



Weston Community School

Inspection Report

Unique Reference Number 134793
LEA Isle of Wight LEA
Inspection number 282693
Inspection dates 8 November 2005 to 9 November 2005
Reporting inspector Kath Beck AI

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

Type of school	Primary	School address	Weston Road
School category	Community		Totland Bay
Age range of pupils	4 to 9		Isle of Wight PO29 0HA
Gender of pupils	Mixed	Telephone number	01983752126
Number on roll	44	Fax number	00
Appropriate authority	The governing body	Chair of governors	
Date of previous inspection	Not applicable	Headteacher	Mrs E Holyorne

Age group 4 to 9	Inspection dates 8 November 2005 - 9 November 2005	Inspection number 282693
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Introduction

The inspection was carried out by one additional inspector.

Description of the school

Weston Community School is very small. It admits children at the age of four and they leave at the age of nine. The school is housed in a Victorian building in Totland Bay on the west coast of the Isle of Wight. It opened in September 2004, with new staff, replacing one that failed to come out of special measures. The area includes some social disadvantage. Almost 20 percent of children have learning difficulties.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Weston Community School is a good school that provides good value for money. In the short time that it has been open significant work has been done to enable all children to make good progress. In evaluating its effectiveness as satisfactory with some strengths, the school has been hard on itself. The headteacher provides an excellent lead for the high quality teamwork involving, staff, governors and parents that is taking this school forward in a determined way. This is a community in which every child matters and its capacity to improve is strong. Standards for children aged seven are broadly typical of those found in most schools in reading and writing and good in mathematics. Standards for children aged nine are improving, but they are below average in English and mathematics because they have gaps in their learning. Good and sometimes outstanding teaching means children of all abilities achieve well from their individual starting points. There is work to be done to improve children's spelling and reading. The quality of provision and standards in the Foundation Stage are good, although there is limited access to an area to learn outside the classroom. Governors make provision in the budget for good levels of in-class support that enable teachers to plan work that meets the needs of all ages and abilities effectively. Together with the support assistants, teachers provide a wide range of tasks that engage children's interest. Children are eager to get to school to take part in 'wake up and shake up' exercises at the start of the day, so they make the most of every lesson. The happy atmosphere means all children are included in all that the school provides. The partnership with parents, the community and other agencies is strong, enhancing the school's provision and children's achievements. Children are cared for, guided and supported well so that their personal development is good. Parents and visitors are made to feel welcome, but access to the building and movement between classrooms entails climbing stairs. This makes it difficult for the school to make provision for children or adults with disabilities.

What the school should do to improve further

* Raise standards, especially in reading and spelling. * Improve the access to the school and outside provision for children in the Foundation Stage.

Achievement and standards

Grade: 2

Standards are rising, especially among the youngest children. Difficulties, prior to September 2004, hindered learning for many children in Years 2 to 4 leaving gaps in their knowledge, skills and understanding. Good and sometimes outstanding teaching means children, including those with learning difficulties or English as an additional language achieve well. Children start school with knowledge, skills and understanding that are broadly appropriate for their age. By the end of the Foundation Stage, many have made good progress and meet or exceed the national goals for five year olds. These good standards are built on in Year 1 where most children are achieving well. At

age seven, standards are broadly typical of those found in most schools in reading and writing and they are good in mathematics. Standards for children aged nine are below average in English and mathematics. Progress in reading is not as fast as it could be. Standards are improving because of the successful ways in which children are motivated to want to learn. A strong focus on developing children's writing skills has accelerated their progress. The use of information and communication technology and the provision of tasks relevant to children's ages and interest have helped those who were reluctant to write to achieve well. There is still work to do to improve standards in spelling. Information from assessments of children's progress is used effectively by teachers to provide work that meets differing needs. In addition, teachers set challenging targets for each child to meet. As the children are involved in setting these targets, they know exactly what they have to do to improve.

Personal development and well-being

Grade: 2

The school judges this aspect to be satisfactory, but inspection evidence shows that it is good. The strong emphasis placed on promoting children's spiritual, moral, social and cultural development means they have a clear understanding of right and wrong, think deeply about things that matter to them and are aware of other cultures. Many have high levels of confidence and self esteem that are enabling them to meet the challenges they face in their learning. Good emphasis on the development of literacy and numeracy skills, as well as working in co-operation with each other is laying firm foundations for children's future economic well-being. Good standards of behaviour result in happy family atmosphere. One child said, 'It is very a very happy school because hardly anyone has to be told off for being naughty now.' Children listen attentively to their teachers and take pride in presenting their work neatly. When asked, children said they really enjoy school now and attend regularly because 'we have lots of work to do.' Children make significant contributions to life in the school community. They helped to make the school rules and do their best to keep them. The school council has brought about improvements, especially to the provision of after school clubs. They are proud to be 'buddies', 'play leaders' and 'shed monitors' who ensure that all children have a friend to play with and that the school equipment is looked after and kept tidy. The school's work towards achieving national awards is successfully promoting children's knowledge of how to live healthy lifestyles. Children think of school as a safe place and know how to keep safe in the community outside the school.

Quality of provision

Teaching and learning

Grade: 2

Consistently good teaching, with some outstanding aspects, enables children to achieve well. Teachers have strong classroom management skills and are adept at motivating children to learn. An outstanding feature is the quality of teamwork between the

teachers and support assistants that ensures tasks meet the needs of all children. The effective use of information and communication technology makes new ideas easier for the children to understand. Staff continually seek to develop their skills through training courses. This has been helpful in enhancing the content of children's writing. Senior staff check the quality of teaching regularly and have identified the need for more emphasis on the teaching of spelling and reading. Assessment of children's progress is thorough. Children's targets are individual, set to meet their precise needs. Marking is supportive and encouraging, making clear what each child needs to do to improve. Portfolios of work help teachers to track progress thoroughly and set longer term targets.

Curriculum and other activities

Grade: 2

Inspection evidence confirms the school's view that the curriculum is good and supports the needs of individual children well. The school has built, in a short time, extensive links with other local schools that are enriching the curriculum. Children went to another school to watch a theatre group present a range of scientific ideas in a memorable way. Visiting teachers help children to play the recorder, violin and trumpet. An extensive range of after school clubs adds to the enjoyment of learning. High quality resources for information and communication technology are used well to develop children's skills, especially in literacy and numeracy. Teachers plan carefully so that children do not repeat work they have done before and link subjects to make learning more meaningful. The Foundation Stage curriculum is good, but some provision is hindered by the accommodation. There is no easy access to an outdoor area. Staff plan for learning outside the classroom and use the space provided by the on-site private nursery once each week. The school promotes healthy lifestyles rewarding those who eat a healthy diet. Many opportunities to contribute to their school community enhance children's personal development and their determined attitudes to make the most of their learning.

Care, guidance and support

Grade: 2

Good quality care, support and guidance, means all children are safeguarded. Links with outside agencies are strong, as is the partnership with parents. Often support for parents and carers of children with specific needs is arranged through the school. Parents praise the school for its high level of care and that it is now enabling their children to learn and be happy at school. The Family Learning Programme has good attendance. This has brought about significant improvements in the attitudes of parents and children towards the importance of learning and support for the school's work. The high degree of teamwork and very clear communications between the staff, governors and other agencies is benefiting the children. Parents recently raised a large sum of money to provide a library. Arrangements for safeguarding the children are good because governors and staff carry out regular health and safety checks, assessing likely risks thoroughly.

Leadership and management

Grade: 2

Good leadership and management are contributing significantly to the school's success. Soon after the decision was made to open the school, high quality staff were appointed and the building refurbished in time for the first day of the new school year in September 2004. Through the excellent leadership of the headteacher, in partnership with staff and governors, the school plays a central role in the community. Children are happy, learning well and standards rising. Strong team work means that everyone shares the very clear sense of direction. The aim to 'inspire success for all' is central to the school's purpose and children are valued as individuals. Every child really does matter. The school has a strong capacity to improve. The school's self evaluation procedures are robust. Some stem from informal discussions as staff evaluate changes made following training courses. Frequent checks on the quality of teaching ensure children's needs are met. The views of governors, parents and children, sought twice a year, are taken into account. For example, the dates and times of celebration assemblies have been varied to allow as many parents as possible to attend. Subject managers lead on developments, checking how well changes are being implemented and judging the impact on children's achievements. As a result, everyone involved in the school has a clear idea of its strengths and what it needs to do to improve. Governors are successful, working with the staff in a really determined way to ensure the long term future of the school. The school roll is rising rapidly. Governors fulfil their statutory duties. However, the school is built into the side of a hill and access to all areas is by a variety of staircases, making it very difficult for those with disabilities to enter or use the building.

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?	2	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	No	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	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

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	3	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?	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?	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

Thank you very much for making me so welcome when I came to visit your school and check how well it was doing. All the parents and children I met told me that you go to a good school, where you are happy, feel safe and enjoy learning. I am pleased to say that I agree. Your school is one where each one of you is important and all the adults look after you well. You have important things to do, such as being a buddy, play leader or shed monitor and you carry out these duties sensibly, looking after each other as part of a big family. You all behave well, listen carefully to your teachers and know that learning is important.

You really enjoy 'wake up and shake up' in the morning so that you are ready to learn as soon as lessons start. All the adults teach you what you need to know in an enjoyable way. This helps you to try your best even when you find it hard or have a lot to learn. Many of you are good at mathematics because you like the practical work that you do. You are getting better at writing.

You have an excellent head teacher who makes sure that all the adults, teachers, governors and parents work together to help you learn as much as you can and grow into healthy, responsible adults. I have asked the adults to help you to improve your reading and spelling and to make changes to the building. As you know, the school has lots of stairs. This makes it hard for some people to get in and out of the school easily. Also, there is not enough space for the youngest children to do some of their work outside. I am sure you will be very helpful in making your school even better. Thank you for helping me with my work.