



# Widey Court Primary School

## Inspection Report

**Unique Reference Number** 113305  
**LEA** Plymouth  
**Inspection number** 279142  
**Inspection dates** 17 October 2005 to 18 October 2005  
**Reporting inspector** Roger Sadler RISP

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

<b>Type of school</b>	Primary	<b>School address</b>	Widey Lane
<b>School category</b>	Community		Crownhill
<b>Age range of pupils</b>	4 to 11		Plymouth, Devon PL6 5JS
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01752 773909
<b>Number on roll</b>	571	<b>Fax number</b>	01752 772247
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Mr D Torbuck
<b>Date of previous inspection</b>	4 December 2000	<b>Headteacher</b>	Mr Paddy Marsh

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 17 October 2005 - 18 October 2005	<b>Inspection number</b> 279142
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## Introduction

The inspection was carried out by a team of three additional inspectors.

## Description of the school

Almost all pupils are from white British backgrounds and speak English at home. Only a few pupils are from minority ethnic backgrounds. The percentage of pupils entitled to free school meals is a little lower than average. The majority of Reception pupils have the knowledge and skills typical of four year olds when they start school.

The school has grown considerably and now has 21 classes. Consequently some shared areas such as the hall are too small for the size of the school and specialist accommodation is inadequate.

A new headteacher and deputy headteacher were appointed in September 2005.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 1**

This is an outstanding school that provides very good value for money. Parents and pupils hold the school in high regard. It is a happy, welcoming school that values all its pupils equally. The school expects a lot of pupils' learning and personal development and they rise to this challenge and enjoy doing their best. Their personal development is outstanding because they are very well cared for at school, and as a result, feel secure and happy. Children get an excellent start in the Foundation Stage because they are so well provided for. Progress throughout the school as a whole is excellent. The school has a strong track record of pupil achievement. By the end of Year 6, pupils achieve very high standards in English, mathematics and science. Staff show expert subject knowledge, know pupils extremely well and are exceptionally good at using what they know to help them learn. Parents support their children very well and pupils are eager to learn. The leadership of the management team and subject leaders is excellent and have led to the high standards. They have a very accurate view of what needs to be done to develop their outstanding school even further. Staff work together very well as a team to bring about necessary changes. Leaders have very high expectations and are over cautious in grading the school's effectiveness. The school has improved very well since its last inspection and is very well placed to become even better. Some of the buildings are inadequate.

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

- Implement the school's recently agreed improvement plan.
- Improve the quality of accommodation for 7-11 year old pupils.

## **Achievement and standards**

### **Grade: 1**

Pupils make outstanding progress overall during their time in the school. They start school with average skills and make good progress in Reception. The majority meet the expected learning goals and many exceed them. In particular, children make rapid progress in their personal, social and emotional development showing impressive independence. This equips them to enjoy learning and achieve very well during the rest of their time at the school.

This good progress continues in Years 1 and 2 and most pupils attain significantly above national averages in reading, writing and mathematics tests for seven-year-olds. From Years 3 to 6, in spite of some inadequate accommodation, pupils make excellent progress. They achieve well above the national average and exceed the challenging targets the school sets. Minority ethnic pupils make exceptional progress in their learning. All pupils are expected to do their best and are proud of their achievements. The recent improvements in writing have taken place because the whole school worked together well to bring this about. The writing seen in some pupils' books is both lively and imaginative because they are taught to enjoy producing quality work. Year 6 pupils

imagined and discussed how it might have felt on their first day in a Victorian factory as a 10-year-old worker and used this to write vivid openings to their stories.

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

### **Grade: 1**

Pupils' personal development and well-being are outstanding. In the Foundation Stage children flourish at school and enjoy learning. They demonstrate exceptional concentration and a willingness to share. Throughout the school pupils are courteous, considerate and polite and behaviour is exemplary. Pupils show a thirst for learning, love coming to school, attend well and say that staff are fun to be with. Pupils feel safe from bullying and harassment and are confident in the support from staff should any problem arise. Younger children report they greatly enjoy the support of the volunteer 'playground pals' from Year 6.

As a consequence of carefully planned provision, pupils' spiritual, moral, social and cultural development is outstanding. Worship is very well led and the 'Choices' assembly was a moving and uplifting occasion.

Pupils' make a good contribution to the school and the wider community and their views are valued and acted upon. For instance, the school council has successfully initiated and planned improvements to playground equipment. Playground activities are now better provided for and new games help pupils enjoy breaks, develop their skills and relate to each other very well. Pupils are actively engaged in raising funds for charities and they are aware of the needs of other people. Individuals are keen to become peer mediators and many take an active interest in the wide variety of clubs the school makes available. The rapid progress pupils make in their learning and their strong relationship skills prepare them very well for their next stage of education and, eventually, the world of work.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Teaching and learning are outstanding. This is because teachers and teaching assistants hold very high expectations and consistently capture the interest and enthusiasm of pupils. Assessment information, including test results, is used very well to identify groups of pupils in each class needing special help. In all classes, regular homework very effectively supports classroom learning. Work is marked thoroughly and shows pupils precise areas where they can improve. In most classes, pupils show impressive knowledge of where and how they need to improve their work. Year 6 pupils now write their own learning targets with the teacher and this helps them enjoy their work and take an interest in how well they are doing. This approach had helped the school's national test results in English improve very well between 2004 and 2005.

Whole class teaching is often exemplary and based on confident subject knowledge. Teachers routinely use effective strategies to check pupils' learning. For example, in

a Year 5 mathematics lesson, pupils held up number cards with their answers to the teacher's questions so that he saw, at a glance, exactly who needed extra help. Work is often quite difficult, but excellent teaching and rapport with pupils encourages all pupils to participate, sustain concentration and rise to the challenge. In a year one history lesson, role play was expertly used to bring the events of the gunpowder plot to life. This challenged the brightest pupils while the teaching assistant, clarified what was happening to ensure less able pupils benefited fully. In whole class sessions the slower learners are helped to achieve their best because they are well-supported by teaching assistants. Since September all pupils are benefiting from expert specialist music teaching.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is good overall and enables pupils to study a broad range of subjects. Science, mathematics and English are particularly strong and contribute to the excellent progress made in these subjects. Teachers are beginning to make better links between subjects and the staff rightly sees this, and the improved use of ICT, (information and communications technology) as an important way of developing the curriculum further. Learning difficulties are identified well and pupils are provided with interesting and well-tailored activities. In Reception there is a good balance between play and the more formal activities that prepare them well for year one.

The curriculum makes a good contribution to pupils' personal development and well-being. They learn about a safe and healthy life style. There is a very good range of residential opportunities, visits and clubs at lunchtime and after-school. Many pupils attend clubs. Music during the school day and after school is now improving rapidly following the recent appointment of a specialist teacher, and set to become a real strength. In Years 3 to 6, the cramped and inadequate mobile classrooms have an adverse effect on how well teachers can teach the curriculum. This is exacerbated by the lack of sufficient space, for example, to teach a whole class in the ICT room. However the hard work and organisational skills of the staff, together with pupils' excellent attitudes to their work ensure that pupils experience a good range of learning opportunities and standards do not suffer.

## **Care, guidance and support**

### **Grade: 1**

The care, guidance and support for pupils are outstanding and make a significant difference to pupils' lives. Care for academic and personal welfare is at the heart of the school's work and pupils report that they are very well looked after. The school keeps a very close eye on the way it cares for its pupils and improvements are continually being made. For example, even though four-year-old children's induction to school is carefully and sensitively managed, induction arrangements are currently being reviewed in the light of staff's views and the views of parents. Other recent initiatives include the new breakfast club which helps ensure all children are ready to learn. Vigilant playtime and lunchtime supervision by staff keeps pupils safe and happy.

The range of activities planned to encourage responsibility and independence and to promote personal development contribute most effectively to helping pupils develop life skills. Older pupils act as 'peer mediators' and 'playground pals' to help look after the youngest children and both age groups benefit from these arrangements and behaviour at playtimes and lunchtimes is excellent. There is an excellent school council where elected pupil representatives meet with staff to help ensure that all pupils are well cared for and benefit fully from their time at the school. The school's 'SEN clinic' is one of the many ways that the school ensures that pupils with special educational needs enjoy school and make very good progress.

Child protection procedures are exemplary and staff are alert to small signs that any pupils might be disturbed or anxious. All pupils work in a safe environment with teachers taking every care to ensure their well-being. For example in the Foundation Stage, children quickly learn how to play safely together and to cooperate. Throughout the school, pupils are always reminded of safety procedures before lessons in PE and science.

## **Leadership and management**

### **Grade: 1**

Leadership and management are outstanding and have resulted in effective systems to ensure that learning and teaching are improving very well so that pupils make excellent progress and show high standards of personal development. Parents hold the school in high regard and their views and the views of pupils are carefully gathered and acted upon.

The senior management team, subject leaders, the special educational needs coordinator and the Foundation Stage leader have excellent ways of finding out exactly what improvements are needed. In all subjects a comprehensive range of information is used very effectively to bring about improvements. The leadership and management of teaching and learning are very well organised. Staff are given very good support and guidance to help them improve their work and learn from each other. Subject leaders make a major contribution to continually improving the progress made by pupils in their subjects. Assessment of pupils' learning is consistently very good and assessment information is used very well to ensure that all pupils learn well and enjoy their school life.

The new head and deputy have worked well with colleagues and quickly gained the confidence of the staff and agreed with them what is required to move the school into its next stage of development. They are set to maintain the school's strengths including its high expectations and aspirations. They have drawn on external support well and developed, with staff and governors, an effective plan to make the school even better. A significant barrier now to the school's continuing improvement is the quality of accommodation in Key Stage 2.

The governing body is well organised and has a clear knowledge and understanding of where the school is strongest and where to target efforts to bring about improvement.

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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>	1	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	1	NA
The effectiveness of the school's self-evaluation	1	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>	1	NA
The standards <sup>1</sup> reached by learners	1	NA
How well learners make progress, taking account of any significant variations between groups of learners	1	NA
How well learners with learning difficulties and disabilities make progress	1	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1	NA
The extent of learners' spiritual, moral, social and cultural development	1	NA
The behaviour of learners	1	NA
The attendance of learners	2	NA
How well learners enjoy their education	1	NA
The extent to which learners adopt safe practices	1	NA
The extent to which learners adopt healthy lifestyles	1	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	1	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2	NA
<b>How well are learners cared for, guided and supported?</b>	1	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>	1	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	1	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	1	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	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**

Widey Court Primary School Widey Lane Crownhill Plymouth Devon PL6 5JS

November 2005

Dear Children ,

Thank you for welcoming us so warmly during our recent visit to your school. We really enjoyed talking to you about your work and watching you learn and play. Your parents and carers think well of your school and we agree! We think you go to an excellent school.

What we liked most about your school

Because you work so hard and because of the excellent work of your teachers your mathematics and science work is very good indeed. Your English was not as good until this year when your writing improved really well. Well done.

Your behaviour is outstanding. You are kind to each other and respect the adults who help you. We appreciated the way you said "hello" to us and greeted us with a lovely, friendly smile!

You move around the school sensibly and arrive at lessons on time. The way you settle down to work and concentrate on hard work, is impressive. We think this is because you find learning fun and you wish to please your teachers and support staff. We enjoyed the Juniors' 'Choices' assembly on the Tuesday of our visit

Relationships between you and all the adults who help you are fantastic! You all get on so well together. This is helping you to make very good progress.

We think that your teachers are doing their best to help you learn and they listen to your ideas and opinions.

The teachers and governors who run your school know what to do to make your school even better.

Your school site is lovely and your new classrooms are very good. We think you and your teachers make the best of rooms such as your computer room and the mobiles, but they need to be improved urgently.

The main thing that needs improving about your school is the buildings used by the older classes.

Please keep up the good work. With very best wishes for a continued happy time at school.

Yours sincerely

Mr Sadler (Lead inspector)