



**Office for Standards  
in Education**

**Inspection report**  
**Walliscote Primary School**

**North Somerset Education Authority**

Dates of inspection: 5 and 6 October 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

© Crown copyright 2004. This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Inspection reports are available on the Ofsted web site ([www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

## **Contents**

<b>Section</b>	<b>Page</b>
<b>Basic information about the school</b>	<b>iv</b>
<b>Introduction</b>	<b>1</b>
<b>Main findings</b>	<b>1</b>
<b>Key issues</b>	<b>3</b>
<b>Inspection findings</b>	<b>3</b>
<b>Standards achieved by the pupils</b>	<b>3</b>
<b>The pupils' attitudes, values and personal development</b>	<b>4</b>
<b>The quality of education</b>	<b>5</b>
<b>Leadership and management</b>	<b>7</b>
<b>Implementation of the action plan</b>	<b>7</b>
<b>Appendix – Information about the inspection</b>	<b>9</b>

## **Basic information about the school**

Name of school:	Walliscote Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	4 to 11 years
Headteacher:	Mr R Larter
Address of school:	Walliscote Road Weston-super-Mare North Somerset BS23 1UY
Telephone:	01934 621954
Name and address of appropriate authority:	The governing body, at the above address
Chair of governors:	Mrs R Wiltshire
Local education authority area:	North Somerset
Unique reference number:	109120
Name of reporting inspector:	Mrs A Baird HMI
Dates of inspection:	5 and 6 October 2004

## Introduction

1. Walliscote Primary School is situated in Weston-super-Mare. In recent years, there has been an increase in the number of pupils who join or leave the school during the academic year and in the proportion of pupils who are learning English as an additional language. The school's roll has fallen, overall and there 369 pupils on roll, most of whom live close to the school in owner-occupied or rented accommodation. About 27 per cent of the pupils are entitled to free school meals, which is above the national average. About one fifth of the pupils have special educational needs and four pupils have a Statement of Special Educational Need. Twenty three pupils speak English as an additional language and some are at the early stages of learning the language. Twenty seven pupils are from minority ethnic backgrounds.

2. The school was inspected in March 2003. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

3. The governors drew up an action plan to address the key issues from the inspection of March 2003. The school was visited by Her Majesty's Inspectors of Schools (HMI) on three occasions to monitor the progress being made.

4. In October 2004, three HMI inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of March 2003.

## Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- the results of the national tests for 2004 at Key Stage 1 remained low but there was a slight increase in the number of pupils attaining the expected Level 2 or above in reading and writing. However, in mathematics, the proportion of the pupils who attained Level 2 or above decreased;
- the results in the national tests at Key Stage 2 for 2004 improved on those of 2003. In English, there was a marked rise, with 78 per cent of pupils attaining the expected Level 4 or above compared to 58 per cent in 2003. In mathematics, the trend was also upward. In science, there was a slight dip in attainment although the school had improved its results in previous years;
- in just over half of the lessons, standards were at or just above national expectations. Standards have improved over time and the pupils generally made at least satisfactory progress;
- the provision in the reception classes is sound and the pupils have made an appropriate start towards achieving the nationally set early learning goals. They have settled very well to school routines;

- 
- standards in English lessons have improved and are now closer to the age-related expectations, particularly at the end of Key Stage 2, although in some year groups standards remain low;
  - standards in mathematics have improved at both key stages, although standards are below what is expected nationally for many pupils;
  - standards in science are below national expectations although there has been an improving trend in the test results at the end of Key Stage 2 over the past few years. The pupils' skills of inference, interpretation and prediction are not secure;
  - overall, the provision for the development of the pupils' spiritual, moral, social and cultural development is good. The school provides a wide range of activities to enrich the curriculum and appropriately support the pupils' social and cultural development;
  - the pupils' attitudes and behaviour were satisfactory or better in 26 out of the 28 lessons, including eight where they were good. Attitudes and behaviour were satisfactory overall, and particularly good behaviour was observed in the reception classes and in Years 5 and 6;
  - the quality of teaching was satisfactory or better in 26 of the lessons; including seven where the teaching was good, and two where it was very good. The teaching was unsatisfactory in two lessons. Lesson-planning is consistent and takes good account of different levels of ability and need;
  - the quality of learning was closely matched to the quality of teaching and, where the teaching was effective, the pupils made good progress;
  - the curriculum is suitably broad and balanced at each key stage; the national strategies for literacy and numeracy are in place and the schemes of work for most of the other subjects draw upon nationally published guidelines, adapted to the needs of the school;
  - the school is making good progress in ensuring that assessment information is used to identify appropriate targets, accurately inform teaching, and measure the pupils' progress;
  - the pupils who have special educational needs make sound progress towards their individual learning targets. The provision for the pupils who speak English as an additional language is sound. The teachers are aware of their particular needs and seek to draw them into lessons and develop their language skills at every opportunity;
  - the headteacher has worked hard to secure continuing improvement. He provides sound leadership and works effectively with the deputy headteacher and senior management team to improve standards and provision. Although a range of evidence is gathered to identify further areas for improvement, it is not drawn together to form a coherent and rigorous overview;
-

- the chair of governors is highly committed to the school and gives a good lead to the governing body. She works productively with the headteacher and takes an active role in working to improve attendance;
- the local education authority (LEA) gives the school well-targeted support and provides a clear agenda for improvement. It knows the school's strengths and weaknesses, regularly oversees its progress, and provides timely intervention, where necessary. It is aware of its role in sustaining the improvements the school has made.

### **Key issues**

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- continue to improve standards in all subjects;
- further improve the quality of teaching and learning;
- improve the evaluation of the school's strengths and weaknesses;
- secure good behaviour and a positive response from the pupils.

### **Inspection findings**

#### **Standards achieved by the pupils**

7. The results in the national tests for 2004 at Key Stage 1 showed a slight increase in the number of the pupils attaining the expected Level 2 or above in reading and writing when compared with the results of 2003, although the proportion that attained the higher sub-Level 2A or Level 3 dropped somewhat. In mathematics, the proportion of the pupils who attained Level 2 or above decreased; more boys than girls fell into this category.

8. The results in the national tests at Key Stage 2 for 2004 improved overall on those of 2003. In English, there was a marked rise from the previous year from 58 per cent of pupils attaining Level 4 or above to 78 per cent. In mathematics, the trend was also upward but less dramatically so. In both subjects, the proportion of the pupils attaining the higher Level 5 has improved. In science, there was a slight dip in attainment from 2003 to 2004 though the school had improved its science results in previous years. In science, the boys significantly outperform the girls; the school is aware that this requires further investigation and more targeted support for those who underachieve.

9. In just over half of the lessons, standards of attainment were at or just above national expectations. Standards have improved and the pupils generally made at least satisfactory progress.

10. The provision in the reception classes is sound and the pupils have made an appropriate start towards achieving the nationally set early learning goals. They have settled very well to school routines. In lessons, they listened to the teacher and each other, and counted forwards to twenty and backwards to ten. They talked about their work and showed some understanding that print conveys meaning. The pupils participated in a range of

---

activities and understood how to record what they were doing by recognising their name on a card and using it to indicate on the planning board what they intended to do. They played cooperatively and benefited from the helpful input from the support staff.

11. Standards in English lessons have improved and are now closer to the age-related expectations particularly at the end of Key Stage 2, although in some year groups standards remain low. The pupils have benefited from the sound planning and the well-targeted marking of their work which helps them to know what they need to do to improve. Although some of the pupils were increasingly confident to answer the teachers' questions, a significant number did not offer their opinions. The pupils write for a variety of purposes and audiences and take care with presentation, although handwriting in some year groups is weak. When the pupils did not check what they had written, the quality of their work was affected by errors and careless spelling mistakes. Reading is carefully taught and the arrangements to teach it separately from the literacy hour are well organised. Some of the Year 2 pupils were unfamiliar with using the sounds of letters to work out unknown words.

12. Standards in mathematics have improved at both key stages, but remain below national expectations for many pupils. In lessons, appropriately focused learning objectives were planned and consistently shared with the pupils. Some improvements have been made in the recording of the pupils' work, particularly in Years 4, 5 and 6. In these year groups, the activities matched the wide range of learning needs; for example, in a Year 4 lesson, the pupils were shown three different methods of division which suited the range of learning styles and stages of understanding. The teaching of mathematics was generally well structured and good use was made of questions to extend the pupils' understanding.

13. Standards in science are below the national age-related expectations though there has been an improving trend in test results at the end of the Key Stage 2. Many pupils lacked the skills of inference and interpretation and as a result found it difficult to make predictions, especially when working from graphs or other data. In the best lessons, assessment informed the planning and ensured that any gaps in the pupils' subject knowledge were addressed. The use of subject-specific language was encouraged and links were made to other subjects. Not all the teachers had a secure knowledge of the subject.

### **The pupils' attitudes, values and personal development**

14. The pupils' attitudes and behaviour were satisfactory or better in 26 out of the 28 lessons, including eight where they were good. Attitudes and behaviour were satisfactory overall, but particularly good behaviour was observed in the reception classes and in Years 5 and 6. A few pupils behaved inappropriately in class and around the school. Most pupils were attentive, although in some classes in Key Stage 1 they were too noisy when settling to work. In most classes, they were usually keen to learn and concentrated well on their work. A minority of pupils presented challenging behaviour; teaching and support staff usually responded appropriately.

15. The pupils' behaviour around the school was satisfactory. In the playground, however, space is limited and, although the pupils played sensibly together, they sometimes impeded other pupils' play. Supervision at lunchtimes was satisfactory, but the supervisors mainly spent their time ensuring that the space was being used safely which restricted their opportunities to support and encourage imaginative play, games and activities. Within the building, most pupils behaved sensibly, although a few pupils were too boisterous.

---



16. The school has a suitable policy for managing behaviour which praises good behaviour and has a set of progressive and appropriate sanctions to address unacceptable actions. The teachers used praise to value the pupils' work and good behaviour and gave appropriate explanations as to why poor behaviour was unacceptable. Although the pupils' behaviour has improved, the strategies used are not embedded across the school nor fully understood by all the pupils. There have been three fixed-term exclusions in the past term.

17. Colourful displays, both in classrooms and in the halls and corridors, appropriately value and celebrate the pupils' achievements, although some pupils' work did not meet the expected standards of presentation and handwriting. The positive ethos of the school is well illustrated in the displays in the hall from each year group; one gives a very positive representation of friendship using photographs of the pupils alongside pastel pictures.

18. Relationships throughout the school are good. The pupils feel their work is valued, and the teachers clearly hold pupils in high regard. The school supports both pupils and parents; as demonstrated by the work of the pupil and parent support worker.

19. The pupils' spiritual, moral, social and cultural development is good, overall. The school provides a wide range of activities which enrich the curriculum and appropriately support the pupils' social and cultural development. Theatre and music groups visit regularly and after-school clubs include sporting and cultural activities such as football, netball, basketball and art. The Year 6 pupils benefit from an annual residential trip. A range of external speakers has also helped to enrich the cultural and spiritual life of the school; for example, local clergy and staff members from the minority ethnic achievement service have led assemblies. The police run kerb craft sessions for the younger pupils and cycling proficiency classes for the older ones.

20. In assembly, the pupils sang with gusto and enjoyed watching their classmates receive certificates for good work and behaviour. The assembly satisfactorily took the opportunity to express the school's values of caring for one another. A school council has been introduced, and has had a positive impact on the pupils' understanding of citizenship and their involvement in the day-to-day life of the school; for example, when their suggestions regarding school uniform and playground equipment were implemented.

21. Positive efforts have been made to involve the community more in the life of the school. A parents' and teachers' association has been formed and the committee has organised a number of events including fairs, pupils' discos and a fashion show. As well as raising funds, these events have helped to revive a community interest in the school.

22. Attendance has improved since the last inspection but has levelled off at 93.5 per cent, which is still below the national figure of 94.2 per cent. This is largely accounted for by a significant number of the pupils taking family holidays at the start of each term, and the transient nature of the local population.

### **The quality of education**

23. The quality of teaching was satisfactory or better in 26 out of the 28 lessons; including seven where it was good and two where it was very good. The teaching was unsatisfactory in two lessons. Lesson-planning is consistent and takes account of different levels of ability and need. The quality of learning was closely matched to the quality of

---

---

teaching and, where the teaching was effective, the pupils made good progress and were actively involved in the lesson.

24. In the best lessons, the resources were used well to keep the pupils interested and actively involved. The work was well matched to the pupils' levels of ability, and the particular needs of individuals were addressed; for example, a pupil learning English as an additional language was given support by working with a fluent English speaker. The support staff were generally well deployed to work with individual pupils. Relationships were good between pupils and the staff and good behaviour was rewarded.

25. In the weaker lessons, the use of questioning was underdeveloped and too many of the pupils were passive. Where there was insufficient challenge in the work, the more-able pupils did not always achieve as well as they could. Where the teaching was unsatisfactory, the teacher's subject knowledge was weak. In a few classes, mainly in the middle year groups, the pupils were inattentive or misbehaved; however, the oldest and youngest pupils worked well.

26. The pupils generally worked well, both collaboratively and independently, particularly in Years 5 and 6 where they have sound work habits and try hard to make progress. In an art lesson in Year 5, for example, the pupils concentrated well when creating a water colour painting using photographs of natural sculptures taken during an earlier trip to the woods. The pupils showed a good approach to their work through well focused and appropriate discussions and a productive working atmosphere.

27. The curriculum is suitably broad and balanced at each key stage; the school follows the national strategies for literacy and numeracy, and the schemes of work for most of the other subjects draw upon nationally published guidelines, adapted to the needs of the school.

28. There are effective procedures for assessment. The information is used to help with planning lessons and to ensure that the pupils' needs are met. Detailed analyses of both statutory and non-statutory tests have accurately identified weaknesses, and whole-school curriculum targets have been identified; for example, in mathematics the understanding of place value and measurement are particular areas in need of improvement. Detailed assessments are regularly carried out and the staff have worked together to ascribe levels to pieces of the pupils' work which has improved their understanding of National Curriculum levels in the core subjects.

29. Attainment in the foundation subjects is assessed annually and in science, assessments take place before and after each unit of work to ensure that planning is well focused and to measure the pupils' progress. Targets are identified for each pupil and a computerised system is used to track their progress.

30. The particular needs of pupils who have special educational needs, who speak English as an additional language, or who are gifted and talented have been accurately identified. Their work is generally planned to help them participate in lessons and achieve their targets. However, in some weaker lessons insufficient challenge was offered to the more able pupils.

31. The pupils who have special educational needs make sound progress towards their individual learning targets. Individual education plans are well written as a result of close collaboration between the class teacher and the special educational needs co-ordinator.

---

---

Targets are regularly reviewed and an appropriate amount of time from a teaching assistant is allocated.

32. The teaching assistants have undertaken extensive training, alongside teaching staff, in managing the pupils' behaviour and other aspects of their work, including accredited courses. The employment of a full-time family support worker has helped pupils and their families who have emotional difficulties, through counselling and advice both in school and at home. Occasionally, some of the pupils benefit from a quiet time with an adult away from their classmates.

33. The number of pupils who speak English as an additional language has grown rapidly this year. There has been extensive support from the LEA's minority ethnic achievement service personnel who have carried out initial assessments and developed teaching strategies for the school to implement. The teachers understood the individual needs of these pupils and sought to draw them into lessons and develop their language skills at every opportunity. This was particularly evident in a personal, social and health education lesson where a pupil, initially unwilling to speak aloud, gained confidence by listening to her classmates and was then able to offer an opinion to the whole class.

### **Leadership and management**

34. The headteacher has worked hard to secure continuing improvement in standards and provision. He provides sound leadership and works effectively with the deputy headteacher and senior management team, all of whom have a well-defined portfolio of responsibility. The team is developing its role well. The subject co-ordinators, particularly those most recently appointed, have benefited from training in how to be effective in their roles. They are involved in monitoring and evaluating provision in their areas of responsibility. Through self-evaluation activities, a range of evidence is gathered to identify further areas for improvement, but it is not drawn together on a whole-school basis as part of a rigorous overview. The headteacher has worked hard to increase the involvement of parents and has had some recent successes; for example, in homework and in raising school funds. Some issues remain regarding the management of the behaviour of a few pupils, but these pupils are being increasingly handled appropriately and the staff have been given advice and support in developing a range of positive strategies.

35. The chair of governors is highly committed to the school and gives a good lead to the governing body. She works productively with the headteacher and takes an active role in working to improve attendance. Systems to involve more governors in the life of the school show promise. The governing body asks a range of relevant questions and holds the school to account.

36. The LEA gives well-targeted support to the school and provides a clear agenda for improvement. It is aware of the school's strengths and weaknesses, regularly oversees its progress, and provides timely intervention, where necessary. It is aware of its role in sustaining the improvements the school has made.

### **Implementation of the action plan**

37. The inspection report of March 2003 required the school to address five key issues. These were principally related to: improving standards in the core subjects and in art and design, design and technology, geography, history and religious education; improving the

---

provision in the Foundation Stage; improving the quality of teaching; strengthening the leadership and management of the school; and improving attendance. Overall, reasonable progress has been made on all aspects and in some elements good progress has been made. The tasks identified in the action plan have been completed conscientiously and an appropriately focused school development plan guides much of the work of the school.

38. Standards in all subjects have improved, particularly in English at the end of Key Stage 2. However in some year groups, standards remain below the age-related expectations because of previous weaknesses in teaching. The assessment manager gives a clear lead on developing systems for assessment and in training staff. The school is making good progress in ensuring that assessment information is used to identify appropriate targets, accurately informs teaching and measures the pupils' progress. Leadership of the core subjects is good or very good: action plans have been reviewed and are clear; the subject leaders have identified appropriate priorities to move their subjects forward. There is a wide-ranging programme of monitoring which includes looking at the pupils' books alongside the teacher's planning and talking to the pupils about their work.

39. The Foundation Stage staff plan and work well together and have a better understanding of how to implement a more effective curriculum. They have valued the support and training received from the LEA. The systems used to monitor and track the pupils' progress lack clarity and rigour.

40. The quality of teaching has improved slowly but steadily since the inspection and the staffing changes for this school year have added more stability. However, there is still too much satisfactory teaching and not enough which is good or better. Although the pupils' behaviour is managed better in most classes, not all of the systems to encourage good behaviour are fully embedded.

41. The headteacher provides sound leadership and is ably supported by an increasingly effective and strong senior management team. Subject leadership has improved and the monitoring and evaluation activities, together with good systems of assessment, have improved standards and provision. The systems to draw together the evidence of impact and to identify next steps are underdeveloped.

42. The school has introduced a number of strategies to improve attendance. Class registers are carefully scrutinised twice daily and absences are always followed up on the first day. Good attendance is encouraged through: weekly class awards; weekly certificates for pupils with 100 per cent attendance; and mention of the pupils with good records of attendance in newsletters. The parents of the pupils who are absent for more than ten days without a medical reason are written to by the chair of governors, and the educational welfare officer follows up unexplained absences after one week. Despite these good efforts, attendance remains at an unsatisfactory level.

## **Appendix – Information about the inspection**

The school was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in March 2003. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by Her Majesty's Inspectors of Schools (HMI) in September 2003, and in February and July 2004, to assess the progress it was making to implement its action plan and address the key issues in the inspection report of March 2003.

In October 2004, three HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Twenty eight lessons or parts of lessons, one assembly and five registration sessions were inspected. The pupils were observed at break and lunch times and samples of their work were inspected. Meetings were held with the headteacher, senior staff, the chair of the governing body and a representative from the LEA. Informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of March 2003 and the action plan prepared by the governing body to address those key issues.