



# Waingroves Primary School

## Inspection Report

**Unique Reference Number** 112704  
**LEA** DERBYSHIRE LEA  
**Inspection number** 278998  
**Inspection dates** 7 March 2006 to 8 March 2006  
**Reporting inspector** Mr. Geof Timms LI

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

<b>Type of school</b>	Primary	<b>School address</b>	Waingroves Road
<b>School category</b>	Community		DE5 9TD
<b>Age range of pupils</b>	4 to 11		
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01773744106
<b>Number on roll</b>	161	<b>Fax number</b>	01773744106
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr. Adrian Gascoyne
<b>Date of previous inspection</b>	12 January 2004	<b>Headteacher</b>	Mrs. Amarjeet Challand

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 7 March 2006 - 8 March 2006	<b>Inspection number</b> 278998
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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Waingroves Primary School serves part of Ripley and the surrounding area. It is of below average size for a school of this type and most children come from broadly typical social and economic backgrounds. The numbers eligible for free school meals are below average. Most children are White British and there is a very small proportion of children from minority ethnic backgrounds. No children are at an early stage of acquiring English. The proportion of children with learning or physical difficulties varies from year to year but is currently below average. A small number of children have statements of special educational need.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The overall effectiveness of the school is satisfactory and improving fast. The headteacher and staff have worked very hard to improve provision since the last inspection when the school had serious weaknesses. Even so, there are important areas which need to be improved to raise standards further. This view is shared by the school through its honest self-evaluation. Much has changed since the last inspection, and the vast majority of these changes have been significant improvements. The school now gives satisfactory value for money. Standards are above average and currently most children are achieving well. However, the standards in mathematics by the end of Year 6 have fallen, largely due to the lack of well developed problem-solving skills. The progress made by children in Years 3 and 4, while satisfactory, is not as strong as it is in other years. Standards in information and communication technology (ICT) have improved and are broadly average. The school rightly wants to extend how ICT skills are applied to all subjects. Inclusion is good and the school works hard to ensure all children have equal access to the curriculum and opportunities to learn. The provision in the Foundation Stage is satisfactory overall. The Reception class has undergone significant staff changes and uncertainty in provision since the last inspection. This has now been addressed and the standards are satisfactory. The overall leadership and management are satisfactory and the school has recognised the important aspects of the provision which still need to be improved. The leadership demonstrated by the headteacher is good and a major reason for the recent improvements. Her swift and effective action has ensured that most teaching is now good and children's progress is improving. Children's positive attitudes towards school are a real strength in helping build the good relationships that are evident. The improvements made since the last inspection support the inspectors' view that the school has a good capacity to improve further in the future.

### **What the school should do to improve further**

- Put in place the planned development of problem-solving in mathematics and the detailed action planning for ICT.
- Raise the level of progress made by children in Years 3 and 4 by ensuring better consistency in the teaching.

## **Achievement and standards**

### **Grade: 2**

Standards are above average at the end of Years 2 and 6 and most children achieve well, including those with learning difficulties or disabilities. The school sets challenging targets for children's performance. These are appropriately based on their prior attainment and are usually met. At the last inspection there was significant underachievement in Years 1 to 6. This has been tackled effectively and the progress made by most children is now often good. As a result, the school is rapidly making up the lost ground. In Years 3 and 4, the overall progress made is slower than in other classes due to the more inconsistent quality of the teaching. The school has recently

focused on target groups of children in all age groups who are not achieving as well as they are capable of doing and this is proving successful. The children's attainment on entry to the school is broadly in line with that expected given their age. Although this varies from cohort to cohort, weaker areas include early writing skills and these remain a focus for improvement throughout the school. However, children often have good personal and social skills and this helps the staff to develop the good learning habits and an ability to work together which are evident higher up the school. The current provision in the Foundation Stage is resulting in sound progress being made and most children are in line to achieve the expected learning goals by the end of the year. Standards by the end of Year 2 are consistently and significantly above those expected and this is due to the current good teaching and learning. In particular a good proportion of the children attain higher than expected levels in reading, writing and mathematics. Standards by the end of Year 6 are more inconsistent. Last year, children in Year 6 achieved satisfactorily, although attainment in mathematics fell for the second consecutive year. The current picture of achievement is better than that. The targets set for this year are significantly higher, and children are well on the way towards achieving them. Standards in science have improved significantly since the last inspection and are now in line with those expected. Standards in ICT are improving due to the better provision.

## **Personal development and well-being**

### **Grade: 2**

The children's personal development, including their spiritual, moral, social and cultural development, is good. The cultural and multicultural aspects have improved greatly since the last inspection. Children have good attitudes towards school. They told inspectors how positive they were about the school and how much they enjoyed being there. They behave very well and this helps support the good learning usually evident in lessons. Children's attendance is in line with that found nationally. They show pride in their achievements but do not always take sufficient care over the presentation of their work. The achievement of basic skills in literacy, numeracy and ICT is a good preparation for their future economic well-being. The children's understanding of how they can keep healthy is good. They feel safe at the school and are happy that there is an adult they could turn to if they were worried. Older children are given a good level of responsibility and they use this very effectively. For example, during the inspection a school council member pointed out to the headteacher a safer way for classes to leave the hall after assemblies. They are correctly confident that their ideas and suggestions are listened to and valued. The school has very good links with the community, taking a major part in a variety of local events.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is now good overall and is having a positive impact on improving achievement. Improvements to this aspect of the school have been tackled urgently and effectively. Teaching is satisfactory in the Foundation Stage and in Years 3 and 4, and good elsewhere. The teaching is much improved since the last inspection and this is largely the result of changes to leadership and management, including more effective and detailed evaluations of performance. Most teachers have worked hard to develop their skills further and make the many changes necessary to raise standards. There is some outstanding teaching in the school which the school can use as a resource for the spreading of good practice. The assessment of children's progress is good and, in the best lessons, is used well to plan sufficiently challenging work. The best teaching is very lively and grabs children's attention, involving them in their learning. Learning objectives are usually shared with children so they are clear about what is expected of them. The best teaching also highlights key questions that will be answered by the end of the lesson. In less effective lessons, these objectives are not always part of the assessment of how successful the lesson has been. Teachers with access to interactive whiteboards are using them effectively to enliven their teaching. Teachers work very hard to make the best use of the difficult accommodation, but their work is sometimes hindered by the space available.

### **Curriculum and other activities**

#### **Grade: 3**

The school provides a satisfactory curriculum for its children. It teaches all the subjects that it should and has taken steps to ensure that children build the skills in different subjects in a logical sequence. It has begun to improve the way that children use ICT to support learning in other subjects, though there is still some way to go. Children are taught how to keep safe and there is good guidance about what they can do to stay healthy. A formal programme to develop the children's sense of well-being and self-esteem has recently been introduced. The school has developed a satisfactory range of extra-curricular activities and these have been greeted with enthusiasm. The school has also expanded the range of visits to support learning in different subjects to include a residential visit for the older pupils.

### **Care, guidance and support**

#### **Grade: 3**

The care of children is satisfactory with some good features. The school's family atmosphere provides security and the children are very good at looking after each other. Furthermore, the children know that they can always turn to a member of staff should any problems arise and feel confident that concerns will be resolved. There is a clear agenda for updating child protection procedures in the light of recent legislation

and this is underway. Children with learning difficulties are identified quickly and monitored effectively. The provision for gifted and talented children has been recognised by the school as an area that requires further development. The children have a voice in the affairs of the school through the school council. They take their role seriously and are beginning to influence the school's arrangements to promote healthy lifestyles. The school has developed effective assessment procedures to guide children's development and, as a result, children have a sound understanding of what they need to do to improve in reading, writing and mathematics.

## **Leadership and management**

### **Grade: 3**

The leadership and management of the school are satisfactory overall with significant areas of good practice that are ensuring standards rise. The leadership of the headteacher is good. Since her appointment at the beginning of the last academic year, the headteacher has worked diligently to improve a school with a legacy of serious weaknesses. She has made an accurate assessment of those areas where practice could be so much better and has strengthened the teamwork to bring about the necessary changes. The school improvement agenda is securely based on a careful analysis of the school's strengths and weaknesses with a sharp focus on raising achievement. Furthermore, the headteacher has successfully maintained the climate where children feel safe and secure and have equality of opportunity. She has ensured that standards remain above average. The school is held in high regard by the parents and the local community. Pupils' and parents' views are an important part of the school's self-evaluation process. The headteacher has recognised that there had been too little self-evaluation in the past. Children's progress had not been nurtured in a systematic way, but was dependent on the individual skills of their teachers. Through her drive and determination, the school has developed a culture of rigorous analysis of pupil performance as a basis for decision-making. The subject leaders and newly appointed leadership team are at an early stage in monitoring the progress of the children and evaluating the quality of teaching and learning. The governance of the school has also improved and is now satisfactory. It has been subject to many recent changes and is developing its role as a critical friend through training and a closer working relationship with the school.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3	NA
The effectiveness of the school's self-evaluation	2	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

<b>How well do learners achieve?</b>	2	NA
The standards <sup>1</sup> reached by learners	2	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	3	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

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	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

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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 for welcoming us to your school when we visited. We particularly enjoyed talking with you, especially those of you who are on the school council, and you told us a lot about the things you like doing at school and what you would like to see improved. This letter is to tell you about some of the important things we saw. Your school had some serious weaknesses two years ago but all of the staff, old and new, have worked very hard to make things better and there are now many good things about the school. In particular, Mrs Challand has made sure that the school is improving quickly. Your parents are happy with your school, and you told us you are very happy there as well. You told us that you like the way the teachers try and make lessons interesting, and that you feel safe at school and that there is no bullying. You are lucky at your school because your headteacher, the teachers and other adults encourage you to be healthy, and are working very hard to ensure that you learn new things and to make the school even better in the future. You behave very well in lessons and in the playground, and this helps the teachers teach you. You get good test results and this helps prepare you well for secondary school. Your teachers are keen to make the school even better for you and we think they are good at knowing how they can do this. We think they need to make sure you get better at solving problems in mathematics. They need to keep improving the resources and opportunities for using computers and other technology. Some teachers need to make sure you are provided with work that is at the right level to help you make good progress. You are lucky to be at such a good, friendly and rapidly improving school. Keep working hard and enjoy your time at Waingroves!