

Waddington All Saints Primary School

Inspection report

Unique Reference Number	120504
Local Authority	LINCOLNSHIRE LA
Inspection number	313641
Inspection dates	10–11 July 2007
Reporting inspector	Roger Brown

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	399
Appropriate authority	The governing body
Chair	Mrs Julia Vause
Headteacher	Mr Paul Martin
Date of previous school inspection	19 January 2004
School address	Mere Road Waddington Lincoln Lincolnshire LN5 9NX
Telephone number	01522 820099
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Age group	4-11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This above average sized school serves the village of Waddington on the outskirts of Lincoln. The village includes RAF Waddington, a large airbase, and over 80% of the families are from the RAF. One consequence of this is that over 20% of the pupils move to the school or leave during each year. Most of the pupils have White British backgrounds with a small proportion from a range of other backgrounds. The proportion of pupils entitled to free school meals is below average, as is the number of pupils with learning difficulties or disabilities. The school has won a Healthy Schools Award, an Artsmark Gold Award and an ECO Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

The quality of education at the school is good. The enthusiastic staff are dedicated, caring and approachable and as a result, the pupils are thriving. With many pupils moving to and from the school throughout the year the school has established very effective systems to integrate and support new pupils. The school's approach is focused on developing the pupils' self-confidence and their independence as learners, whilst at the same time encouraging them to be responsible members of the school community.

Children starting in the Foundation Stage settle quickly, immerse themselves in school activities and make good progress. Pupils in Key Stage 1 continue to progress well and so attain above average standards in all core subjects. Pupils in Key Stage 2 also attain above average standards overall and well above average standards in reading. Their achievement is good especially in the light of high levels of mobility. Pupils' personal development is outstanding. Excellent behaviour and outstanding spiritual, moral, social and cultural development are the most noteworthy features. Pupils make sensible choices about living healthily and leading active lives. They all play an important part in shaping the life of the school. The staff consult them regularly and pupils know that, by airing their views, they can bring about change.

The quality of teaching is good. Teachers are creative in the way they teach, for instance in their inventive use of information and communication technology (ICT) to encourage pupils to research topics for themselves. A particularly strong element is the great support given by the teaching assistants. As a result of the good quality teaching and support, pupils' learning is good. However, one relative weakness is teachers' use of assessments and success criteria to inform the next steps in the pupils' learning. Consequently, there are inconsistencies when teachers explain what they want the pupils to achieve and how they can do this, which limits progress in some lessons. A good curriculum, enhanced by a wealth of clubs and activities outside of normal lessons, fosters the pupils' enjoyment of school. The care and guidance that pupils receive is good, the support for their personal development being especially strong.

The leadership and management of the school are good. Almost all the senior team, including the headteacher, are new. Their appointments have led to some significant developments, which, as many of the parents noted, have improved aspects of the school's work. Some of the new procedures, such as the pupil tracking system, are already driving up standards. However, school self-evaluation and improvement planning lack coherence. Leaders have a satisfactory picture of the school's effectiveness, but they have not yet consulted widely enough in reaching their judgements, which are not always as accurate as they could be. Nevertheless, because the school has got steadily better since its last inspection, it offers good value for money and its capacity to improve further is good.

What the school should do to improve further

- Develop a more coherent self-evaluation process linked to school improvement planning that fully consults all the involved parties.
- Improve the consistency of teachers' practice in using assessment, learning objectives and success criteria to inform the next steps of pupils' learning.

Achievement and standards

Grade: 2

Pupils attain above average standards at all stages in the school and their overall achievement is good. From the time they start school to the time they leave, most progress at a faster rate than pupils in other schools, although the overall scores in tests for both seven and eleven year olds are adversely affected by high levels of pupil mobility. Children enter the Foundation Stage attaining nationally expected levels for their age. By the end of the Foundation Stage, their knowledge and skills are above those normally expected of five year olds. By the end of Year 2, teachers' assessments in reading, writing and mathematics show that the standards are above average. By the time pupils leave at the end of Year 6, results in the national assessments for English, mathematics and science are above average and well above those found nationally in reading. The trend in pupils' progress has improved significantly this year with the introduction of more effective systems for monitoring pupils' performance and targeting their development. Most pupils now meet the challenging targets they are set. Pupils with learning difficulties and those with special gifts or talents also make good progress and achieve their personal targets.

Personal development and well-being

Grade: 1

Pupils' personal development and well-being are outstanding. Pupils are proud of their school and the good reputation it has. The very positive ethos and good attendance levels clearly illustrate this.

Pupils have excellent attitudes, are keen to work hard and do their best. Examples of this seen during the inspection ranged from the 'ECO stars,' who hold their peers and teachers accountable for the good maintenance of their environment, to pupils' thoughtful selection and use of information and communication technology (ICT) equipment to enhance the quality of their work. Behaviour in the classroom and around the school is exemplary. Pupils confirm that they feel safe in a school that is free from bullying and racism and where there is a caring and supportive culture. Pupils say, 'We are like a big happy family.'

Spiritual, moral, social and cultural development is outstanding. Even the youngest children can reflect on emotions evoked in their learning. Pupils are considerate to others because they have a great sense of right and wrong and their actions are based on openness, kindness and fairness. Pupils have excellent social skills and show increasing maturity as they move up through the school. Cultural development is good because multi-cultural topics enrich learning, especially in the arts.

Their understanding of the importance of healthy lifestyles is excellent and they also have a good understanding of safe practices. Pupils make excellent contributions to the community by raising large sums for good causes and promoting the eco-schools agenda. Pupils are well prepared for their future well-being.

Quality of provision

Teaching and learning

Grade: 2

Teachers plan their lessons well and have high expectations of pupils' academic and personal development. The best lessons have good pace and use practical activities that promote a sense

of excitement in learning. Pupils learn well because they show high levels of interest and attention in lessons. Positive relationships between pupils and adults have eliminated disruptive behaviour, creating a strong sense of enjoyment in learning. Teachers work closely with well trained teaching assistants who make a particularly good contribution to pupils' learning, for example recording observations of pupils whilst the teacher is teaching. Teachers are resourceful and adventurous in their use of interactive whiteboards to enhance learning. Teachers are developing their use of assessment, learning objectives and the newly introduced success criteria for evaluating outcomes but, as yet, practice remains inconsistent. For example, marking varies in quality and does not always offer clear advice on how pupils can improve their work.

Curriculum and other activities

Grade: 2

Pupils' needs are met effectively by a good curriculum. Strong links have been forged between subjects, especially following visits to places such as Cresswell Crag and Northumbria. Literary and artistic skills are well applied to learning in other subjects. Plans are in place to cement even stronger links between subjects, especially literacy and ICT. Pupils take very good advantage of their personal, social and health education, at the heart of which is a very worthwhile curriculum for healthy living and ecological awareness. Resources for teaching are of a consistently good quality for both indoor and outdoor learning. The curriculum is enriched by an impressive array of clubs for all age groups, as well as a significant number of sporting teams, which compete against other schools. Comprehensive termly plans are shared with parents so that they know what the pupils are due to learn.

Care, guidance and support

Grade: 2

The overall care, guidance and support for pupils are good. High quality care is provided in a supportive school where pupils thrive. Pupils have great confidence in the support available should they feel at risk. The induction arrangements for the frequent new arrivals are outstanding. All pupils coming to the school receive extremely good support and guidance that enables them to settle in quickly and happily. The transition arrangements as pupils move up through the school and to the secondary phase are also very effective.

The procedures safeguarding pupils meet current requirements and the designated person for child protection is shortly to undergo training to update all staff on good practice. The care plans for pupils with medical conditions are good. Academic guidance is satisfactory but developing rapidly, as target setting improves and pupils are made more aware of what they need to do to improve further.

Leadership and management

Grade: 2

Almost all of the leadership team has been replaced in the past year, as key staff have been promoted to other schools. The new headteacher has begun to make changes and many of these, such as the new behaviour policy, have been warmly welcomed by the parents. Some day-to-day routines still need to be sharpened, but there are plans in place to do this. All staff make a worthwhile contribution to the leadership of the school and form a very effective and cooperative team that gives the school good capacity to improve further. Leaders are constantly

striving to improve the quality of the pupils' learning and so monitor the impact of teaching thoroughly. However, the overall quality of the school's self-evaluation and improvement planning process is let down to some degree by a failure to apply objective criteria or to consult widely before judgements are made. Governors are constructively involved in the development of the school having helped to set a clear direction during the period of significant change. Financial systems are sound and funds are used cautiously, which means that the school provides good value for money.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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	3
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	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

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?	2

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	3
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

12 July 2007

Dear Children

Inspection of Waddington All Saints Primary School, Lincoln LN5 9NX

Thank you for being so friendly when we visited your school. We really enjoyed our visit and would like to share with you what we thought about your school.

You go to a good school. Your headteacher, staff and governors are working hard to make it the best school it can be and they have good ideas about how to do this.

You too play your part in making Waddington All Saints really effective. We were impressed with the way you are already helping to change and improve the school with the ideas that you put forward at the school council and at the eco-council. We were especially impressed with the way the 'ECO stars' work to make sure your school is so clean, tidy and ecologically friendly. In order to make your school even better, we have asked your headteacher to regularly consult with you, your parents and the teachers about what is working really well in school and what needs to be changed to make things better.

We were very pleased to see how well behaved you are, and delighted that you are so thoughtful and considerate of each other. We especially liked the fact that you work really hard and listen carefully to your teachers and teaching assistants. You showed us that you are responsible and caring which is why your teachers know that they can take you out on many visits to interesting places. We also looked at a lot of your work and this also impressed us. Nevertheless, we would like your teachers to be clearer in making sure that you all understand what it is they want you to learn in their lessons, and how you can best do this, for instance, when they mark your work.

Thank you once again and good luck in the future.

Roger Brown

Lead inspector