

# Weedon Bec Primary School

## Inspection report

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<b>Unique Reference Number</b>	121866
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	314123
<b>Inspection dates</b>	18–19 September 2007
<b>Reporting inspector</b>	Alison Cartlidge

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	168
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Vacant Position
<b>Headteacher</b>	Jenny Pittam
<b>Date of previous school inspection</b>	17 May 2005
<b>School address</b>	West Street Weedon Northampton NN7 4QU
<b>Telephone number</b>	01327 340547
<b>Fax number</b>	01327 340547

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Attainment on entry varies, but most children are working within the levels expected for their age when they start school in the Reception Year. The proportion of pupils with learning difficulties and / or disabilities is below average. Most pupils are of White British heritage and only a few pupils have English as an additional language. The school has had five headteachers over the last six years. The current headteacher has been in post for just over a year.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This satisfactory school provides well for pupils' pastoral needs, enabling them to become happy and well adjusted individuals. Academic provision is improving under the good direction of the new headteacher. Teaching and learning are satisfactory and, as a result, pupils' achievement is sound.

Children make a good start to their education in the Reception Year, where good teaching enables them to learn quickly. By the end of Year 6, standards are broadly average in English, mathematics and science. Pupils make satisfactory progress up to the end of Year 4 and good progress in Years 5 and 6. In Years 5 and 6, questioning is more challenging and pupils are encouraged to work more quickly.

The more able pupils are not always challenged enough in mathematics up to Year 4 or in writing across the school. In English, pupils do not always use a wide enough vocabulary to make their writing interesting. Teachers and teaching assistants support less able pupils and those with learning difficulties and / or disabilities well in many lessons. They make good use of various national support programmes, enabling these pupils to progress as well as the rest of the class.

Teachers develop good relationships with their pupils and make good use of praise to encourage them to take an active part in lessons. Pupils respond by behaving well and taking responsibility sensibly. They make a good contribution to the community by raising funds for charity. The curriculum meets the needs of most pupils satisfactorily and enables them to develop a good understanding of how to stay safe and healthy. A wide range of clubs and visits contribute especially well to the pupils' enjoyment of school.

Members of staff and governors are keen to do their best for the pupils. There is a shared understanding of what needs to be done and the school's procedures for improving teaching and learning are starting to have a positive effect. Subject leaders are aware that they need to analyse the wealth of information on pupils' progress more thoroughly to ensure that all pupils learn quickly enough.

The school has good relationships with parents and most are pleased that their children come to this school. One parent summed up the views of many by saying, 'The atmosphere around the school is always relaxed, cheerful and friendly.'

## Effectiveness of the Foundation Stage

### Grade: 2

Children do well in the Reception Year. They become confident and independent learners, keen to join in with a wide range of activities and to try hard. Most children reach the nationally expected levels for their age when they start in Year 1 and a good proportion exceeds them. Good teaching and transfer arrangements help children to settle into school routines quickly. Sensitive support from the teacher and teaching assistant enables children to behave well and to enjoy school. Good questioning encourages children to develop their speaking and listening skills well. Parents have a good involvement in their children's learning by helping to assess their progress. The school has identified correctly the need to improve the outdoor area so that a good breadth of learning opportunities can be offered outside as well as indoors.

## What the school should do to improve further

- Provide greater challenge for the more able pupils in mathematics up to the end of Year 4 and in writing throughout the school.
- Use information on how well pupils are doing more effectively to ensure that all pupils do equally well.

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

Pupils' achievement is satisfactory. Standards by the end of Year 6 are broadly average in English, mathematics and science, with reading being a comparative strength. The school has begun work to reverse a previous decline in standards and pupils make satisfactory progress up to Year 4 and good progress in Years 5 and 6. While most pupils work securely at the levels expected for their ages, too few work at the higher levels overall by the end of Year 2, and in writing by the end of Year 6. In some lessons up to Year 4, there are occasions when the more able pupils make insufficient progress, particularly in mathematics, because the work set is not challenging enough. The school is correct in identifying the need for more able pupils to use a wider range of interesting vocabulary in their writing. Pupils with learning difficulties and/or disabilities are supported well in many lessons enabling them to progress as well as their peers. The school sets realistic targets for the end of Year 6. Pupils met these targets in 2007, except in writing at the higher Level 5.

## Personal development and well-being

### Grade: 2

Pupils behave well and attend school regularly because they have positive attitudes to learning and feel free from bullying. Pupils are pleased with the way the members of staff listen to and deal with their concerns. They enjoy their work and say, 'School is great,' and, 'It's a very friendly place.'

Pupils' spiritual, moral, social and cultural development is good. Pupils are polite and helpful and have good relationships with each other and with adults. They support a variety of charities and understand the need to help less fortunate children. Their understanding of other cultures, beyond comparing religious beliefs, is an area for improvement.

Year 6 pupils are keen to take responsibility and contribute well to the school and to the wider community. For example, they give up part of their lunchtimes to provide games activities for Year 2 pupils. The school council promotes pupils' views well and is involved in worthwhile projects such as improving playground equipment. Pupils have a good understanding of how to stay safe and healthy. Most eat sensibly and they have won several awards for protecting the environment by recycling. They know they need to take care when crossing roads. These activities as well as their sound basic skills prepare them satisfactorily for the next stage of their education.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teachers have good relationships with the pupils and use praise well, enabling them to manage pupils' behaviour successfully. They prepare work for different ability groups, although the work is not always challenging enough for the more able pupils. As a result, these pupils do not consistently make enough progress in writing and mathematics. Higher expectations and more challenging questioning in Years 5 and 6 enable older pupils to make good progress in their learning. Pupils have suitable targets for the next stage of their development, although their use is not yet consistent across the school. Teaching assistants provide good support for small groups of pupils in many lessons, including those with learning difficulties and/ or disabilities.

### **Curriculum and other activities**

#### **Grade: 3**

Pupils experience a broad curriculum that underpins their satisfactory progress. It is enriched by a good variety of additional activities such as visits, visitors and special events. These increase pupils' enjoyment of and interest in their work. The use of specialist teachers for music and aspects of physical education adds strength to the curriculum. However, provision for information and communication technology (ICT) is restricted. While the newly refurbished ICT suite provides good opportunities for pupils to learn skills, they do not always have sufficient access to computers at other times to practise these skills or to carry out research in different subjects. This slows the progress they could make. The opportunities for learning outdoors in the Foundation Stage currently are satisfactory. The school promotes healthy lifestyles well through science, physical education and personal, social and health education lessons. These activities also give pupils clear information about how to keep safe and build good life skills.

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

#### **Grade: 2**

Pastoral care is good. The school has good links with parents and outside agencies to safeguard pupils' well-being. Parents feel assured that their children are safe and well cared for in school. As one parent said, 'Weedon Bec provides a caring and supportive learning environment for all our children.' Procedures for child protection and health and safety are effective. Pupils receive much useful support and encouragement in lessons.

Academic support and guidance are satisfactory. Teachers have received recent training in marking and they are now making some helpful comments that show pupils how to improve. Support for pupils with learning difficulties and/ or disabilities is good and this helps them make the same progress as the rest of the class. Support for gifted and talented pupils is at an early stage of development. The school is beginning to involve pupils in their own assessment by encouraging them to make judgements on their work and check their own targets. Although teachers collect much useful information on pupils' progress, its current format is not easy to analyse to ensure that all are making equally good progress.

## Leadership and management

### Grade: 3

The new headteacher is right to focus on raising standards and achievement and she has made a good start to improving the school. The friendly and welcoming atmosphere supports the pupils' personal development well and ensures that the school runs smoothly. Members of staff and governors have received good training to support them in their leadership and management roles. Governance is satisfactory. Governors are knowledgeable and supportive and are questioning the school more rigorously about its effectiveness.

The school's self-evaluation is satisfactory. A realistic view of the school's effectiveness is based on an analysis of end-of-year test results. Recent strategies to increase the rate of pupils' progress are beginning to have a positive effect although it is too soon to see any sustained improvement. The headteacher carries out frequent monitoring of teaching and learning and there are early signs that this, too, is having positive results. For example, teachers have improved the way they use marking. The school has shown in the way it is tackling these weaknesses that it has a sound capacity to improve further.





## 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	2
The behaviour of learners	2
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?	2

<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>	<b>3</b>
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

## Text from letter to pupils explaining the findings of the inspection

Dear Children,

Inspection of Weedon Bec Primary School, Northampton, NN7 4QU

Thank you for welcoming us to your school and for sharing your work with us. Your school is providing you with a sound education.

Here are some other things that the inspection showed us about you and your school:

- You make satisfactory progress and reach average standards but those of you who are quick at learning could do better in writing and mathematics.
- You are polite and friendly and take responsibility well. We are especially pleased with the way you care for the environment by recycling paper.
- Teaching is satisfactory and members of staff do a good job of helping you to behave sensibly.
- You study all the right subjects in lessons. There are plenty of interesting things to do outside lessons, including clubs to attend.
- All adults in school are kind and caring and they look after you well.
- Your headteacher, other teachers and governors are working hard to make your school better.
- Your parents and carers are pleased that you enjoy coming to this school.

What we have asked your school to do now

- Help those of you who are quick learners to use interesting words more often in your writing and to learn more quickly in mathematics in Years 1 to 4.
- Ensure that teachers use the available information to check how well you are doing.

We thoroughly enjoyed talking to you about your work and watching you learn. We are glad that you enjoy coming to this friendly school and wish you well for the future.

Yours sincerely,

Alison Cartlidge Lead inspector



20 September 2007

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