusiastically about the books they share together.
- A scrutiny of pupils' work in books provides evidence of good progress across all subjects. Pupils take a great pride in their work and presentation is excellent. Pupils continually strive to improve their writing and mathematics skills through a whole-school policy of teacher-pupil marking. As a result of strong teaching, speaking and listening skills are developing rapidly across the school.
- Pupils in receipt of pupil premium funding receive helpful extra adult support in reading, writing, mathematics and phonics. As a result, school records of the developing skills of these pupils show that they make similar progress to other pupils in the school and with pupils nationally.
- Pupils who have special educational needs or disability are supported very effectively and progress as well as their classmates. They benefit from a range of support which is matched specifically to their individual needs.
- The school identifies and supports the learning and personal needs of the high number of pupils entering and leaving the school other than at the normal times. They make good progress from their different

starting points during their time at the school.

- Most-able pupils do not always achieve as well as they might as the level of challenge in all lessons, and the quality of some teachers' questioning, does not extend the depth and breadth of understanding required to attain the higher levels.

The early years provision

is good

- Children's achievement during their time in the Early Years Foundation Stage is good. Children learn across a wide range of well-planned and stimulating activities both inside and outside. The classrooms are well designed so that the indoor learning flows easily into the outdoor spaces. Folding doors merge both areas into a cohesive and stimulating learning environment, which make it easy for children to access the full range of learning opportunities available. The outside areas still need further activities to extend the development of motor skills and to support children taking risks in their learning.
- Leadership is good. Strong support from senior leaders and the governing body, along with the new building and the addition of an extra class for younger children, has improved the early years provision significantly since the last inspection.
- On entry, children's skills vary considerably but are, overall, below those typical for their age. From these starting points, they make good progress and most achieve a good level of development by the time they enter Year 1. In 2015, every girl achieved a good level of development across all seven areas of learning. Boys were less successful in reading and writing, managing feelings and making relationships. Those children receiving pupil premium funding achieved as well as their classmates and other children nationally.
- Parents are very pleased with the way staff work closely with them to help settle their children quickly into day-to-day routines. Parents of children with additional educational needs are particularly pleased with the transition to school. They like the way the school works with the family before the child has started school, ensuring that outside agencies and specialists are involved from the very beginning. One mother said she was 'so proud of what they have done for my son'.
- The quality of teaching is typically good. Teachers and teaching assistants work together very supportively. They set high expectations from the beginning to promote learning. Speaking and listening skills are taught well. For example, during the inspection, the teacher encouraged storytelling skills using pictorial representations on a whiteboard for children to follow together.
- Staff use ways to develop children's responsibility in learning by encouraging them to help each other when they tidy up, replacing equipment carefully after use quickly and sensibly. Consequently, children behave well and no time is lost moving from activity to activity.
- Parents work with the teachers to develop their child's skills at home and at school. However, this is not always evident in the child's school 'learning journey' folder. Parents do not always contribute to their child's initial assessment so that teachers can build on the skills, knowledge and understanding already acquired in order to progress learning further.

School details

Unique reference number	115614
Local authority	Gloucestershire
Inspection number	10002432

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

School category	Foundation
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	141
Appropriate authority	The governing body
Chair	Alison Pine
Headteacher	Jo Pearce
Telephone number	01285 653817
Website	www.watermoorps.co.uk
Email address	admin@watermoor.gloucs.sch.uk
Date of previous inspection	11–12 December 2013

Information about this school

- The school is smaller than the average-sized primary school.
- The majority of pupils come from a White British background.
- The governing body, with support from staff and volunteers, runs a breakfast club.
- The Early Years Foundation Stage is made up of one full-time Reception class and one part-time pre-school class. There are five other classes in the school. Years 5 and 6 are taught in the only mixed-age class.
- The proportion of pupils entering and leaving the school other than at normal times is much higher than average.
- The proportion of pupils supported by the pupil premium (additional government funding to give extra support to pupils known to be eligible for free school meals or who are looked after) is much higher than average.
- The school has grown in size since the last inspection and continues to expand.
- The school has relocated to a new, larger site since it was inspected last.
- The proportion of pupils who have special educational needs or disability is much higher than the national average. The proportion of pupils who are supported through an education, health and care plan is also well above average.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment in reading, writing and mathematics by Year 6.

Information about this inspection

- The inspector observed teaching in 10 lessons and parts of lessons, one jointly with the headteacher and one jointly with the mathematics leader. A visit was made to an assembly.
- Discussions were held with pupils, parents and members of the governing body.
- The inspector held a telephone conversation with a member of the local authority staff.
- The 34 parental responses to Ofsted's online questionnaire, Parent View, were scrutinised and the inspector considered nine questionnaire responses from staff.
- The inspector observed the school's work, heard some pupils read and looked at a number of documents including the school's own information about learning and progress; planning and monitoring documents; the school development plan; the school's self-evaluation document; safeguarding information; and records relating to behaviour and attendance.
- The inspector scrutinised the school's primary sports funding action plan and the pupil premium funding action plan.
- Meetings were held with the school's sports leader, literacy leader and mathematics leader.
- The inspector considered the school's work in updating procedures for assessing pupils' progress.

Inspection team

Julie Jane, lead inspector

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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