

Waverton Community Primary School

Inspection report

Unique Reference Number	111106
Local Authority	Cheshire
Inspection number	288858
Inspection date	10 May 2007
Reporting inspector	Eileen Mulgrew HMI

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School	201
Appropriate authority	The governing body
Chair	Mr Blair Wilson
Headteacher	Mr David Clarke
Date of previous school inspection	25 February 2002
School address	Common Lane Waverton Chester Cheshire CH3 7QT
Telephone number	01244 335983
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools.

Description of the school

Waverton is a smaller than average primary school even though the number on roll has increased by 25% since the last inspection. It serves an area of social and economic advantage. The number of pupils eligible for a free school meal is very low. The majority of pupils are from White British heritage. The proportion of pupils with learning difficulties and/or disabilities, including those with a statement of special educational need, is below the national average. A high number of pupils join the school at other times after Reception. There are more boys than girls in the school. The school achieved a Healthy School Award in 2006.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Waverton is a good school with several outstanding features. One parent's comment, echoed by many, states, 'The school stands for good, traditional values and promotes respect and discipline amongst its pupils. In particular there is a family feel to how pupils care and look out for one another.' The school deserves its good reputation in the community which has led to an increase in the number of parents wishing to send their children to the school.

Excellent care, guidance and support provide the strong framework on which the outstanding personal development of the pupils rests. As a result pupils have an excellent knowledge of right and wrong: they understand the spiritual dimension to their lives and appreciate differences between cultures of the world. Their behaviour and attitude to learning are excellent. They enjoy and take pride in their own and others' achievements and have a very good understanding of how to stay healthy, fit and safe.

Pupils enter school in Reception with standards which, although they differ from year to year, are generally above average. By the time the pupils leave at the end of Year 6 they have reached standards in English, mathematics and science which are well above the national average. Many do better than expected for their age. Standards are particularly high in English as a result of a successful drive to improve writing skills throughout the school. Achievement and standards in mathematics, though good overall, are not as good as English. The school has recognised that pupils' skills in problem solving can be improved.

Pupils achieve well throughout the school because the quality of teaching and learning is good. Typical strong features include good relationships based on mutual respect, good planning based on clear information about what pupils need to do next, challenging work and lots of fun activities. The curriculum develops good basic skills in literacy, numeracy and information and communication technology (ICT). The school places strong emphasis on learning from first hand experiences. As such the pupils benefit from a wide range of visits and visitors. In some instances areas of the curriculum are effectively linked together to make them more meaningful for the pupils. For example, after a geography study visit to Llandudno, pupils in Year 5 were using their laptop computers to edit and enhance a recounting of the visit. The school now needs to develop even further the linking of subjects in this exciting way.

Provision in the Reception class is good and prepares pupils well for the next stage. The environment inside and outside the classroom is bright, attractive and stimulating. Pupils participate enthusiastically in the well planned activities which develop their independent skills.

Leadership and management at all levels, including governance, are good. The changes necessitated by the ever increasing number of pupils on roll have been well managed to ensure the school maintains its very good standards and good reputation in the community. An effective evaluation process identifies areas for improvement and action is well planned to achieve the set goals. The successful refurbishment of the building and the exciting outdoor provision for the pupils are two of the results of this process. As a consequence the school provides good value for money.

What the school should do to improve further

- Raise standards and achievement in mathematics even further to match those in English.
- Extend the linking of subjects to make learning more meaningful learning for pupils.

Achievement and standards

Grade: 2

Standards are generally above average and achievement is good. When children start school in Reception they generally have skills and knowledge which are above those typical for four year olds. They make good progress so that by the end of the year most attain or exceed the early learning goals for this age group. Pupils also make good progress in Key Stage 1 and usually reach higher standards than the national average at the end of Year 2. In the 2006 tests however, in reading, writing and mathematics, results were not as good as in previous years. A high number of pupils with learning difficulties and/or disabilities made good progress, achieved well, but did not do as well as others.

Pupils' current work and the school's data indicate that standards are higher this year. Good progress continues in Key Stage 2 and pupils achieve well and attain high standards, most especially in English. This is due to the attention given to improving writing over recent years. The school has recognised that standards in mathematics can be improved and is developing plans to tackle this issue. Pupils with learning difficulties and/or disabilities make the same amount of progress as their classmates and attain well.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. During their time at the school pupils grow in maturity so that by the end of Year 6 they are confident, articulate and sensible. Their attitude to learning is first class as shown in their good attendance and enjoyment in all aspects of school life. One child commented, 'We have to work hard but I love school.' Similar statements were made by other pupils. The calm, purposeful atmosphere around the school is a result of pupils' excellent behaviour, respect and consideration for others. Relationships at all levels are excellent. 'The teachers are good role models for us and we are good role models for the little ones.' said a Year 6 pupil. Pupils' personal qualities reflect the exceptional support for their spiritual, moral, social and cultural development. Spirituality is strong. Pupils develop important values such as kindness and empathy. They feel safe and secure and so are able to learn well and achieve good standards.

Pupils appreciate the importance of healthy lifestyles. The produce of their vegetable plot is sometimes used in the lunch-time menu. Opportunities to work in the plot, together with an extensive range of after school sporting clubs, means pupils have lots of chances to take plenty of exercise. However, not all pupils bring healthy food in their lunch boxes. The school councillors, elected from every class, take their responsibilities seriously. For example, they successfully altered arrangements at lunch-time so that friends could sit together whilst eating. The school council takes the lead in raising funds for charities and arranging events for the local community. Pupils are well prepared for the future.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good with some outstanding features. For example, well pitched questions challenged pupils' thinking during a Year 2 lesson on story writing. Relationships between teachers and pupils are positive. Pupils respond to the high expectations teachers

have of them through their excellent behaviour and attitudes. Teachers' planning is based on a thorough knowledge of where each pupil is up to in their learning and pupils are told how to make their work better. As a result pupils are keen to do well: they know their targets. Good use is made of ICT to enliven learning and capture pupils' interest.

Well qualified teaching assistants work effectively with teachers to ensure all pupils, including those with learning difficulties and/or disabilities, make the most of all learning opportunities. Pupils in need of support or challenge are quickly identified and programmes of work provided to further their learning. Teaching in the Foundation Stage is based on a clear understanding of how young children learn best with an emphasis on developing independence. A good example was the learning and delight evident as pupils explored the mini beast trail set out in the role play area.

Curriculum and other activities

Grade: 2

The curriculum is good. It is planned effectively emphasising the use of first-hand experiences. Throughout the school the curriculum is well planned and meets the needs of all pupils, including pupils with learning disabilities and/or difficulties. There are good opportunities for pupils to use their ICT skills across other subject areas. High quality art work reflecting many curriculum areas is attractively displayed around the school. There are some examples of different subjects being linked together to deepen pupils' understanding.

The curriculum is further enhanced by the provision of a wide range of visits, visitors and a good range of after school clubs, for example, cookery, drama and athletics. Pupils talk enthusiastically of their residential visits to Beeston and Conway which develop their creative and sporting skills.

Care, guidance and support

Grade: 1

The excellent pastoral and academic care, guidance and support of pupils are rightly recognised by parents. This strong provision underpins the reason why pupils' personal development and well-being are so good. Relevant required procedures are in place for child protection, safeguarding pupils and health and safety. Pupils are closely supervised, both in and out of school, with risk assessments conducted whenever needed. Staff know pupils very well: pupils trust the staff and know who to turn to if they are troubled. For example, each class has a 'thank you book', a 'compliments book' and a 'thinking diary' which are used to develop the confidence and self-esteem of each pupil. Arrangements for settling new pupils into the school, and on transfer to the high school, are very good. The school has strong working links with local schools, the local authority and other agencies.

The data collected from the school's very good systems for tracking the academic progress of pupils, at a variety of levels, are well used to decide what pupils need to learn next. Pupils know their targets, most especially in English, and know how to move their work on. Pupils at risk of underachieving are identified early and arrangements are quickly put in place to support their learning. Likewise, enrichment opportunities are provided for those identified as gifted and particularly able.

Leadership and management

Grade: 2

Leadership and management of the school are good. The experienced headteacher knows the staff and pupils well. Together with an able deputy headteacher, he motivates staff and has created a strong team who work very well together. All staff are involved in reviewing the school's performance and acting upon their findings, which has been a key factor in the improvement in English at the end of Key Stage 2. Plans for further improvement are prioritised to enable the school to work systematically to achieve its aims.

Governance is good and governors understand their roles. There are comprehensive arrangements in place for supporting the school, including visits to see the pupils at work, and for evaluating its effectiveness and the impact of decisions. Governors are instrumental in the school's successful application for grants to enhance provision, for example to enable the school to hold a multicultural week and for the purchase of resources for outside play.

The last inspection indicated the need for subject leaders to check the teaching and learning in each of their subjects. The school has made progress on this but recognises that subject leaders' monitoring could be developed further. The school has good capacity for future improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

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

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Inspection of Waverton Community Primary School, Chester, CH3 7QT

Thank you for the warm welcome you gave to me when I visited your school. You told me you were thoughtful, polite, kind, helpful and respectful. I agree with you and I also think you are friendly. I thoroughly enjoyed my visit. You enthusiastically told me lots about your school. After spending a lot of time talking to your headteacher and other school staff, finding out how well you learn in your lessons and looking at your work, I decided that your school is a good school with some outstanding features.

These are the things I found so good about your school.

- You have a headteacher who knows you and your families very well.
- All the adults in the school take excellent care of you.
- You reach high standards, especially in your writing.
- You have an excellent knowledge of how to stay healthy.
- You enjoy school and think it is fun.
- Your teachers are good at teaching you.
- Your school council has ideas to make the school better.

Your teachers will be trying to make sure that:

- you get even better at mathematics like you have in English
- they link subjects together so you will enjoy them more.

I am sure you will help your teachers to make your school even better and you continue to enjoy your education at Waverton.