



# Weston Favell CEVA Primary School

## Inspection Report

**Unique Reference Number** 122010  
**Local Authority** Northamptonshire  
**Inspection number** 292292  
**Inspection dates** 28–29 November 2006  
**Reporting inspector** Marion Thompson

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

<b>Type of school</b>	Primary	<b>School address</b>	Westwood Way
<b>School category</b>	Voluntary aided		off Wellingborough Road
<b>Age range of pupils</b>	4–11		Northampton NN3 3HH
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01604 401547
<b>Number on roll (school)</b>	270	<b>Fax number</b>	01604 411016
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Ginny Fazackerley
		<b>Headteacher</b>	Jill Ramshaw
<b>Date of previous school inspection</b>	25 June 2001		

<b>Age group</b> 4–11	<b>Inspection dates</b> 28–29 November 2006	<b>Inspection number</b> 292292
--------------------------	--	------------------------------------

---

© Crown copyright 2006

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This is an average sized primary school. Until 2003, it was a voluntary controlled lower school which catered for pupils aged 4 to 9. The school was expanded to include Years 5 and 6. It is now situated in a new building on a much larger site, a short distance away from the original building. Before the move into the new school building, there were a number of issues raised. This resulted in the move being delayed, while these issues were being investigated. During this time the number on roll fell slightly because of the disruptions.

Most pupils are of White British origin. Six pupils are at the early stages of learning English and are from a variety of minority ethnic backgrounds. Children currently in Reception and Year 1 started at the school with levels of skills that are around those expected for their age. Older children started in Reception with levels of skill that were above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The school provides a satisfactory standard of education, with some good and outstanding features. Standards are above average. This represents satisfactory achievement in relation to the older pupils' above average starting points. Pupils reach moderately demanding targets. Now that the school is settled on a new site, the pace of improvement is increasing. The school has successfully improved achievement in Reception, which was unsatisfactory during the previous year. Children in this Foundation Stage of their education now make good progress, reaching above average levels, because assessment has improved, provision is well organised and teaching is good. Older pupils now make better progress in mathematics and writing because work is better matched to their needs. This is because a more effective method of tracking pupils' progress is leading to faster intervention when pupils experience problems, although the full impact of this work has yet to be seen. Nevertheless, more able boys still do not make as much progress as they should in mathematics and middle ability pupils are capable of higher standards in writing. Pupils with learning difficulties and disabilities make good progress. Those children at the early stages of learning English settle into school well and make rapid gains in learning English.

Leadership and management are satisfactory, although this too is improving. The headteacher has led the school well during a protracted and tempestuous reorganisation. She has gained strong commitment from parents, staff and governors. Numbers of children applying to join the school are now rising rapidly, after a significant drop. The school has accurately identified areas for improvement. Increasingly effective use is made of assessment information in planning. Teaching and learning are satisfactory. They are improving as a result of increased teacher expertise in aspects of mathematics and writing, for example the teaching of division. Good relationships between teachers and pupils are a major strength of the school and motivate pupils to learn. A minority of lessons still lack challenge or interest for particular groups of pupils, especially for older boys, slowing the pace of learning. The curriculum is good and is adjusted to match the needs of most groups of pupils.

Personal development and well-being are outstanding. Pupils' spiritual, moral, social and cultural development is of exceptional quality. Pupils are often excited by the world around them and enjoy their learning. Good behaviour, good attention to safety and excellent attendance support their learning well. Knowledge of how to live a healthy lifestyle is excellent and an exceptionally large number of pupils take part in the wide range of sports and other activities offered by the school. They make an outstanding contribution to the school and local community and are prepared well for life after school. Care, support and guidance are satisfactory, but there are insufficient opportunities for some pupils to evaluate their own progress so they develop an awareness of how to improve their work. Support for pupils' personal development is outstanding.

## What the school should do to improve further

- Improve the achievement of older, more able boys, in mathematics by ensuring all lessons present them with a sufficient level of challenge and build on their interests.
- Improve the achievement of older pupils of average ability in writing by focusing more closely on sentence level work.
- Involve pupils more consistently in reviewing their progress, so they are more aware of how to improve their work.

## Achievement and standards

### Grade: 3

Pupils make satisfactory progress and reach standards that are above average. The level of children's skills on entry to Reception has fallen and is now broadly average. Children make good progress in Reception and Years 1 and 2 because provision is well organised and well matched to their needs. By the end of Reception and Year 2, standards are above average. Reading is a particular strength because it is taught well.

The attainment of pupils in Years 3 to 6 remains above average and they make satisfactory progress. Progress in reading and science is good for pupils of all abilities. A minority of more able boys do not achieve as much as they should in mathematics. The writing of a small number of pupils of average ability is not as good as it should be, especially in relation to sentence level work. The small number of pupils who are at the early stages of learning English make good progress in developing their English language skills, because they are supported well. Pupils with learning difficulties and disabilities make good progress as a result of careful assessment of their needs and well targeted support.

## Personal development and well-being

### Grade: 1

Pupils' spiritual, moral, social and cultural development is outstanding. They appreciate art and music and show considerable respect for the faiths and cultures represented in Britain today. They make an outstanding contribution to the school and wider community. Pupils in Years 3 and 6 are very conscientious about their 'buddying' responsibilities towards children in the Reception class. They host and perform at numerous events in the locality, for example a nearby old folks' home, and have close links with the Church. Pupils' behaviour is good and supports their learning. Even the youngest children in the Reception class show remarkable attitudes towards others, stopping to help friends who need assistance. Pupils explain that school is a safe, enjoyable place, and this is reflected in their excellent attendance and punctuality. They develop healthy lifestyles through regular physical education, games and extra-curricular sports. The range of food in the dining hall provides the opportunity for pupils to make healthy diet choices. Good key literacy and numeracy skills and excellent social skills prepare them well for the future.

## Quality of provision

### Teaching and learning

#### Grade: 3

The quality of teaching is improving, because teachers make better use of assessment information in planning their lessons. They have increased their expertise in teaching some aspects of mathematics and writing. Teaching is most effective in the Reception class and Years 1 and 2 because a variety of teaching styles and methods are used which match pupils' different learning needs and preferences. This contributes well to good achievement through these age groups. Throughout the school, teachers typically set out clear learning objectives for lessons. Teaching assistants understand their roles and make an effective contribution to pupils' progress. However, in older classes, teaching is not as consistent as it is for younger ages. It does not always have the pace, liveliness and level of challenge to ensure fast progress. Ongoing classroom assessment is satisfactory. Marking is increasingly effective in helping pupils to improve their work.

### Curriculum and other activities

#### Grade: 2

The curriculum has been adapted well to meet most pupils' needs, including those with learning difficulties and disabilities and pupils at the early stages of learning English. The programme of personal development makes a good contribution to pupils' attitudes to learning. The curriculum has been adjusted to incorporate a stronger focus on mathematics, which has contributed to rising standards. However, more needs to be done to challenge and interest the most able boys in mathematics and to encourage better writing from pupils of middle ability. The teaching of skills through topic work has provided opportunities for pupils to work independently. Information and communication technology (ICT) is used well to support work in other subjects. Pupils' experiences are enriched by a wide range of extra activities. The involvement of large numbers of pupils in sports helps promote a healthy lifestyle. Pupils appreciate working in the bright environment the new school provides.

### Care, guidance and support

#### Grade: 3

All staff provide opportunities for pupils to excel in their personal development and then carefully monitor the results. For example, the outcomes of assemblies are evaluated. Arrangements for child protection are good and health and safety procedures such as fire practices are carried out meticulously. The quality of academic guidance is satisfactory. The school has introduced an effective tracking system to establish at an earlier stage whether pupils and groups are making enough progress. Staff are beginning to use this information to respond more quickly to pupils' needs and to set targets for improvement. Pupils are becoming increasingly involved in evaluating their progress, but this is as yet inconsistent.

## **Leadership and management**

### **Grade: 3**

Satisfactory leadership and management have ensured that pupils have continued to make sound academic progress and to develop high levels of personal skills during the reorganisation of the school. The headteacher has provided calm and purposeful leadership throughout a turbulent period. The school's evaluation of its own work is accurate. It is becoming increasingly rigorous as better use is made of assessment information to identify areas for development more precisely. Planning is effectively focused on the major areas for improvement. Teachers who have responsibilities for aspects of the school's work lead and manage these areas to a satisfactory level. Leadership of Reception and of special educational needs is good and has led to improved achievement. The staff of the school work as a mutually supportive team.

Governors fulfil their roles and responsibilities with a great deal of commitment. They support the school well but currently lack the expertise to provide challenge. They are involved in a programme of training to improve their knowledge and skills. The school has made satisfactory progress since the previous inspection report, maintaining above average standards and improving pupils' skills in ICT. The school has satisfactory capacity to improve.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
---	-----------------------

### 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	2
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	2

### Personal development and well-being

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

### 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>	2
<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**

Thank you for the warm and friendly welcome you gave us when we visited your school. We were impressed with your good manners and kindness, especially when one pupil insisted we eat some of the lovely cakes you made for the coffee afternoon! We found that:

- You work hard, enjoy your lessons and do as well as you should in your studies. You do especially well in reading and science.
- Those of you who find learning difficult make good progress. Those of you at the early stages of learning English settle into the school well and learn English quickly.
- You behave well and show a great deal of care and respect for others. This is because all staff in the school show you that this is important and take extremely good care of you.
- You adopt a healthy lifestyle. You know all about the importance of sport and healthy eating and make the right choices - most of the time! You also take on a lot of responsibilities in the school and help others in the local area.
- You have an interesting programme of learning, and lots of opportunities to do extra activities. Did you all enjoy listening to the author who came to school? I did.
- Your headteacher, teachers and other adults in school want you to do your best and work hard to make sure you do.

We have asked the school to:

- Improve standards in mathematics for able, older boys by making sure the work they are given is challenging enough, and motivates them to work hard.
- Raise the standard of writing of older pupils of average ability by focusing on improving sentence construction.
- Ensure all of you have the chance to evaluate your own work more frequently, so you are clear about what you need to do to improve.