



Weeton Primary School

Inspection Report

Unique Reference Number 119279
LEA Lancashire
Inspection number 280513
Inspection dates 14 November 2005 to 15 November 2005
Reporting inspector Mrs Shirley Herring

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

Type of school	Primary	School address	Grantham Road
School category	Community		Weeton
Age range of pupils	4 to 11		Preston, Lancashire PR4 3HX
Gender of pupils	Mixed	Telephone number	01253 836284
Number on roll	104	Fax number	01253 836528
Appropriate authority	The governing body	Chair of governors	Mr Tristan Bushell
Date of previous inspection	11 October 1999	Headteacher	Mr Chris Horrocks

Age group 4 to 11	Inspection dates 14 November 2005 - 15 November 2005	Inspection number 280513
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Introduction

The inspection was carried out by an additional inspector.

Description of the school

Weeton Primary School is a small school situated within Weeton Army Barracks. It largely serves the families of service personnel. Regular changes of postings result in exceptionally high mobility, currently over 50%. Indeed only a handful of children have spent the whole of their primary education in the school in the recent past. One child is entitled to a free school meal. A higher than average percentage of children have learning difficulties and/or disabilities, and these are mainly associated with behavioural and emotional difficulties. A small number of children learn English as an additional language. Overall, the attainment of children starting in reception is average. The school is part of a Primary Strategy Learning Network.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Weeton is a good school, which provides an outstanding level of care to children in unusual and potentially difficult circumstances. This matches the school's own view of its work. There is a strong sense of all adults working closely as a team for the benefit of the children, who speak fondly of being part of the school family. This provides great stability for its highly transient population. Good links with outside agencies such as the local pre-school and the Army Welfare Offices provide excellent support for pupils.

Teaching is good, so pupils achieve well and standards are above average. Children in the Reception class are given a good start to schooling and achieve well. The school makes very good provision for children with emotional and behavioural difficulties so that they can be fully included in all aspects of school life. The school has good procedures for assessing pupils' learning but the information is not presented in the most effective way to track pupils' progress. The school has worked successfully to improve standards in writing over the last two years and has now identified the need to focus on developing calculating skills to raise standards in mathematics.

The good improvements made in the provision for information and communication technology (ICT) since the last inspection and more recently in writing standards indicate that the school has the capacity to improve further. The school gives good value for money.

What the school should do to improve further

- Organise the available assessment information to make it easier to track the progress of individuals across the school, and to take any necessary action at an early stage.
- Raise standards in mathematics by addressing the identified gaps in children's experiences of different calculations.

Achievement and standards

Grade: 2

Standards of attainment are above average and the children achieve well. Children enter the Reception class with a wide range of skills, but overall their attainments are broadly average for their age. They achieve well, and so most children reach the expected goals by the time they enter Year 1.

In Year 2, standards in English and science are currently above average. Standards in mathematics are average because there are some gaps in children's calculating skills. In the 2004 tests in Year 2, all pupils achieved the expected level in mathematics but standards in reading and writing were below average. Achievement for individuals was good overall. In 2005, standards in writing improved following the school's focus on this aspect. However, no child achieved the higher level reading, writing or mathematics. Standards are again rising this year and all pupils are achieving well.

In the 2004 tests for 11 year olds, standards were above average in English and well above average in mathematics and science, with over half the pupils achieving the higher level. Achievement was good overall and exceptional for pupils with learning difficulties and/or difficulties and for boys. The value added in Years 3 to 6 in mathematics was in the top 5% in the country. In 2005, the results in the national tests were broadly average in English, mathematics and science. The fall in standards in 2005 has been dealt with and standards are currently above average in English and science and average in mathematics. A recent, thorough analysis of test results revealed gaps in calculating skills across the school, which are to be dealt with.

The very good level of skilled support for pupils with learning difficulties and/ or disabilities enables pupils to achieve well. The small number of pupils for whom English is an additional language achieve well because of good, individual attention. In one class the teacher researched words related to the animal topic in the child's mother tongue, so that she could be included in the activities.

Personal development and well-being

Grade: 2

The children's personal development is good. The children change school regularly, and parents and children comment on how welcome they were made to feel from their very first visit. Children's attendance is above the national average. Children's spiritual, moral, social and cultural development is

promoted well through assemblies, clear rules, and in circle time. Cultural development is well provided for through links with the regimental band, in experiencing African dance and in learning about different world faiths.

Children are polite and confident when talking to adults. Behaviour is generally good. The support for children with emotional and behavioural difficulties is outstanding. Strategies such as having a short time out of class in the quiet room are helping them to take a full part in school. Most children show a good attitude to school and join in lessons with obvious enjoyment. They show a mature attitude to others, providing support when needed at the Friendship Stop and they are confident that occasional instances of bullying are dealt with quickly.

Children are well aware of healthy lifestyles. They are encouraged to include healthy food in their packed lunches and there are many opportunities for exercise. The school is looking to improve this aspect through its involvement in the Healthy Schools Initiative. Children are taught how to deal safely with a range of equipment, for example in science.

Children feel very secure in school. They feel very confident that an adult will deal sensitively with their concerns when they leave a message in the Listening Box. The good use of laptops and the involvement in voting and participating in the School Council helps to prepare children well for future life.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. The outstanding teaching skills of the new deputy headteacher in Year 2 have been crucial in the recent improvements in achievement in the infants. Learning objectives are expressed in language that the children can understand so that they know what is expected and can judge their success. Good and effective relationships help children feel confident to try and to ask for help. Teaching in the Foundation Stage is good. It is based firmly on purposeful, practical activities to develop children's knowledge and understanding.

Teachers use the interactive whiteboards well in lessons to demonstrate ideas. For example, one teacher showed a simulation of electrical circuits in science to help children understand how to test different materials for conductivity. An outstanding feature of the school is the high quality of the teaching assistants who play a fundamental role in the good achievement of children with learning difficulties or disabilities. They provide highly effective support for individuals and groups in lessons by making good use of laptop computers or counselling children experiencing emotional or behavioural difficulties. In some lessons the expectations of children with differing skills are not always clear, so that higher attaining pupils have to complete a simple activity before starting the more suitable and challenging task.

Curriculum and other activities

Grade: 2

The curriculum is good. The children experience a wide range of interesting activities in lessons. These are supplemented well by many visitors to school and visits to places of interest to extend their learning. The school is flexible in planning the curriculum and successfully takes account of the great number of pupils who start and leave through the school year. The bilingual skills of the deputy headteacher are being used well to provide experience of modern foreign languages. There has been a good improvement in the curriculum for writing over the last two years, with many planned opportunities to write in different subjects, for example to describe a science experiment. There has been a good improvement in the provision for ICT since the last inspection. In particular the use of the laptops is helping to improve pupils' skills. An extensive range of activities after school extend children's sporting and other interests. The good curriculum in reception is suitably practical and based firmly on the needs of young children.

Care, guidance and support

Grade: 1

This is an outstanding aspect of the school's work. The warm ethos, stemming from the high priority placed on this aspect by the headteacher, is evident to all who enter the school. Staff work closely together for the benefit of the children and know their

needs and those of their families very well. The school has strong links with outside agencies to get the best possible specialist support for the children. This includes seeking advice and help to support the families as parents are posted to areas of conflict. Parents and pupils talk of their appreciation at being welcomed so quickly into the school community, so that difficulties associated with changing schools are minimised. The children say that they feel safe, secure and valued in school.

The teachers and skilled support staff provide a high level of academic and emotional support so that all children achieve well. The senior teaching assistant has an army background and specific counselling training which inspires a high level of confidence in the community.

Leadership and management

Grade: 2

The leadership and management of the school are good. The high level of care emanates from the clear priorities and strong example of the headteacher who treats all pupils and adults with respect and courtesy. There are very good systems to welcome newcomers and to deal with the difficulties associated with such a high level of pupil mobility. Consequently children settle quickly in to school and achieve well. The new deputy headteacher provides a good model of teaching that is helping to raise standards in Key Stage 1. The very good provision for children with learning difficulties and/or disabilities results from a strong partnership between the knowledgeable and committed coordinator and a skilled senior teaching assistant. This exemplifies the strong teamwork that is a feature of the school's work.

The school has copious assessment information about pupils. However, this is not collated and presented in the most effective way to track the progress of individuals through the school. This was a factor in the temporary decline in standards in 2005, when there were long-term disruptions to staffing in Year 2 and Year 6.

The school's evaluation of its work is clear and accurate and takes account of parents' views through questionnaires. The children's views are considered through the School Council; the purchase of new trolleys for lunch boxes was a result of their suggestions. The school's focus on writing has led to improvements. A recent detailed analysis of test results has pointed to weaknesses in mathematics, which the school is taking steps to address.

The governing body provides good, practical support to the school. Recent training on school self evaluation has provided a good platform for governors to become more involved in monitoring the work of 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>	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?	2	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	2	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

How well do learners achieve?	2	NA
The standards ¹ 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	1	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?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	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?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	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	2	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

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

Weeton Primary School

Grantham Road

Weeton

Preston

Lancashire

PR4 3HX

16 November 2005

Dear Children

Thank you very much for making me feel so welcome when I inspected your school recently. You were polite, friendly and helpful and you quickly helped me to realise why you are so proud of being part of the Weeton School family. Most of you behave very well in lessons and so you learn well. Occasionally some of you find it difficult to do what is expected of you in class, but you quickly improve when reminded about making the right choices. I think that all the adults look after you extremely well, especially when you arrive from a different school. I know you agree because you told me so.

I can see you have worked really hard to improve your writing, which is now quite good. To help you to improve even further I have asked Mr Horrocks and the other teachers to help you to do your best all the time and also to give you more chance to practise different number sentences or calculations. Please help them by working hard, especially in literacy and numeracy.

Best wishes to you all.

Yours faithfully

Mrs S Herring

Lead Inspector