

# Watersheddings Primary School

## Inspection report

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<b>Unique Reference Number</b>	105635
<b>Local Authority</b>	Oldham
<b>Inspection number</b>	308903
<b>Inspection dates</b>	1–2 October 2007
<b>Reporting inspector</b>	Robert Robinson

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 category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	268
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs M Thomas
<b>Headteacher</b>	Mrs Joanna Conway
<b>Date of previous school inspection</b>	6 May 2003
<b>School address</b>	Broadbent Road Oldham Lancashire OL1 4HU
<b>Telephone number</b>	0161 6241219
<b>Fax number</b>	0161 6526952

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<b>Age group</b>	3–11
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average primary school situated in an area of social and economic disadvantage. The number of pupils eligible for free school meals is above average. The proportion of pupils with learning difficulties and/or disabilities and statements of special educational need is above average. The school is resourced for five pupils with physical disabilities who attend the school from across the local authority.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Watersheddings Primary is a satisfactory school with strengths in pupils' personal development, their spiritual, moral, social and cultural development. The pastoral care of pupils is good and appreciated by parents. A typical parental comment was, 'Watersheddings is a happy school which looks after children well.' The school provides satisfactory value for money.

Children have a good start to schooling in the Foundation Stage (Nursery and Reception). They settle well and make good progress, from a very low starting point, particularly in their personal, social and emotional development. By the time they start Year 1, standards remain below what is normally expected for children of this age. In Years 1 to 6, the rate of progress varies from year to year because the quality of teaching and learning is not consistent. Teaching ranges from satisfactory to outstanding. Achievement is satisfactory overall. By the time pupils leave the school at the end of Year 6, standards are below average. Relationships are harmonious between pupils and between pupils and staff. Occasionally, insecure management of pupils results in a few losing concentration and behaving inappropriately. This slows down the pace of learning, particularly when pupils are set independent tasks. Where teaching is good or better, purposeful activities capture pupils' interest and they make greater progress in their learning.

Pupils are proud of their school. They get on well together irrespective of gender or backgrounds. Pupils with learning difficulties and/or disabilities are fully included in all aspects of school life. Those with profound disabilities flourish in the caring and supportive atmosphere because of the help they receive from adults and other children. In turn, they add much to the life of the school through their friendliness and enthusiasm for learning.

The leadership and management of the headteacher, governors and senior managers are satisfactory. The monitoring of teaching and learning is in place but is not yet used rigorously enough to speed up pupils' progress. Well thought out initiatives, such as the setting of demanding targets based on pupils' levels of attainment have recently been introduced. The checking of progress towards them each half term is also new. Too little time has elapsed to show an impact on pupils' progress and standards. The recently formed management teams led by senior managers encourage teamwork and involve all staff in school improvement. However, the senior managers' responsibilities are not focused sharply enough on the school's major priorities of raising standards in English, mathematics and science and improving the quality of teaching and learning.

## Effectiveness of the Foundation Stage

### Grade: 2

Provision in the Foundation Stage (Nursery and Reception) is good as are the leadership and management. Staff work well as a team and children's progress is carefully checked. Children start in the Nursery with very poor skills, particularly in language, communication and personal development. Progress in the Foundation Stage is good. By the end of Reception, most children's skills are below those expected of their age, although recent initiatives are accelerating reading skills. The children respond well to the good teaching. A broad range of activities engage their interest. Staff make good use of the outdoor area but it is a rather bland environment. High quality resources are limited, particularly to allow children to climb and traverse across equipment safely above ground level. This limits further improvement in children's progress in physical

development. Induction procedures are good and parents are actively encouraged to be involved in their children's learning. As a result, children are happy and secure and settle well into the school routines.

### **What the school should do to improve further**

- Raise standards in English, mathematics and science at the end of Year 6 to ensure that achievement for all groups of pupils is at least good.
- Improve the quality of teaching and learning so that it is consistently good or better through rigorous monitoring and the effective use of assessment information.
- Review the roles and responsibilities of senior leaders to reflect more clearly the school's priorities for improvement.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## **Achievement and standards**

### **Grade: 3**

Progress from Year 1 to 6 is satisfactory though uneven because of variations in teaching and learning. Some improvement in the rate of progress in reading is apparent because of the school's recent emphasis on teaching the sounds of letters and groups of letters. Pupils with learning difficulties and/or disabilities make satisfactory progress relative to their needs and abilities because of the effective support they receive from teachers and teaching assistants.

Standards at the end of Year 6 are below average overall. Below average literacy skills restrict pupils' attainments in other subjects, such as in science. Results in the national tests in 2006 dipped but recovered in 2007, to standards reached in previous years. Most pupils met their targets at level 4 but few reached level 5.

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

### **Grade: 2**

All pupils are fully involved in the life of the school. They enjoy school and most attend regularly. They have a good understanding of healthy lifestyles and many state that they appreciate the healthier meals at lunchtime. Pupils feel safe at school and bullying is not an issue. They consider they are looked after well by staff and are confident to approach them if they have any concerns. The school council is well established and actively seeks ways to improve the school. Pupils help in the smooth running of the school. For example, they answer the telephone at lunchtimes efficiently and confidently. Pupils show care and consideration of each other, especially for those with physical difficulties. They gain a good understanding of pupils from different cultural backgrounds through visits and visitors to school. The majority of pupils behave well but some pupils do not behave well enough in less supervised situations in lessons and around the school, such as in the dining hall. Older pupils gain an understanding of the world of work and most have positive attitudes to learning but their low standards in writing do not prepare them sufficiently well for future learning.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. In lessons seen, teachers explain well what pupils are to learn. The pace of learning is brisk and pupils are keen to learn because the tasks set are varied, enjoyable and purposeful. In these lessons pupils make good progress. In some lessons, activities are not planned carefully enough to interest pupils of all abilities. As a result, in these lessons the pace of learning is not fast enough. Teaching assistants are deployed well to assist individuals and groups of pupils. Occasionally, independent learning activities are not carefully organised and supervised so pupils waste time and a few behaved inappropriately. In many lessons teachers' low expectations result in poor handwriting and presentation of work.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets the needs of pupils satisfactorily. Recent whole-school developments to improve pupils' understanding of the sounds of letters and groups of letters are beginning to plug gaps in pupils' prior learning and to enhance literacy skills. Opportunities for pupils to write extended pieces of writing in different styles are now planned in English lessons. Literacy skills are not used sufficiently in other subjects to enable pupils to practise and extend their learning. Insufficient attention is given to a whole-school approach to develop handwriting skills and the presentation of work. The curriculum is enriched and broadened by activity weeks, visit and visitors and a range of out-of-school visits. Pupils' cultural understanding is enhanced through links with other schools and community events in the local area. Personal, health, social and citizenship education is planned carefully to develop pupils' response to others. This is a factor in their good personal development.

### **Care, guidance and support**

#### **Grade: 3**

Child safeguarding procedures are robust. Health and safety, and risk assessment procedures promote a safe environment. Parents and pupils agree that children are looked after well. Systems in place to support pupils' personal development are well established. Inclusion of all pupils is strong so that pupils feel valued and happy. Vulnerable pupils are supported effectively by all staff and outside agencies. In addition, they gain valuable help and advice from a key worker specifically appointed to meet their needs. Positive strategies have improved attendance.

The school has a wealth of information about pupils' progress and standards. Until recently, this information has not been used well enough to set targets linked to improvement in levels of attainment of the National Curriculum for individuals and groups of pupils. In addition, the marking of pupils' work related to their individual targets for improvement is inconsistent between year groups.

## Leadership and management

### Grade: 3

The headteacher and deputy headteacher have a clear understanding of what the school needs to do to improve. However, their judgement of the school's overall effectiveness is overgenerous. The recently established senior management group is enthusiastic and keen to improve pupils' achievement. This management structure provides the school with satisfactory capacity to improve standards. The multiple responsibilities of some senior leaders, for example, leadership of mathematics and science are too broad. As a consequence, this lessens their opportunities to use their expertise to raise standards in a particular core subject. A new system of setting targets for pupils and staff has been recently introduced to monitor more closely pupils' progress. These targets are challenging but it is too early to evaluate the impact of this development. Governance is satisfactory. The chair provides a good steer for leadership and management but many governors are newly appointed and their role in challenging the school is underdeveloped.





## 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?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

### Achievement and standards

How well do learners achieve?	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

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

### The quality of provision

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

## Annex A

**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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming Mrs Clarke, Mrs Corlett and myself to your school. We enjoyed the time we spent with you and our discussions. Your school provides you with a satisfactory education. In particular, the school cares for your pastoral needs well and your personal development is good. However, we have asked your school to raise standards in English, mathematics and science by the end of Year 6. To do this you will have to make better progress and the teaching needs to be consistently good. We have also asked the school to ensure that the senior staff focus more closely on the school's priorities to improve your achievement and standards and the quality of your learning.

We were impressed by your behaviour when working with staff, although a few of you need to be better behaved when not directly supervised. Your attendance is improving so keep it up. You have a good understanding of how to keep healthy and we were pleased that you enjoy school and feel safe in school.

We appreciated talking to you about your work and watching you learn. We trust that you will continue to help the headteacher and other staff to continue to improve the school. We wish you well for the future.