

# Water Leys Primary School

Guilford Drive, Wigston Fields, Wigston LE18 1HG.

## Inspection dates

12–13 July 2016

## Overall effectiveness

## Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders do not have a sharp enough overview of pupils' achievement. There is insufficient clarity about the progress made by pupils in some of their classes. Not enough is done to track the achievement of some pupil groups, particularly the most able.
- Too few boys achieve a good level of development by the end of Reception. This is because many boys are not doing well enough in writing and do not achieve the expected standard.
- Pupils' achievement in writing and mathematics is erratic, particularly at key stage 2. In some classes, pupils do not make the progress they should in writing. In some classes too few pupils achieve as they should in mathematics. In some classes the most able pupils and disadvantaged pupils achieve less well than their peers.
- Subject leaders are not effective enough in ensuring that pupils' achievement is consistently good in their subjects. They do not make sure that appropriate planning and provision is in place so that the most able pupils and disadvantaged pupils make the progress that they should.
- The quality of teaching, learning and assessment varies across the school. Some teachers do not have high enough expectations of what their pupils can achieve.
- The new leader of the early years provision has not been in post long enough to have the impact that is needed.
- Governors do not have a precise enough understanding of pupils' achievement. They do not challenge leaders to make sure that all pupils make the progress they should.

### The school has the following strengths

- Pupils are polite, well-mannered and appreciative of their school. They are considerate of each other. They told inspectors that they were 'encouraged by their teachers to believe in themselves'. Their confidence shines.
- The leadership of key stage 1 is good.
- The leadership of the provision for pupils with special educational needs and/or disabilities is beginning to have an impact. More of these pupils are achieving well.
- The headteacher has built strong relationships with parents and within the community. Overwhelmingly, parents said they value the positive contact they now have with the headteacher 'at the school gate' and what a difference this has made.
- The curriculum is particularly effective in ensuring that pupils experience learning outside of their class, including in the forest school.

## Full report

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

- Improve the effectiveness of leadership and management, by making sure that:
  - leaders analyse in detail the progress that pupils make, so that teachers can be held to account for the progress of individual pupils and groups of pupils throughout the school
  - leaders ensure that the plans in place to address pupils' underperformance in mathematics and writing are working and that the inconsistencies that exist are eradicated
  - subject leaders develop their skills and knowledge so that they are able to rigorously hold teachers to account for the outcomes of individual pupils and groups of pupils in their subjects
  - governors improve their skills and abilities to challenge leaders on the progress that pupils and groups of pupils make within the school
  - leaders learn from the good practice that exists within the school, particularly in key stage 1.
  
- Improve the quality of teaching, learning and assessment so that outcomes improve, by ensuring that:
  - all staff demonstrate the highest expectations of what all pupils can achieve, by providing them with tasks that are challenging and build appropriately on their starting points, particularly in writing and mathematics
  - assessment of pupils' progress allows teachers to easily spot when they are falling behind so that this can be quickly addressed
  - more opportunities are planned across the school for all children to develop and extend their writing, both with supervision and independently. In addition, make sure that the support in place to develop boys' writing is having the required impact.
  
- Improve the early years provision, by making sure that:
  - the leadership skills of the early years leader are developed further, in order that this talented practitioner can continue to bring about the further improvement that is needed
  - the information known about children as they enter the provision is used quickly to plan for intensive support so that the children's learning needs can be addressed appropriately and promptly.

An external review of pupil premium funding should be undertaken in order to assess how effectively this aspect of leadership and management can be improved.

## Inspection judgements

### Effectiveness of leadership and management

### requires improvement

- The leadership's evaluation of the strengths and weaknesses of the school is overly generous. The school's development plan lacks the detail required to ensure that planned improvement takes place and has impact.
- Leaders do not have an accurate enough overview of pupils' achievement. The systems in place to examine the progress made by individual pupils and groups of pupils lack precision. Not enough is known about how well certain groups of pupils achieve when compared to their peers in school and nationally.
- Because the information about pupils' achievement is not sharp enough there is a lack of rigour in the way that senior and subject leaders hold teachers to account. Specific questions are not being routinely asked about the progress of certain groups of pupils. The achievement of pupils is too variable as a result of this lack of leadership scrutiny.
- The quality of subject leadership is variable. Inspectors saw evidence of better leadership in English than in mathematics. These leaders provide support and training for staff. They have worked with local schools, becoming more familiar with the accuracy of assessments. They are increasingly monitoring the quality of teaching within their subject area. However, insufficient attention is paid to pupils' underperformance and it is still the case that some pupils, particularly the most able, underachieve in writing and mathematics.
- The curriculum provides a wide range of opportunities for pupils to develop their learning. Particularly successful are the opportunities provided within the forest school. Inspectors saw pupils developing curiosity and a thirst to learn more, even in the pouring rain! The curriculum is not addressing some aspects of pupils' underperformance, however, particularly in writing.
- Leaders use the pupil premium, additional government funding, thoughtfully to help disadvantaged pupils receive support. For example, disadvantaged pupils and their families have been involved in a tailored programme of support. Initial indications are that pupils' progress has improved as a result. Information on the progress of all disadvantaged pupils is underdeveloped, however.
- The physical education and sport premium funding provides many opportunities for pupils to develop a healthy lifestyle. Pupils relish the sporting opportunities that are available to them during the school day and during holiday periods.
- The leadership of pupils with special educational needs and/or disabilities is much improved. The progress of these pupils is improving and more is being done successfully to ensure that appropriate support is in place.
- The headteacher has ensured that performance management arrangements are in place. Teachers are set appropriate targets that link to the key school priorities. Many professional development opportunities are afforded to staff, including lesson studies and coaching.
- The senior leader in charge of key stage 1 is highly effective. Pupils begin to catch up with their learning within this key stage and make good progress in Year 2. This leader is highly skilled and has developed a good understanding of the most current assessment practice. As a result teachers are clear about what pupils are able to achieve and where the learning gaps exist. She provides support to other practitioners on behalf of the local authority.
- The headteacher is highly successful in engaging with parents. He diligently makes sure that he is a visible presence and is at the school gate daily to meet and welcome pupils. Parents were keen to inform inspectors of the much improved communication they now had with school and how much this was appreciated.
- Subject leaders told inspectors how much they valued the support they received from the headteacher. They said that they benefited from the time that this leader spent with them within classrooms. They feel that he knows the children well. They told inspectors that 'We feel we have a leader to look up to!'
- **The governance of the school**
  - The governing body do not have an accurate enough view of the strengths of the school and the areas needing improvement. This is because some of the evaluation of the school's work they receive from leaders is overly generous.
  - The governing body do not have a secure enough understanding of pupils' achievement. They do not have the knowledge they need to challenge leaders effectively and hold them to account.

- Governors are aware of how the pupil premium funding is spent, but provide insufficient challenge to ensure that this government funding has an impact and is improving the outcomes for all disadvantaged pupils.
- The governors have recognised the need to challenge leaders and improve communication. To this end, they have conducted a re-structure and have established smaller committees so that focused discussions can take place.
- The governing body have ensured that financial matters within the school are well managed. They have supported well the planned proposals to establish a Year 6 from September 2016.
- The arrangements for safeguarding are effective. Governors have ensured that all policies are compliant and statutory duties are diligently adhered to. Leaders take care when recruiting new staff. Checks are thoroughly carried out and records of them are well kept. Staff and members of the governing body receive training and are regularly updated so that they are aware of any changes in policy or practice. Any referrals are managed swiftly and partnership working with external agencies is good. Pupils told inspectors that they felt safe in their school. They were wholehearted in their praise of their teachers and said that they had many people in school they could turn to if in trouble. Pupils also make use of the 'worry box'. The curriculum supports pupils to learn how to keep safe, particularly when using the internet.

### Quality of teaching, learning and assessment

### requires improvement

- Teachers' expectations of what the most able pupils can achieve are not high enough in some classes. At times, teachers' planning for these pupils does not ensure that their knowledge and understanding is extended or deepened. Too many tasks set lack challenge and are too quickly and easily completed by pupils.
- Pupils across the school do not have sufficient opportunity to practise their writing independent of adult support. This is particularly the case in Reception, but is evident in other classes in key stage 2.
- Teachers' planning for pupils' learning requires improvement. Work in pupils' books shows that teachers are not consistent in taking sufficient account of the range of pupils' abilities when planning their learning. Too often, pupils of different abilities undertake the same tasks or have been given the same 'learning intention' by their teacher. This means that some pupils are not making the progress that they are capable of, particularly in mathematics and writing.
- Teachers mark pupils' work regularly and in line with the school policy. There are, however, sometimes too many systems in place to track pupils' skills and achievement. For example, a range of methods are used in mathematics, some of which do not provide a helpful overview of how well pupils are doing. Some of these systems are not good enough in helping teachers to pinpoint and then address the pupils' learning needs.
- Pupils of all ages read regularly and fluently. They are taught to use their phonics skills to good effect when they are faced with difficult words. The Home and School Diary is an effective means of communicating with parents and extending reading opportunities outside of school.
- There is a developing culture within the school of staff sharing good practice and learning from each other. The 'lesson studies' have enabled teachers to observe each other's teaching and discuss the ways in which pupils' learning can be further enhanced. Teachers said that this is a much appreciated strategy and that it had built their confidence and improved their skills in the classroom.
- There is good support in place for newly qualified teachers. These teachers, new to the profession, have been provided with a range of opportunities within the school and in partner schools to develop their expertise. The school has received praise from the local university for this work.
- Pupils' learning flourishes within the forest school environment. Pupils told inspectors that they really enjoyed being outdoors and learning about the world in this way. Leaders are clear that these activities help pupils to build 'learning resilience'. Inspectors saw evidence of this while observing Year 2 pupils learning and having 'forest fun' in the rain.

## Personal development, behaviour and welfare is good

### Personal development and welfare

- The school's work to promote pupils' personal development is good.
- Pupils take pride in their work and told inspectors that they wanted to do as well as they can. They said 'We are encouraged by our teachers to believe in ourselves'.
- Pupils' attitudes to learning are positive. The majority show great maturity when they listen to their teachers. They show great respect for their peers and the contributions they make in class.
- Pupils told inspectors that they feel safe within their school and that they know who they could go to if they needed help or advice. They said that they liked the 'worry box' and that this was a good idea for pupils who may not have the confidence to speak up. Pupils were clear that any issues are dealt with quickly by their teachers.
- The school community is a rich mix of pupils from different cultural and religious backgrounds. Pupils said that they enjoyed learning about different ways of life to their own and that they 'enjoyed learning together'.
- Pupils said that they were aware of the many forms of bullying that could take place, including online. Many had taken part in anti-bullying activities. At break and lunchtime, a nominated group of pupils look out for pupils who may not have anyone to play with, and include them in their games. Pupils said that if bullying or 'falling out' took place, their teachers quickly sorted it out.

### Behaviour

- The behaviour of pupils is good.
- Pupils conduct themselves responsibly around school and an orderly school environment prevails. Pupils respond well to the requests and instructions of their teachers and other adults.
- Leaders keep a track of pupils' behaviour. The information in these behaviour logs indicates that poor behaviour is the exception.
- Pupils are now attending school more regularly. This includes groups of pupils that previously did not attend as well as others in the school. Disadvantaged pupils now attend school as regularly as their peers.
- The number of pupils who are persistently absent from school has reduced significantly. This is because there is now a system in place to make prompt contact with parents if pupils fail to attend school. The number of disadvantaged pupils who are persistently absent from school is now well below the national average.
- Parents were unanimous in their view that the behaviour of pupils was good within school and that their children were safe.

## Outcomes for pupils require improvement

- Leaders do not have a clear overview of the progress that pupils make. Particularly, the progress made by different groups of pupils is not well understood. As a result, the most able pupils and disadvantaged pupils are sometimes 'slipping through the net' as their underperformance is not corrected soon enough.
- Leaders are involved in a range of strategies to ensure that Year 5 pupils have the very best start as they enter the new Year 6 provision in September 2016. They do not underestimate the importance of ensuring that these pupils' progress is effectively planned. Performance gaps exist for these pupils, however, particularly in mathematics and writing.
- Pupils' achievement is too variable, particularly in key stage 2. In some classes pupils do not develop the writing skills they need in order to prepare them for the next stage in their education. In others they do not develop their mathematical skills well enough.
- There is not a precise enough system in place to spot underperformance and make sure that it is quickly addressed.
- Some of the most able pupils do not achieve at the levels they should. Expectations of what these pupils can achieve are sometimes too low. In key stage 2 particularly, they are not provided with the opportunity to successfully extend and deepen their knowledge.
- Pupils make better progress in key stage 1 than in key stage 2. In Year 2, the majority of pupils are currently making more than the expected progress; their learning has been accelerated. In Year 3, pupils

are predicted to continue to achieve well. But in Year 4 and Year 5 there is too much inconsistency in the progress made by pupils in writing and mathematics.

- The achievement of pupils with special educational needs and/or disabilities is monitored closely by the special educational needs coordinator. These pupils receive the support they need to enable them to make progress towards achieving their targets.
- The progress of the disadvantaged pupils who are involved in the tailored programme of support has improved and they are achieving more in line with their peers in school.

## Early years provision

## requires improvement

- There has been a period of turbulence within the early years provision. A leader has been in post since April 2016. This leader is a talented practitioner who has had much impact within a short period of time. She is, however, new to leadership and has not yet received the early years leadership support and training she requires.
- While the overall attainment of children in the early years improved in 2015, it masked some significant underachievement of boys. For the last three years the proportion of pupils achieving a good level of development, although improving, has lagged below national averages. In the main, the reason for this has been the underperformance of boys, particularly in their writing.
- Leaders assess that children enter Reception with skills and abilities below those of typical children at the same age. Some children enter the provision with speech and language difficulties, and some require support to develop their English speaking and reading. The school's actions to identify individual children's needs and then provide immediate support are not yet rigorous enough.
- At times, the teachers' and teaching assistants' interaction with some children, particularly boys, is not as effective at gaining their interest as it might be. The level of questioning from adults does not sufficiently probe for further understanding or extend a child's thinking.
- Teachers' planning does not always ensure that children make the appropriate next steps in their learning. This is particularly the case for the most able children, some of whom are eager to learn and are capable of achieving more. Planning to support an improvement in boys' writing is also not as successful as is needed. Some pupils are not well enough prepared for their learning in Year 1.
- At times, planned learning activities limit the opportunities for children to practise the skills they are learning, independent of adult support. Inspectors observed pupils whose opportunities to write independently were being restricted due to the supervision they were receiving.
- The provision for pupils has been totally re-energised by the new early years leader. Children have a stimulating environment in which to learn. The areas of learning are clearly exemplified throughout and activities are carefully planned to meet the interests of all.
- The pupils' individual 'learning journeys' are meticulously kept. The early years leader encourages parents to contribute to these records of their child's progress. 'Wow' comments are a particularly successful way of parents and teachers celebrating the children's success.
- Children are safe, happy and well cared for. They work harmoniously in small groups and independently. Inspectors observed many children truly engrossed in their learning.
- Leaders take much time and effort to ensure that children's transition into Reception is smooth. This includes home visits and many events to welcome and inform parents. Parents told inspectors that communication was good.

## School details

<b>Unique reference number</b>	120079
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10010874

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–10
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	357
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Crook
<b>Headteacher</b>	Mark Westmoreland
<b>Telephone number</b>	0116 288 4135
<b>Website</b>	<a href="http://www.waterleysprimaryschool.co.uk">www.waterleysprimaryschool.co.uk</a>
<b>Email address</b>	<a href="mailto:office@waterleys.leics.sch.uk">office@waterleys.leics.sch.uk</a>
<b>Date of previous inspection</b>	29 March 2011

## Information about this school

- This school is larger than the average primary school.
- The proportion of pupils with special educational needs and/or disabilities is lower than the national average.
- A third of pupils are of White British heritage. The remaining pupils are from a variety of minority ethnic groups, of whom those from an Indian background are by far the largest group.
- The proportion of disadvantaged pupils supported by the pupil premium (additional government funding for pupils who are known to be eligible for free school meals and those looked after by the local authority) is well below average.
- The government's current floor standards, which are the minimum expectations for attainment and progress of pupils by the end of Year 6, do not apply. Currently there is no Year 6 within the school.
- The school meets requirements on the publication of specified information on its website.

## Information about this inspection

- The inspectors observed learning in all classes and in all phases of the school. Many of the observations were conducted jointly with the headteacher or senior leaders.
- Inspectors undertook an extensive scrutiny of pupils' work in their English, mathematics and topic books. Work from all classes was seen.
- Inspectors met with the headteacher, senior and subject leaders, the chair of the governing body and a member of the governing body. The inspectors spoke with members of the teaching staff, newly qualified teachers and the member of staff responsible for leading the breakfast club and the forest school. The lead inspector spoke with the school improvement adviser by telephone.
- Pupils were formally interviewed and spoken to informally during lunch and breaktime.
- An inspector heard a group of pupils read.
- The inspectors reviewed a range of school documentation, including the school development plan, the school's self-evaluation, the school's policies and further documentation relating to pupils' achievement, attendance and behaviour. The lead inspector looked at records of governing body meetings.
- Inspectors took into account 42 responses to Ofsted's online questionnaire, Parent View, and spoke with parents at the beginning of the school day.

## Inspection team

Jayne Ashman, lead inspector	Her Majesty's Inspector
Jane Burton	Ofsted Inspector
Derek Gardiner	Ofsted Inspector
Michael Onyon	Ofsted Inspector



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