



# Watermoor Church of England Primary School

Inspection Report

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**Unique Reference Number** 115614  
**Local Authority** Gloucestershire  
**Inspection number** 290277  
**Inspection date** 7 March 2007  
**Reporting inspector** Hazel Callaghan

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

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<b>Type of school</b>	Primary	<b>School address</b>	Watermoor Road
<b>School category</b>	Voluntary controlled		Cirencester
<b>Age range of pupils</b>	4-11		GL7 1JR
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01285 653817
<b>Number on roll (school)</b>	144	<b>Fax number</b>	01285 654755
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ian Hartnell
		<b>Headteacher</b>	Ray Petersons
<b>Date of previous school inspection</b>	14 January 2002		

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## **Introduction**

The inspection was carried out by two Additional Inspectors.

## **Description of the school**

Watermoor Church of England Primary is a small school. Most of its pupils are from families of White British origin, but there is a small and increasing number of pupils from other countries and ethnic groups. A few pupils are learning English as an additional language. When children start school most have a more limited range of knowledge and experiences than is expected for their age. There is an above-average proportion of pupils with learning difficulties and disabilities throughout the school. Larger numbers of pupils than usual join or leave the school other than at the typical times. The school works closely with the on-site Children's Centre, which is due to become the local Children's Centre next year. Over the last two years, several teachers who had important roles and responsibilities within the school have left for professional advancement and family reasons. A falling roll has necessitated a reduction in staff and the loss of a class, and some of these teachers have not been replaced.

## **Key for inspection grades**

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

## Overall effectiveness of the school

### Grade: 3

Watermoor Primary School provides a satisfactory education for its pupils. Over the last two years its progress was hindered by a number of difficulties created by the departure of experienced staff. These difficulties are being overcome, the school is improving and standards are rising. Standards in Years 2 and 6 are more in line with those expected for pupils' ages, having been well below average in 2006. Pupils now achieve satisfactorily because teaching has improved. Teaching is satisfactory but it is not consistent across all subjects and in all classes. Teachers' subject knowledge is variable including within English and mathematics. Progress in the Foundation Stage is satisfactory. The best progress is made in Year 6, where teaching is good and pupils are developing a good understanding of what they need to do to improve their work.

The curriculum provides a satisfactory basis for pupils' learning and is enriched by a good number of additional activities that extend pupils' experiences and stimulate their interest. Pupils are developing a satisfactory range of skills to prepare them for the next stages of learning and the world of work. The curriculum is adapted satisfactorily to meet the needs of pupils with learning difficulties and disabilities and for those learning English as an additional language. These pupils make similar progress to their peers from their various starting points. An effective system of curricular targets is used well by teachers to plan lessons. The information is also used to create targets for pupils' next stage of learning, but there is often too much for pupils to tackle in one go and their progress is not reviewed frequently enough with them for rapid progress to be made.

Leadership and management are satisfactory. The caring ethos of the school has been maintained well and pupils' personal development and well-being are good. Pupils respond well to the good levels of pastoral care and support provided. However, care, support and guidance are satisfactory overall because the procedures for supporting and guiding pupils' academic progress are still developing. Pupils' progress is checked regularly and the outcomes used to identify groups, which are moving too slowly. However, the data is not collated to show pupils' progress year-on-year. This hinders an accurate analysis of how pupils achieve in each aspect of the core subjects and limits a secure evaluation of the quality of teaching and learning. Nevertheless, the improvement already made and the commitment of staff to improve expertise together indicate that the capacity for further improvement is satisfactory.

### What the school should do to improve further

- Raise standards in English and mathematics by ensuring teachers' subject knowledge is secure and they have the skills to promote consistently good learning for pupils.
- Improve targets for pupils to show them clearly the next step in their learning and review pupils' progress frequently so that they move on as soon as they are ready to do so.
- Ensure that data about pupils' progress from year to year provides an easily accessible record that is used to analyse more accurately the strengths and

weaknesses in teaching so that strategies are implemented to ensure that improvement is sustained.

## **Achievement and standards**

### **Grade: 3**

Standards have been rising slowly for several years and reached below average. At the end of 2006 standards dipped again and were well below average, but this year pupils in Years 2 and 6 have made better progress and standards are close to those expected. Progress throughout the school is satisfactory but it is not consistent across subjects because teachers' expertise varies. Progress has improved because teachers now understand how much progress pupils should make each year and are more effective in helping them succeed. Progress in all aspects is good in Year 6.

Children make satisfactory progress overall in the Reception class and achieve well in their personal, social and emotional development. Children's skills of reading, writing and in mathematical calculations remain a weakness and it is a focus for improvement throughout the school. The few pupils with English as an additional language benefit from the focused support of a teaching assistant, so make similar progress as their peers. Pupils with learning difficulties and disabilities make satisfactory progress towards their individual targets for improvement.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils have a good appreciation of what is right and wrong and show care for one another. Although the number of children from minority ethnic groups is increasing in the school, pupils do not have a clear awareness of the many other cultures and ethnic groups within British society today. Pupils really enjoy school and most attend regularly. Behaviour is good and most pupils act sensibly. They get on well with each other and show empathy for others. Pupils enjoy taking responsibilities and carry them out well. Older pupils, for example, enjoy supporting the youngest children and volunteer to be a 'friend' at playtime. Pupils make a satisfactory contribution to the life of the school. The school council, for example, has put forward ideas for additional games at playtimes. Pupils raise money for charities and eagerly support others less well off than themselves. They have a good understanding of how to keep safe and healthy. Many participate enthusiastically in sporting activities and know the importance of eating healthily, but they do not always make positive food choices.

## Quality of provision

### Teaching and learning

#### Grade: 3

Lessons are usually well planned. The objective of the lesson is made clear to pupils and teachers often explain what they expect to have been achieved by the end of the lesson so pupils understand what they have to do. However, these expectations are usually the same for all the pupils and this limits the challenge for the most able. Teachers' expertise and subject knowledge have improved but are not yet consistent across all classes, leading to satisfactory learning overall. Teaching in Year 6, however, is good and high expectations secure pupils' good progress. Pupils benefit from the quick and helpful marking of their work so they understand how to improve. Targets for pupils' next stages in learning are often displayed on the walls or written in their books, but rarely referred to in lessons to help pupils to continually focus on what they need to do to improve. Teaching in the Foundation Stage is well focused on the needs of these young children but the additional recent challenge of older pupils in the class has diluted some of the really positive aspects of this teaching. Teachers and pupils are well supported by teaching assistants but their time is not always used well at the start of each lesson.

### Curriculum and other activities

#### Grade: 3

The curriculum for children in Reception is satisfactory. It responds well to the needs of young children but the curriculum has had to be adapted in the two youngest classes to accommodate a wider range of ages, which caused some difficulties at first. The staff has worked hard to improve literacy provision through the school and this is showing dividends as standards rise. The introduction of computerised whiteboards has made teaching more stimulating and extended pupils' interest and understanding, but the use of information and communication technology to support pupils' learning in other subjects is still limited. The programme for pupils' personal development, including sex and drugs education, is being further developed. It already ensures that pupils understand how to stay healthy and safe and plans are underway to develop further pupils' self-esteem and confidence. A good number of additional activities and visits extend pupils' experiences and the annual residential visits provide good opportunities to develop their independence and skills of team building.

### Care, guidance and support

#### Grade: 3

Pastoral care is good. Pupils say they feel safe and that there is always an adult they can confide in if they have concerns. The school monitors pupils' personal development well and provides good levels of care for those who are suffering difficulties or stress. Many parents expressed their delight about the school's happy atmosphere and their child's enjoyment of school. Staff make the safety and well-being of pupils their priority

and procedures are secure. Academic guidance is developing satisfactorily. Teachers set targets for pupils' future learning so they understand how to improve, but the quality and use of these targets is inconsistent. Too often, the targets are complicated and not reviewed sufficiently often so pupils can move on. The provision for pupils with learning difficulties and disabilities is satisfactory. The recent change in co-ordinator has disrupted the management of this provision but pupils continue to make progress because of the positive support they receive. The school works closely with outside agencies and tries to involve parents as much as possible so that pupils benefit from this positive partnership.

## **Leadership and management**

### **Grade: 3**

Leadership at all levels is satisfactory. Some aspects have been difficult to maintain as experienced staff have left the school but these problems are being overcome and the school is now moving forward steadily. A range of monitoring procedures provides the headteacher with a satisfactory overview of the school's strengths and weaknesses and this informs the areas identified by the school for improvement. Data from assessments is collated satisfactorily to show pupils' achievement in reading, writing and mathematics in each class. However, this information is not yet used to give a clear overview of progress from year to year or to support an accurate assessment of teaching. The school's evaluations of its effectiveness are consequently not always accurate. The analysis of strengths and weaknesses in pupils' learning is, however, used effectively to identify aspects of the curriculum that need strengthening and strategies are employed to support improvement, such as in the successful development of reading and writing. The governing body is well informed and has taken difficult staffing decisions based on financial constraints. It accepts it has been a little too ready to accept slow improvement in the past because it recognised the difficulties in raising standards.

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## Inspection judgements

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	3
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

### The quality of provision

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

<sup>1</sup> 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.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

I am writing to say thank you for making us feel welcome in your school and for helping us with our questions. We really enjoyed chatting to you and found everything you said very interesting. I thought you would like to know what we thought about your school. We think that your school is presently satisfactory.

What we liked about the school:

- This is an improving school because all the staff are working hard to make the school better and to help you make better progress.
- Most of you are happy at school and enjoy your lessons. You try hard, behave sensibly and are kind to each other.
- Teachers have made many improvements to help you learn things more quickly. They are making your work more interesting and activities more challenging.
- You have a good understanding about how to keep healthy and safe.
- You enjoy working together to make the school a better place.
- Members of staff look after you well and help you feel safe and secure.

What we have asked the school to do now:

- Help you get better at your work in English and mathematics.
- Make sure that you have targets in English and mathematics that help you understand what you need to learn next and to check more frequently on how you are getting on so you can move on more quickly.
- Make sure the information about your progress from year to year is easier to use so that the school has a clear view about how well you are learning.

Thank you again for being so friendly and polite.