



Weston Coyney Junior School

Inspection Report - Amended

Unique Reference Number 124027
Local Authority Stoke-On-Trent
Inspection number 292865
Inspection date 3 October 2006
Reporting inspector Chris Kessell

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

Type of school	Junior	School address	Princess Drive
School category	Community		Weston Coyney
Age range of pupils	7-11		Stoke-on-Trent ST3 6NG
Gender of pupils	Mixed	Telephone number	01782 312112
Number on roll (school)	214	Fax number	01782 328362
Appropriate authority	The governing body	Chair	T Stevenson
		Headteacher	A Bamford
Date of previous school inspection	12 February 2001		

Age group	Inspection date	Inspection number
7-11	3 October 2006	292865

Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This popular school is average in size. It serves a mixed area and pupils come from a wide range of social backgrounds. The percentage of pupils entitled to free school meals is above average. Pupils are mostly of White British background. The proportion of pupils with learning difficulties or disabilities is above average, as is the percentage of pupils with statements of special educational need. The deputy headteacher was on secondment at the time of the inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. It is the result of very effective leadership and management, consistently good teaching, highly motivated pupils and an exciting and very well-organised curriculum. Pupils feel valued and are encouraged to do their absolute best, reflecting the school's longstanding motto, 'Where Children Matter'. Parents are full of praise for the school, a typical comment being, 'The school is an excellent choice for any parent'.

Pupils join Year 3 with average standards, but make rapid progress and achieve exceptionally well. Standards by the end of Year 6 are well above average. The pupils' great enthusiasm for learning contributes significantly to their high levels of achievement. They are extremely keen to do well and take great pleasure in all of the excellent activities that are presented to them. 'It's better here than in other schools,' was a comment offered by more than one pupil.

Classroom relationships are very strong. Teachers do their best to ensure that pupils are provided with activities that are suitable to their different levels of understanding. They make lessons interesting and fun. As a result, pupils enjoy school, and they laugh and smile readily. Many parents say that their children can't wait to get to school in the morning. This is not reflected in attendance levels, which are average. Despite the school's hard work and efforts to encourage pupils to attend, a very small number of pupils have poor attendance records.

Pupils feel valued and cared for as individuals. They feel safe, knowing that there is a member of staff or another pupil they can talk to if they have a problem. 'In this school nothing ends in tears, only smiles,' said one Year 6 pupil. Pupils are encouraged to take responsibility, and there are many examples of their involvement in the day-to-day running of the school. Pupils talk very knowledgeably about the importance of living a healthy lifestyle. The school is very successful in developing pupils' confidence and independence. The pupils feel well supported in their academic work, but teachers' marking is inconsistent and does not always provide pupils with sufficient information to help them improve further.

The school's success owes much to the energy and dynamic leadership skills of the headteacher. All staff respond very well to his drive and enthusiasm. The governors are experienced, effective in their role, and provide good support to the headteacher, but they are not sufficiently involved in the school's self-evaluation procedures. Weston Coyney is involved in many initiatives, both national and local, that bring significant benefits to the school. The teaching staff are talented and their expertise is often used in other schools and educational settings. Regular rigorous reviews of performance and thoughtful use of resources ensure that the school continues to improve.

What the school should do to improve further

- Ensure that teachers' marking provides good guidance to the pupils on how to improve their work.

Achievement and standards

Grade: 1

Pupils' achievement is outstanding. As a result, standards are well above average by the end of Year 6. The school works hard to overcome any shortcomings and has been particularly successful in improving standards and the quality of pupils' writing since the last inspection.

The most capable pupils are challenged particularly well. This is reflected in the 2006 national test results, where a significant proportion of pupils achieved the higher Level 5 in English, mathematics and science. The school sets realistic and challenging academic targets, which pupils regularly achieve.

Pupils with learning difficulties and disabilities also make outstanding progress in relation to their starting points. This is the result of the high quality support they receive and work that is specifically targeted to their individual needs. Parents of these children are exceptionally pleased with the progress they are making.

Personal development and well-being

Grade: 1

The pupils' personal development, including their spiritual, moral, social and cultural development, is outstanding. Pupils enjoy playing an active role in school life. School councillors enthusiastically take part in their weekly meetings to see 'how they can make the school even better'. Pupils' attitudes are very good and their behaviour is excellent. Many aspects of their personal development contribute enormously to their learning and the rapid progress they make whilst at school. In lessons, pupils relish challenging activities and show enthusiasm and enjoyment.

Pupils move around the school extremely sensibly and are very safety conscious. Many have to use different classrooms for English and mathematics groups, but the start and end of different lessons are seamless and no time is wasted. Pupils fully understand the benefits of healthy eating and exercise, particularly enjoying the excellent range of different sporting activities provided by the school. Through initiatives such as 'Primary Enterprise' and 'Industry Week', and the development of very good literacy and numeracy skills, pupils are very well prepared for their future in secondary education and the adult world.

Quality of provision

Teaching and learning

Grade: 2

Good quality teaching throughout the school, combined with pupils' unquenchable enthusiasm for learning, ensures that pupils learn exceptionally well. Teachers are confident, and learning at Weston Coyney is challenging, but always fun. Lessons move along at a rapid pace. Pupils talk willingly about their activities and work well together

or independently. Teachers' questions are answered readily. Pupils are happy to volunteer for activities such as working on the interactive whiteboard in front of their classmates or reading out aloud. They are confident enough to assess their own work and identify if they need help or could undertake more challenging tasks. All pupils have a good understanding of their targets for learning in English and mathematics.

Teachers provide effective one-to-one support when required but also know when to stand back and let pupils 'get on with it'. This works successfully, but the guidance pupils are given through teachers' marking is not always effective. The school has a good range of assessment procedures and information. This allows teachers to ensure that pupils are placed in the correct ability groups and to track pupils' progress effectively. Very occasionally, the work offered to pupils is not accurately matched to individual pupils' needs.

Curriculum and other activities

Grade: 1

The school's outstanding curriculum contributes significantly to the pupils' academic and personal development. English, mathematics and science activities are expertly planned. Ability groups for literacy and numeracy and small groups for science have made a significant contribution to the pupils' achievement and high standards found at the school. The curriculum is enriched by an excellent range of out-of-school clubs, trips, residential visits and other activities that are enjoyed by the pupils and appreciated by parents. The school participates in a national music project, which enables all pupils in Year 5 to play a string instrument. Pupils are taught Spanish, and life in Spain has been cleverly absorbed into the school's culture. Classrooms are named after Spanish cities and the weekly newsletter that goes home to all families has been renamed 'El Centinela Escolar'.

Care, guidance and support

Grade: 1

The care, guidance and support provided for pupils are outstanding. The school is a secure and a very pleasant place for pupils to learn and play and for adults to work. Pupils feel safe and are happy to share any worries they have with staff. Appropriate child protection procedures are in place and rigorous health and safety checks are carried out. The school has very strong partnerships with external agencies and parents to provide support for pupils when it is required. Pupils with learning difficulties or disabilities are sensitively supported. This enables them to integrate exceptionally well. Pupils' progress is tracked very effectively and excellent support is provided for those who are falling behind in their learning.

Leadership and management

Grade: 1

The school is very effective because of the outstanding leadership and management at all levels. The headteacher is very well supported by his senior team and all other staff. The school is rightly proud of its achievements but is too modest in its evaluation of its effectiveness. All aspects of school life are monitored and reviewed rigorously through formal and informal procedures. The staff are determined to provide the best possible education, and make effective plans for improvement. The success of these plans is seen in the rapid improvement in pupils' progress and standards in 2005 after a drop in standards in 2004.

The professional development of all staff is excellent. All staff are provided with constructive and supportive feedback on their performance. The absence of a deputy headteacher has been innovatively used to provide other staff with extra responsibility and to develop their individual expertise. Staffing levels are good and the school is well resourced. Pupils and parents are involved in decision making and know that their views count. The communication between the school and parents is excellent. The school has improved well since it was last inspected. With the high expectations of the headteacher and staff, it is very well placed to improve even more.

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?	1
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

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	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
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	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?	1
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.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
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

Some of you will remember that I visited your school recently to see how well you were doing. I greatly enjoyed meeting you. You were very polite, friendly and helpful. It was nice to see so many smiling faces, particularly with 'World Smile Day' being celebrated in the school.

This letter is to let you know what I found out. Your school is outstanding. Many of you know this already because you told me when I was talking to you. Your parents also think you come to an excellent school and are pleased you enjoy your learning so much. One of the reasons you enjoy learning is because the teachers are really good at making sure you do well in your lessons. This means that you achieve really well by the time you leave the school, and your work is much better than in many other schools. All of you work hard in class and your behaviour is excellent. This also helps with your learning.

The activities you are offered during school and at other times are excellent. You appreciate the hard work the teachers put in to provide you with all of these extra things. None of this would happen if your headteacher and staff did not run the school properly. They do a really good job in making sure that your school is one of the best. I did not find many things that your school needed to do better, but I have asked the headteacher, staff and governors to improve the marking of your books so that you are given more information on how to improve your work. Many thanks to those of you I spoke to, in and out of classrooms.

Best wishes for the future.