

INSPECTION REPORT

WERRINGTON PRIMARY SCHOOL

Peterborough

LEA area: City of Peterborough

Unique reference number: 130930

Headteacher: Mrs S Jones

Reporting inspector: Mr C Kessell
20695

Dates of inspection: 14th - 15th January 2003

Inspection number: 248813

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Amberley Slope Werrington Peterborough
Postcode:	PE4 8QG
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr D Hill
Date of previous inspection:	12 th January 1998

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Werrington Primary School is situated in the village of Werrington on the outskirts of Peterborough. It serves an area of private and rented housing. This community school is larger than most other primary schools with 423 pupils on roll; 239 boys and 184 girls. The school provides education for pupils between the ages of 4 and 11. The majority come from white ethnic backgrounds although some other ethnic groups are represented. About four per cent of pupils use English as an additional language but there are no pupils at the early stages of learning to speak English. At six per cent, the proportion of pupils who are entitled to free school meals is below average. Twenty-one per cent of pupils are identified as having special educational needs; this is about average. The majority of these pupils are assessed as having learning difficulties or medical needs. Four pupils have a statement of special educational needs. Approximately two thirds of the pupils travel to the school from outside the catchment area. The majority of pupils start school with average levels of attainment.

HOW GOOD THE SCHOOL IS

This is a popular and very effective school. By the time pupils leave the school, they have achieved very high standards in English, mathematics and science. The pupils have excellent attitudes to learning and staff expectations are very high. Behaviour is excellent as is the quality of relationships. The quality of teaching is consistently good and the pupils are very motivated, applying very good effort to all of their work. The headteacher provides the school with excellent leadership and together with a hard working and committed staff and supportive governing body, ensures that pupils receive a high quality education in a positive, friendly, learning environment. The school provides very good value for money.

What the school does well

- The pupils achieve very well in English, mathematics and science. By the end of Year 6, standards in these subjects are very high.
- Teaching is consistently good and often very good. Pupils learn effectively and acquire new skills, knowledge and understanding at a good rate.
- The school is exceptionally well led and managed by the headteacher.
- The very good provision for pupils' personal development contributes to the excellent behaviour found in the school and the pupils' enthusiasm for learning.
- Resources are used very well to ensure that pupils receive a high quality education.
- Parents have very positive and supportive views of the school.

What could be improved

- On occasions, the information provided by assessment could be use more effectively.

The areas for improvement will form the basis of the governors' action plan, which will be sent to the parents and carers of all pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since it was last inspected in 1998. All key issues from the previous report have been successfully addressed. For example, standards have risen in information and communication technology (ICT) and the percentage of pupils that now achieve the higher level in reading (Level 3) in the National Curriculum tests in Year 2, is above average. Development planning is now widely shared amongst staff and governors and all feel ownership of the school improvement plan. The role of the subject co-ordinator has developed effectively and strategies are in place to ensure that they are able to monitor their subjects. The school has maintained the many positive features of the previous report and standards have remained high, particularly in Year 6. The national strategies for literacy and numeracy have been effectively implemented and the school is very well placed to build on its many strengths.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools ¹
	2000	2001	2002	2002
English	A	A*	A*	A
Mathematics	A*	A*	A*	A
Science	A*	A*	A*	A

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E
very low	E*

The National Curriculum tests, in 2002, taken by pupils at the end of Year 6 indicated that standards were very high in English, mathematics and science, with results placing the school in the top five per cent nationally. When compared with similar schools¹, standards were also well above average in the three subjects. The school's trend of attainment over the last three years has been consistently high and the school has kept pace with the progress seen nationally in National Curriculum tests. National data indicates that these pupils made very good progress in English, mathematics and science in relation to the level of attainment they reached when they were in Year 2. The results of national tests in 2002, taken by pupils at the end of Year 2 showed standards were above average in reading and writing and well above average in mathematics. When compared with similar schools, these areas of the curriculum were average. The majority of pupils achieved well in reading, writing and mathematics in relation to their attainment on entry to the school. Although recent test results show differences in the performance of boys and girls similar to those found nationally, the gap between boys and girls' performance is closer than that found in the majority of schools.

Pupils in the current Year 6 are achieving high standards in English, mathematics and science reflecting the attainment in the National Curriculum tests. Many pupils are likely to reach the higher levels (Level 5) in the tests. The school's statutory targets also realistically reflect these standards. Pupils are making very good gains in their learning in these subjects. Current standards in Year 2 also reflect the results of the 2002 National Curriculum tests in reading, writing and mathematics with the majority of pupils making good progress in developing their skills in these areas. Children make good progress in the Foundation Stage² and many will exceed national expectations in communication, language and literacy as well as mathematical development by the end of their year in reception. The majority of pupils identified with special educational needs make the same levels of progress as their classmates.

Standards in ICT which were lower than normally found at the time of the previous inspection are now at least similar to the standards found in a majority of schools. In many elements of the subject, standards exceed national expectations.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Excellent. Pupils have an enormous appetite for learning and are enthusiastic and very motivated. They enjoy school and their very positive attitudes contribute to the high academic standards achieved.

¹ 'Similar schools' are defined by the proportion of pupils eligible for free school meals.

² The reception classes.

Behaviour, in and out of classrooms	Excellent. Pupils' behaviour, in and around the school is exemplary. They are very polite and thoughtful and when not directly supervised, such as moving around the school or in the playground, the same high standards are observed.
Personal development and relationships	Excellent. Pupils take on the many opportunities for responsibility confidently and enthusiastically. They support each other very well and are very aware of their actions on others.
Attendance	Attendance levels are very good and support pupils' learning well.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Very Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The majority of lessons observed during the inspection were good or better, with pupils learning effectively. In a significant number of lessons, pupils made very good progress. The good quality teaching and high expectations of staff, both in terms of behaviour and academic performance, contribute much to the high standards achieved in the school, particularly in literacy and numeracy. The basic skills associated with these areas of the curriculum are taught well especially the skills of speaking and listening. This is recognised by the Basic Skills Quality Award presented to the school. These skills are well promoted across all areas of the curriculum. ICT is used well to support other subjects of the curriculum and ICT lessons are taught very well. Classroom support staff generally provide very good quality support, particularly for pupils with special educational needs and other pupils who may need help with their work. Support staff make a valuable contribution to pupils' learning overall. The pupils enjoy and are interested in their work and sustain high levels of concentration and effort. They talk confidently about their lessons and also show very good levels of independence.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum meets all statutory requirements and a full and extensive range of visits and visitors to the school considerably enriches pupils' learning in all classes. A good range of extra-curricular activities is also provided for the pupils.
Provision for pupils with special educational needs	Staff at the school know the pupils well and lessons are effectively organised to ensure that pupils with special educational needs are given very good support by teachers and support assistants. Those pupils with a high level of need are very well supported both academically and socially.
Provision for pupils with English as an additional language	There are no pupils in the school at the early stages of learning to speak English.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. The provision has a very strong impact on the quality of pupils' learning and on the attitudes and behaviour of the pupils and their relationships with each other and the adults in the school. The pupils' moral and social development is a significant strength of the school.

How well the school cares for its pupils	Werrington is a caring school that provides very well for the welfare of its pupils. Although the school has a good range of procedures for assessing pupils' attainment and progress, more could be made of this information in setting targets for pupils and monitoring the pupils' progress towards these targets.
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Links with parents are very good. The school has a thriving parent/teacher association that provides very good social and financial support and makes a valuable contribution to the life of the school. A number of parents provide good quality support in classrooms.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher's excellent leadership and management has contributed much to the school's overall effectiveness, its continued development and the improvement since the previous inspection. She is a very good role model in the classroom and has a secure understanding of the issues currently facing schools. She is ably supported in providing pupils with a high quality education by a hard working and very able staff.
How well the governors fulfil their responsibilities	The governors are effective in their role and have a good understanding of the school's many strengths. They are very supportive of the school and actively involved in the school's future development.
The school's evaluation of its performance	Despite its success, the school is not complacent and always looking to improve practice. There are effective procedures to ensure that the quality of teaching and learning is maintained and best value principles ³ are used well to maintain the school's quality of educational provision.
The strategic use of resources	There is very good use of the financial resources available to the school. For example, the school's levels of classroom support are far higher than average and contribute significantly to the educational experiences of the pupils. The investment in ICT resources has raised standards in this area of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The quality of education and care provided for the pupils. • Pupils make good progress and staff have high expectations. • Behaviour is good and pupils work hard. • The school is well led and managed. • The school works closely with parents. 	No significant comments.

³ Government policy designed to further the cause of continuous improvement in services provided locally - in schools, this applies to raising standards.

The views above are taken from the pre-inspection meeting that was attended by 27 parents and the 182 responses to the parents' questionnaire. Parents are justifiably proud of the school and the inspection team would fully support all of the positive comments expressed by parents.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils achieve very well in English, mathematics and science. By the end of Year 6, standards in these subjects are very high.

1 By the time pupils leave Year 6, they achieve very high standards in the three core subjects of English, mathematics and science. This is reflected in the 2002 National Curriculum tests for the Year 6 pupils where the very high results in the three subjects represented the top five per cent nationally. The pattern of very high attainment in National Curriculum tests is one that has been consistent from year to year, with the school's trend of improvement keeping pace with the trend nationally. Taking the three years 2000 to 2002 together, the pupils exceeded the national average in all subjects. When last year's results are compared with those of similar schools, based on the number of pupils who claim free school meals, standards are also well above average in the core subjects. National data also indicates that the pupils in Year 6 made very good progress in relation to their prior attainment at the end of Year 2. Although the differences in test results between boys and girls reflect those found nationally, the gap in their performance is far closer than found in the majority of schools, particularly in English where the significant difference found nationally is not found here. Pupils are also challenged effectively and this is reflected in the well above average percentage of pupils reaching Level 5 in all three core subjects. These results also reflected the top five per cent nationally. The inspection findings are that the current Year 6 pupils have similarly very high standards, achieved because of the consistently good and very good teaching and because of the excellent attitudes that the pupils have to learning.

2 Pupils' speaking and listening skills are particularly high with the majority of the oldest pupils currently achieving levels that are well above average. In discussions, the pupils listen attentively to each other, taking into account other pupils' views and responding to questions using vocabulary that holds a listener's interest. A good example of this was seen when Year 6 pupils discussed their information and communication technology (ICT) experiences with one of the inspectors. In this relatively formal situation, the pupils spoke and listened with assurance and maturity as they identified the programs they had used in school and the advantages and disadvantages of using the Internet. In a Year 6 literacy lesson, all pupils spoke confidently and listened carefully to their classteacher's thought provoking questions about poaching and living in a caravan, in response to a recent class trip to a Romany museum. The lesson continued with pupils identifying connectives⁴ such as 'however', 'nevertheless' and 'as a result of' rather than the more common 'but' and 'also'. The very high speaking and listening skills observed in the school are also an outcome of a consistent approach to promoting these skills across the whole school.

3 The pupils are provided with a number of opportunities to write in different styles and for different purposes. They respond to these experiences exceptionally well and the quality of work presentation is very high with pupils, of all abilities, writing confidently using a fluent script. This is also in response to the teachers' high expectations. The pupils have written about thoughts and emotions as they look at extracts for example *Anne Frank's Diary* and undertake book reviews using texts such as *Goodnight Mister Tom*. Whilst learning about personification⁵ the pupils write sentences such as: *The windmill thinks that he is prepared to face the wind whichever direction it is blowing*. From this starting point, the pupils further develop their thinking and understanding to produce poems of a high quality, still linked to personification:

⁴ Words and phrases used to link different parts of a text.

⁵ A form of metaphor in which language related to human actions is used to refer to non-human concepts.

*I am the Fire
Don't you dare touch me
I am the devil's friend
I am enemy with water
I climb walls
Go into houses and burn victims.*

4 The use and writing of poetry is well promoted. Year 6 pupils talked very proudly about poppies they had made as part of their work in history on World War Two. To further promote their literacy skills the pupils produced poems about the poppies and the futility of war:

*Poppies glittering in the sun
In the cornfields
Black beady eyes
Looking at me
It looks as if the fields
Are bleeding
And in pain
Reminding us of the wars*

5 The majority of pupils write well, structuring the work into paragraphs and using vocabulary imaginatively. Spelling is usually accurate, as is punctuation. This was seen to good effect, when they wrote letters as evacuees using clear and descriptive paragraphs that clearly indicated what life would have been like. Pupils are encouraged to use dictionaries and thesauruses and often do so independently without being reminded by classteachers. Their research skills are well developed using books and the Internet regularly for finding information. They produce their own short autobiographies about William Shakespeare and, in links with science, find out about forces and flight.

6 In mathematics, very high standards are also achieved. Standards of presentation are extremely high and work is always presented in a clear and organised way. The pupils have a very good understanding of place value, being able to multiply whole numbers and decimals by 10 or 100 and also appreciating the relationship between fractions, decimals and percentages. They confidently solve word and number problems and use co-ordinates to plot points. Pupils are very competent and enthusiastic about mental mathematics. This was seen as pupils in one Year 6 class played the 'Follow Me' game as a start to their numeracy lesson. A series of cards that contained facts related to doubling and halving numbers were dealt out to the class. The start card began with a question, the answer to which was contained on another card somewhere in the class along with another question. The point of the exercise was for the class to go through all of the cards, one of which was given to every class member, as quickly as possible. Obviously, if the wrong answer was given to a question or a question could not be answered, the longer the process would take. The pupils' enthusiasm for this activity was infectious. They were determined to complete the series of cards more quickly at their second attempt than the time recorded for their first attempt at the game. One of the noticeable features was how active all of the pupils were in checking the accuracy of others' results. In the same lesson, pupils added positive and negative numbers together and were able to provide contextual examples of when these numbers could be used for example, when recording temperature, bank account records or playing golf.

7 The Year 6 pupils have a wide range of scientific knowledge and record their observations through drawings, good quality diagrams and written work. A good example of this was observed as the pupils investigated forces and flight. As different groups experimented with gyrocopters, 'stomp' rockets and kites, pupils showed good levels of scientific enquiry as they planned their own investigations, made predictions and then analysed the results and outcomes. Equipment was used safely and observations recorded accurately. The pupils ensured that their tests were fair for example, dropping their gyrocopters from the same height and timing their fall; and they

conscientiously looked at ways of improving their work. By the end of their science lesson, the pupils had produced work of a high quality. This was ensured by the high quality teaching provided by the Year 6 classteachers. The school has done well to ensure that the very high standards in English, mathematics and science have been maintained. Pupils of all abilities, including higher attaining pupils and those with special educational needs, achieve very well.

Teaching is consistently good and often very good. Pupils learn effectively and acquire new skills, knowledge and understanding at a good rate.

8 Across the school, the quality of teaching is consistently good and pupils learn effectively. A significant proportion of the teaching is often very good, particularly in Key Stage 2⁶. Inspection findings would support the parents' views. At the pre-inspection meeting, high expectations were identified as a strength of the school and ninety-nine per cent of parents responding to the pre-inspection questionnaire agreed that teaching in the school was good. When asked what they liked most about their school, a mixed-age group of pupils identified - the teachers.

9 All lessons are well planned and organised. This ensures that no time is lost and that the majority of lessons have good or very good pace with pupils learning effectively. This was seen as Year 5 pupils undertook a literacy lesson where they were looking to describe mythical beasts using powerful and effective adjectives. The session started swiftly with pupils 'skimming' for a minute, four written extracts that provided examples of descriptions of beasts. This was timed by the classteacher and ensured that the pupils were very motivated and gave full concentration. Both literacy and numeracy lessons are very effective and the teachers have a very good knowledge and understanding of the structures of the literacy and numeracy hours and use the principles outlined in the strategies to support pupils' learning very effectively. Planning is detailed with the learning intentions being shared with pupils that enables them to fully understand what they are expected to achieve during the course of a lesson. A very good Year 4 numeracy lesson where the main activity was looking at direction and turning through ninety and one hundred and eighty degrees, started with a brisk and dynamic mental mathematics session that challenged and extended the pupils before beginning their main task. The basic skills associated with literacy and numeracy are well promoted across the curriculum, especially speaking and listening skills. This is started well with the children in the reception classes. At the end of lessons, children explain what they have done whilst other class members put up their 'magic thumb' to indicate when they think someone has said something that is correct.

10 Relationships in the classrooms are excellent and this contributes much to the pupils' effort, productivity and concentration. The pupils want to do well for their teachers. Even when teaching is satisfactory, the pupils display many stronger elements in their learning such as interest and mature independence. Despite the teachers' very high overall expectations with regards to behaviour and academic performance, there is a positive, friendly and supportive atmosphere in all classrooms. It is particularly noticeable that pupils of all abilities are confident to ask questions about their work and also be honest enough to admit when they are finding something too difficult. Pupils are valued and also feel valued. Along with the very good teacher/pupil interactions during lessons, this ensures that all pupils work at an appropriate level to their ability. All staff know the pupils in their care very well. Classroom assistants also contribute well to this process and during the inspection, lower attaining pupils and those identified with special educational needs were consistently provided with support of a very high quality that enabled pupils to make at least good gains in their learning. In the Year 5 literacy lesson described above, lower attaining pupils achieved exceptionally well as a result of the support provided for them. Similar results were also observed in the reception classes, Year 1 and 5 ICT lessons and Year 6 numeracy to name but a few. The school's full-time ICT technician also provides valuable support in ICT lessons which contributes well to pupils' learning and the rise in standards in this subject since the previous inspection. ICT is now used well by teachers in other areas of the curriculum. The subject was observed supporting science, literacy, numeracy and history and

⁶ Years 3 to 6.

this is an improvement on the previous inspection. The quality of teaching of ICT was consistently very good during the inspection, which is also another improvement.

11 Resources generally are used well and teachers are aware of the need to provide their pupils with exciting, interesting and stimulating lessons. During the inspection, Year 2 and 6 science lessons were successfully led by an outside facilitator while Year 5 pupils visited Peterborough cathedral for the day and Year 3 pupils were 'visited' by two Roman soldiers as part of their work in history. Particular effort is made by teachers to ensure that classrooms provide stimulating and interesting learning environments and good quality displays of pupils' work enhance learning areas and the corridors and entrances of the school.

12 Excellent teaching was observed in Year 6 as pupils were looking to use connectives and produce a balanced written argument in work related to a recent trip to a Roman museum. The pace of the lesson was outstanding with the pupils producing work of a very high standard. Not a minute was wasted as the pupils showed very high levels of independence and maturity. With this lesson and the very good teaching observed, it comes as no surprise to see the high standards that are achieved in the school particularly in Year 6. The quality of education provided by the teachers has a significant impact on the overall standards achieved in the school. The high quality teaching has been maintained well since the previous inspection.

The school is exceptionally well led and managed by the headteacher.

13 The excellent leadership and management identified at the previous inspection are still provided by the headteacher. The high standards achieved, the popularity of the school and the consistent way the school has maintained and developed its high quality educational provision since the previous inspection is a credit to the way she fulfils her role. She is popular with the pupils, parents and governors. Ninety-nine per cent of parents responding to the pre-inspection questionnaire agreed that the school was well led and managed. Strong links with parents are promoted and are highly successful and have a strong impact on the pupils' learning. Governors acknowledge that leadership is a strength of the school and out of this comes a very dedicated team of teachers who work exceptionally well together. This is particularly noticeable in the lesson planning process where teachers in the same year group work very effectively to ensure that the curriculum delivered to the pupils is well planned and organised. The strong sense of evident camaraderie contributes to the high quality education provided for the pupils. There is a very strong commitment to continued improvement. The headteacher has a very secure understanding of educational issues and current educational thinking and developments. She has a clear educational vision and the school improvement plan is a very useful document for moving the school forward. It is clear in establishing the direction of the school and clearly outlines what action is necessary to bring this about. Both staff and governors feel ownership of the plan that is clearly focused on continued improvement and maintenance of high standards and the quality of education provided for the pupils. Regular evaluations are undertaken in order to measure the progress the school is making.

14 The values and culture that permeate the school and so admired by the parents and governors, reflect very much the headteacher's thinking and beliefs. The school's aims are very clearly reflected in all that goes on in the school. *Providing a caring, happy, welcoming and safe environment, listening to each other, learning to be honest, fair and sensitive and speaking confidently*, are just some examples of the school aims that are being consistently achieved and were observed by inspectors. All of the other school aims are also achieved and reflected significantly in the work of the school. There is also a culture of challenge through the school where 'the best is not good enough'. There is no complacency despite the school's excellent reputation in the community and its popularity with parents. The headteacher is an excellent role model for other staff and is confident and prepared to lead by example. She teaches regularly and during the inspection was observed leading a very good ICT lesson about controlling devices with Year 5 pupils. She has played a very significant role in school improvement since the previous inspection, particularly with ICT, where she is subject co-ordinator. The subject co-ordinator role

in other subjects is better developed and improved since the previous inspection. The headteacher has ensured that opportunities have been provided for staff to review provision in their areas of responsibility and co-ordinators are expected to provide feedback regarding spending on subjects and future priorities.

15 The headteacher knows her school well. The quality of teaching and learning is monitored thoroughly and written and oral feedback is provided for staff. Along with the school's senior management team, pupils' books are scrutinised. This provides the headteacher with a very clear understanding of the quality of education provided in the school and the successful evaluation of academic performance ensures that high standards are maintained. The school has achieved a number of awards in recent years including 'Investors in People' and government achievement awards alongside a ranking of 88 in *The Sunday Times* top 500 primary schools in the country. The headteacher has contributed very much to the school's success and overall popularity.

The very good provision for pupils' personal development contributes to the excellent behaviour found in the school and the pupils' enthusiasm for learning.

16 The school's provision for personal development is very good overall with particular strengths in the pupils' moral and social development.

17 Social development is promoted in many different ways. In a number of curriculum areas pupils are encouraged to work in pairs or small groups and this ensures that pupils learn the importance of working together. This was observed as pupils in Year 5 worked on laptop computers together as part of an ICT lesson. The pupils were encouraged to work co-operatively and responded successfully, sharing views and opinions as well as using equipment sensibly. The pupils' social development is further enhanced by school concerts, a very good range of extra-curricular activities, competitive sporting occasions with other schools and trips out of school including a residential visit for Year 6 pupils. The school ensures that personal development opportunities develop as the pupils get older and move through the school. By the time the pupils reach Year 6, responsibilities have developed so that they manage 'wet play' activities with the other pupils and supervise children in the reception classes. When Year 6 are out of school, Year 5 are allowed to be prefects, a responsibility they take very seriously and with particular pride. A recently formed school council will allow elected representatives from each class an opportunity to discuss ideas that will improve the lives of pupils and staff and also provide an occasion for these pupils to discuss their ideas with the governors.

18 The pupils in all classes are mature and sensible individuals who are articulate, confident and can express opinions clearly. They enjoy talking about their school and the work that they have covered. The pupils themselves believe that most pupils behave well and that they are treated fairly by the teachers. They see rewards and sanctions being applied consistently. The pupils have no concerns about bullying and, although some disagreements take place, they believe that staff handle these situations well and, in many cases, pupils resolve issues themselves.

19 The pupils have a very strong perception of what is right and wrong and how the actions of others can impact on the day-to-day well-being of others. On many occasions during the inspection, inspectors observed random acts of kindness as pupils helped and supported one another in lessons. During a Key Stage 2 assembly led by some Year 6 pupils, the audience was engaged and extremely interested as the pupils provided some background about their visit to a Romany museum. During a period of reflection, there was absolute silence as all pupils considered their homes and families followed by a very good reading of the John Keats' poem *Meg Merrilies* by two Year 6 girls. Although all of the pupils involved in this event were looking into a different way of life and culture, they absorbed the information maturely and showed considerable empathy to a different way of life. The mature response by pupils to this kind of activity is a strong feature of the school.

20 Because of the particular emphasis placed on personal development, pupils behave excellently and have excellent attitudes to school. This in turn has a very positive impact on the high standards achieved by the school. The youngest children in reception enjoy coming to school and settle quickly to their activities. Even when not directly supervised, whether moving round the school or on the playground, standards of behaviour are equally strong, suggesting that all pupils appreciate the reasons for behaving well, rather than just complying when they have to.

Resources are used very well to ensure that pupils receive a high quality education.

21 The school makes very good use of the resources and finances available in order to support the pupils' learning. A good example of this is the high level of support staff seen at the school. It has been a conscious decision by the school and governors to spend a well above average proportion of the school budget on education support staff. Inspection evidence indicates that the quality of the support is very good and has a significant impact in helping those pupils who are below the expected level of attainment to reach or in some instances, exceed standards that are expected. All support staff have received training for their role and also professional development in ICT. Governors have discussed the impact of this level of support and are confident that it contributes to the high standards achieved at the school. Other strategies are also in place to help maintain standards. A part-time teacher is effectively employed in Year 2 to support lower attaining pupils in literacy and numeracy. This enables these pupils to receive good quality targeted provision to help them with their work and also allows class teachers in Year 2 to focus on a smaller group of pupils during some literacy and numeracy lessons. Some pupils in Year 6 are invited to 'homework clubs' so they receive extra support in preparing for their National Curriculum tests. These groups are managed by support staff under the guidance and direction of classteachers.

22 The significant improvement in ICT standards since the previous inspection is also as a result of a good use of the resources and finances available to the school. The school has invested significantly in the subject recently, purchasing a number of laptop computers to ensure whole class teaching. This is in addition to the small computer suite that was already in existence and the computers available in individual classrooms. All classes have software resources to support other subjects of the curriculum and an investment in further technology allows Internet access through the laptop computers in all classrooms. The level of resources is an improvement on the previous inspection and, along with the training that staff have received, has contributed to a rise in standards. This was confirmed after discussions with Year 6 pupils who talked very confidently about the subject and the work that they have done. They have a knowledge and understanding of ICT appropriate for their age which, in some instances, exceeds national expectations. Another innovative resource in the school is the employment of a full-time ICT technician. She enables teachers to confidently undertake lessons knowing that when technical difficulties or problems occur, they will be understood and dealt with, and not interfering with teaching and learning. During the inspection the technician was observed making significant contributions to ICT lessons in terms of resource organisation and preparation and in supporting pupils with their work. The school's current financial carry forward, which is larger than recommended, is part of planned spending on capital projects.

Parents have very positive and supportive views of the school.

23 The very large majority of parents responding to the parents' questionnaire and those attending the pre-inspection meeting had very positive views about all aspects of the school's provision for their children. Parental support is very strong and at the pre-inspection meeting, parents found it very difficult to offer suggestions on how the school could improve. The large majority of parents feel rightly that the school is a good one. This view is also supported by the large number of parents who choose to send their children to Werrington, rather than their local school. Parents are impressed by the quality of education and care provided and the good progress that their children make. They recognise that staff have high expectations and that behaviour is good with pupils working hard. Parents believe that the school works closely with

them and that it is well led and managed. Parents who were spoken to during the inspection also reinforced these views and had no concerns whatsoever about the school. They added the view that pupils are treated as individuals and also felt that they are well informed about what is going on in the school.

24 A significant number of parents are prepared to give up their time to help in the school. The quality of support provided by parents is good and makes a positive contribution to the learning provided by the school. There is also a thriving parent/teachers association that is very successful in raising additional funds for the school and also providing and organising social events that are well attended. The association has been particularly effective in providing ICT equipment. The parents' views of the school are very good with the very large majority of parents supporting the headteacher, staff and governors. This contributes to the achievement of high standards.

WHAT COULD BE IMPROVED

On occasions, the information provided by assessment could be use more effectively.

25 Although the school has a good range of assessment procedures, more use could be made of the assessment information collected when children are in the reception classes. In general, this information can be used to predict pupils' potential and their likely National Curriculum test results at the end of Year 2. At present, the school does not effectively use this information to track pupils' progress through Key Stage 1⁷ to ensure that all pupils are on target to achieve predicted grades. If used effectively, the school would be better informed and be able to intervene if any pupil was causing concern. This would also prevent the possibility of some pupils underachieving by the time they reach Year 2 and not fulfilling their potential.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

26 Use all assessment information effectively by:

Setting academic targets for pupils, based on assessment information, in English and mathematics and rigorously tracking the progress of individual pupils against these targets through the academic year. (Paragraph 25)

⁷ Years 1 and 2

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

17

Number of discussions with staff, governors, other adults and pupils

10

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	6	8	2	0	0	0
Percentage	6	35	47	12	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll

YR – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	423
Number of full-time pupils known to be eligible for free school meals	27

FTE means full-time equivalent.

Special educational needs

YR – Y6

Number of pupils with statements of special educational needs	4
Number of pupils on the school's special educational needs register	90

English as an additional language

No of pupils

Number of pupils with English as an additional language	18
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence

	%
School data	4.5
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	32	28	60

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	26	28	31
	Girls	28	28	28
	Total	54	28	59
Percentage of pupils at NC level 2 or above	School	90 (87)	93 (97)	98 (87)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	26	31	27
	Girls	28	28	28
	Total	54	59	55
Percentage of pupils at NC level 2 or above	School	90 (88)	98 (92)	92 (97)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	29	31	60

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	29	29
	Girls	30	31	31
	Total	57	60	60
Percentage of pupils at NC level 4 or above	School	95 (100)	100 (98)	100 (100)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	27	28	29
	Girls	30	31	31
	Total	57	59	60
Percentage of pupils at NC level 4 or above	School	95 (97)	98 (98)	100 (100)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – Irish
White – any other White background
Mixed – White and Black Caribbean
Mixed – White and Black African
Mixed – White and Asian
Mixed – any other mixed background
Asian or Asian British - Indian
Asian or Asian British - Pakistani
Asian or Asian British – Bangladeshi
Asian or Asian British – any other Asian background
Black or Black British – Caribbean
Black or Black British – African
Black or Black British – any other Black background
Chinese
Any other ethnic group
No ethnic group recorded

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
367	0	0
0	0	0
19	0	0
3	0	0
2	0	0
4	0	0
2	0	0
5	0	0
4	0	0
0	0	0
0	0	0
6	0	0
2	0	0
0	0	0
9	0	0
0	0	0
0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.25
Number of pupils per qualified teacher	26.1
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	23
Total aggregate hours worked per week	457

FTE means full-time equivalent.

Financial information

Financial year	2001/02
	£
Total income	887797
Total expenditure	870531
Expenditure per pupil	2058
Balance brought forward from previous year	106967
Balance carried forward to next year	124234

Recruitment of teachers

Number of teachers who left the school during the last two years	3
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	423
Number of questionnaires returned	182
Percentage of questionnaires returned	43

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	75	23	1	1	0
My child is making good progress in school.	70	27	2	0	1
Behaviour in the school is good.	65	32	2	0	1
My child gets the right amount of work to do at home.	51	40	7	1	1
The teaching is good.	82	17	1	0	0
I am kept well informed about how my child is getting on.	59	37	3	0	1
I would feel comfortable about approaching the school with questions or a problem.	80	16	2	1	1
The school expects my child to work hard and achieve his or her best.	82	18	0	0	0
The school works closely with parents.	65	30	3	1	1
The school is well led and managed.	86	13	0	0	1
The school is helping my child become mature and responsible.	76	32	0	0	2
The school provides an interesting range of activities outside lessons.	59	31	3	1	6

