



Werrington School

Inspection Report

Unique Reference Number 111943
LEA Cornwall
Inspection number 278821
Inspection dates 16 November 2005 to 16 November 2005
Reporting inspector Derek Watts RISP

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

Type of school	Primary	School address	Yeolmbridge
School category	Community		Launceston
Age range of pupils	4 to 11		Cornwall PL15 8TN
Gender of pupils	Mixed	Telephone number	01566 772 943
Number on roll	32	Fax number	01566 772 943
Appropriate authority	The governing body	Chair of governors	Mrs Alison Jeffrey
Date of previous inspection	18 October 1999	Headteacher	Mrs Yvonne Carse

Age group 4 to 11	Inspection dates 16 November 2005 - 16 November 2005	Inspection number 278821
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Werrington Primary is much smaller than most primary schools. The majority of pupils are from White British backgrounds with the remainder from White Irish or mixed backgrounds. There are no pupils with English as an additional language. The number of pupils eligible for free school meals is above average. Children's attainment on entry to the school varies considerably because of the very small size of each year group; it was average for the current Year 2 group. The proportion of pupils who join and leave the school other than at the normal starting and leaving times is above average. The school is organised into two classes, one for Years 1 and 2 and the other for Years 3 to 6. At the time of the inspection, the school had no reception children.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

The school rates its effectiveness as satisfactory and this is the finding of the inspection. Werrington Primary provides sound value for money. Pupils' achievement is satisfactory overall. Most achieve well in English and mathematics, but achievement is satisfactory in science and information and communication technology (ICT) because these areas are less well developed.

Pupils' personal development and well-being are good. Across the school, pupils display positive attitudes to learning and behave well. The relationships between pupils and between pupils and adults are good. Attendance levels are above average.

Teaching and learning are satisfactory overall. Teachers manage the pupils well and have formed good relationships with them. Teachers' questioning, explanations and instructions promote learning well and pupils respond well to these. However, tasks set for pupils in lessons are not always well adapted to the range of abilities in each class. There is a lack of consistency in pupils' handwriting and presentation of work.

The curriculum is enriched by a good range of visits and additional activities and these contribute well to pupils' enjoyment and achievement. Care, support and guidance are good. The school is well regarded by the parents and receives good support from them.

Leadership and management of the school are satisfactory. Clear systems for monitoring and evaluating the school's performance have been introduced. The development of ICT has been behind that of most other schools across the country. However, recent improvement planning is well focused on raising achievement in ICT and science. The school has made good improvements in addressing the recommendations from the last inspection and the capacity to make further improvements is sound.

What the school should do to improve further

Focus on: • raising achievement in science and ICT • increasing the amount of good teaching and learning • improving pupils' handwriting and presentation of work through developing a more consistent approach.

Achievement and standards

Grade: 3

Attainment on entry to the school varies from year to year but was average for the current Year 2. National test results fluctuate considerably because of variations in the composition of the small year groups, where one pupil's performance represents a high proportion of a year group's results. The challenging targets set in English and mathematics for pupils to reach by Year 6 have been met in recent years.

Overall pupils are achieving satisfactorily, regardless of their background or particular needs. Most pupils are making good progress in mathematics and in English because of good teaching in these subjects. In the current Year 2, a number of pupils have

joined the school later and standards are broadly average in reading, writing and mathematics. Standards in the current Year 6 are below average in English and mathematics. These standards are lower than the high national test results of the previous two years. This is because the current Year 6 was a lower attaining group on entry to the school.

Pupils' achievement in science and ICT is satisfactory because these subjects are less well developed than English and mathematics. The school is taking effective action to raise achievement in science by working in partnership with the neighbouring schools and enlisting the support of an advanced skills science teacher. Progress in ICT has been hindered because pupils have not had sufficient opportunities to acquire and apply all the required skills. The school is redressing this with improved ICT resources and staff training.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils enjoy school and participate well in the activities provided. The attendance rates are above average. Most pupils behave well and relationships between pupils and between pupils and adults are good. The school has not had any exclusions in recent years.

Pupils' spiritual, moral, social and cultural development is good overall. Pupils benefit from Werrington's clearly stated 'school values'. They understand what is right or wrong and most act accordingly. Positive personal qualities are fostered well. For example, pupils in Years 1 and 2 discussed the importance of sharing and identified sharing words. Pupils in Years 3 to 6 in 'Circle Time' took turns to discuss what 'upsets' others and how to avoid arguments. They also explored examples of different body language. Pupils show respect for others.

Pupils contribute well to the school and local community through activities such as designing a garden and distributing produce at harvest festival. Pupils raise funds for different charities. Through the school council activities pupils are learning about democratic processes and have influenced improvements to school grounds, accommodation and physical education (PE) equipment. Pupils acquire knowledge and awareness of different cultures through studying Uganda and attending a multicultural day organised by the Eden Project.

The school promotes healthy and active lifestyles well and was awarded 'Healthy School' status in 2004. Pupils understand how healthy food and exercise is good for them. Pupils are acquiring appropriate literacy and numeracy skills and good interpersonal skills to support their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers manage the pupils well and have established good relationships with them. Explanations, demonstrations and questioning are generally used well by teachers to promote learning. Pupils respond well. However, some lessons are too teacher directed and provide the pupils with too few opportunities to use their initiative and play a more active role in their learning. For example, the development of speaking and listening is a priority but good opportunities are sometimes missed for pupils to talk in pairs or small groups and present their ideas.

In a good Years 1 and 2 mathematics lesson, pupils made good progress in solving addition and subtraction problems because interesting tasks were well matched to pupils' different abilities. However, this is not always the case and sometimes pupils across the school are not suitably challenged. The quality of pupils' handwriting and presentation of work is not as good as it could be, as expectations and guidance on these are not consistent across the school. The school has a good number of teaching assistants who provide effective support to pupils, particularly those with learning difficulties and disabilities. However, they are not fully utilised when teachers' introductions are overlong.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. The school uses a range of national and local guidance appropriately to plan the curriculum. Effective steps are being taken to raise the profile of science and ICT in the school in order to raise pupils' achievement in these subjects. There is a clear emphasis on promoting pupils' personal development, healthy eating and active lifestyles. These also help pupils to avoid risks and stay safe. The curriculum is enriched well by a good range of additional activities such as football, gymnastics, outdoor activities and visits to the Launceston Theatre and the Eden Project. As one pupil commented, 'After school club is great, we do football and gymnastics'.

Care, guidance and support

Grade: 2

Care, guidance and support are good. Adults in the school know the pupils well. There are good procedures for risk assessment to ensure that pupils are safe. Child protection procedures are effective and there is a regular programme of training for staff in this area. New arrivals settle in to the school well because they are given good support and guidance. One parent remarked, 'The staff are very supportive, the atmosphere is friendly and children's progress has been good'.

Assessment and tracking procedures are effective, particularly in English and mathematics. Assessment information is used well to set pupils' individual learning targets.

Leadership and management

Grade: 3

The leadership and management are satisfactory. The headteacher has established good partnerships with parents and the promotion of pupils' personal development is good. While provision and pupils' achievement are good in English and mathematics, they are less consistent in science and ICT.

The school has recently revised its mission, values and aims statements through pupil, parent, staff and governor involvement. These are being used well to underpin the school's work.

Sound programmes have been introduced for monitoring and evaluating performance, including monitoring and developing teaching and examining pupils' work. The findings are generally accurate, but reporting of the findings tends to be descriptive rather than an objective evaluation as to why things are as they are. The development of ICT has been behind that of other schools nationally. However, recent improvement planning is clear and appropriately focused on raising achievement in science, ICT and speaking and listening.

The governance of the school is satisfactory. The governors are supportive and are beginning to take a more active role in the monitoring of the school's performance.

Since the last inspection, the school has made good improvements towards the recommendations. Unsatisfactory teaching has been eliminated. School improvement planning is more focused and there have been considerable improvements to the accommodation. These have enabled better pupil opportunities for PE and the development of a computer suite. The school is in a sound position to make further improvements.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	NA	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	3	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you so much for welcoming me into your school and for showing me your work. I enjoyed talking to you. I would like to tell you what I found out about your school.

The things I was particularly pleased with are:

- You enjoy school and take part in activities well.
- Most of you are making good progress in English and mathematics.
- Children at Werrington are polite, friendly and well behaved.
- Most of you get on well with other pupils and adults.
- Your headteacher and staff make sure you are safe and well cared for.
- There is a good range of clubs and visits, which you clearly enjoy.

There are a few things that I think could be improved:

- Many of you could do better at science and ICT and your teachers are working on this.
- Sometimes your teachers could give you more chances to learn by yourself or to work in groups.
- A number of you could improve your handwriting and the presentation of your work.

Finally, thank you once again for all your help. I wish you well in the future.

With kind regards

Derek Watts

Lead inspector