

# Weston Coyney Infants' School

## Inspection report

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<b>Unique Reference Number</b>	124026
<b>Local Authority</b>	Stoke-On-Trent
<b>Inspection number</b>	314783
<b>Inspection date</b>	27 September 2007
<b>Reporting inspector</b>	Terry Elston

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>	Infant
<b>School category</b>	Community
<b>Age range of pupils</b>	3-7
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	242
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Bentley
<b>Headteacher</b>	Jan Phillips
<b>Date of previous school inspection</b>	2 May 2003
<b>School address</b>	West Street Weston Coyney Stoke-on-Trent ST3 6PT
<b>Telephone number</b>	01782 319607
<b>Fax number</b>	01782 319607

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## Introduction

The inspection was carried out by one Additional Inspector. The inspector evaluated the overall effectiveness of the school and investigated the following issues:

- How effectively the leaders have raised boys attainment.
- The extent to which pupils enjoy school, feel safe, know how to live healthy lives and make a worthwhile contribution to the community.
- The aspects of teaching that lead to such rapid progress.

The inspector gathered evidence from observing lessons, having discussions with pupils, governors and staff, tracking pupils' progress, analysing their attendance and gaining the views of parents. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Children enter the school with below-average skills and the proportion with learning difficulties and/or disabilities is higher than in most schools. A high proportion of pupils are eligible for free school meals. The school attracts pupils from a wide area and is oversubscribed. Very few pupils come from minority ethnic backgrounds and all speak English as their first language. The extended provision ranges from a pre-school group to adult education classes. The school supports other schools through its inclusion in the local authority's Beacon Schools programme. Recent awards include Artsmark Gold, Activemark Gold and Healthy School status.

## 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 that justifies its fine reputation. An important reason for the school's success lies in the inspirational leadership and management, not least by the headteacher, who has the highest expectations of pupils, staff and herself. She provides clear direction with an unwavering focus on pupils attaining the highest standards possible towards very challenging targets. Other leaders provide outstanding support to the headteacher and together they form an impressive team with a shared vision. Governors play an important role by their energetic support and challenge to the school. The success of the leadership stems from rigorous tracking of pupils' progress and regular evaluations of the quality of teaching and learning. These enable the school to efficiently evaluate its effectiveness and improve the provision to rectify any weaknesses. This explains why the school has improved on the high achievements reported in the previous inspection and why it is well set to do even better.

The excellent teaching means that pupils learn at a fast rate and, by the time they leave, standards are consistently above those found nationally in reading, writing and mathematics. This represents outstanding progress from their starting points and fully supports the school's motto of 'Great oak trees from little acorns grow'.

Girls generally attain higher standards than boys. While action taken by the school to provide more work to match boys' interests is closing the gap, more-able boys continue to lag behind girls. Starting in the Nursery and Reception, the teaching of reading, writing and number is outstanding and ensures that pupils quickly gain confidence in these important skills that helps them succeed in all subjects. Teachers make learning fun so that pupils race through their work and are justifiably proud of their achievements. Lessons are packed with learning, with excellent teaching of new skills and very well-planned group work to enable pupils to move on at their own pace.

Pupils say how much they enjoy school and they say the best thing about school is the 'brilliant teachers who always have time for you'. They always try to do their best work, but sometimes boys sit back and leave it to the girls to answer questions. Pupils feel safe because bullying is rare and staff take excellent care of them. Health and safety and child protection systems are robust and monitored closely by the staff and governing body. All adults ensure that pupils get whatever guidance and support they need. The Nurture Group works very effectively with those who have emotional and behavioural difficulties. Parents value this provision highly and are quick to say how much it benefits their children.

The curriculum provides excellent guidance on how to live healthy lives and pupils say how much they enjoy the nutritious food at lunchtime. They think deeply about how their actions affect others and develop a real sense of right and wrong. As a result, behaviour is outstanding and pupils make the most of their time in lessons. The many opportunities provided for pupils to learn about the world around them helps them develop a very good awareness of the richness of different cultures. The extensive range of clubs at lunchtime and after-school activities are very popular with pupils and do much to extend their learning in areas such as music, dance and information and communication technology (ICT). Pupils have many opportunities to take responsibility and they do this readily. For example, the school council takes its duties very seriously and its decision to buy new waste bins has helped make the playground much tidier.

The school provides excellent support for pupils with learning difficulties and/or disabilities. As a result, they make outstanding progress. Pupils with particular talents benefit from many

opportunities to develop their skills in areas such as music and drama, and by participating in the 'Children's University'.

Pupils' well-developed literacy, numeracy and ICT skills make them very well prepared for the future. This is enhanced further by excellent opportunities to learn business skills through enterprise projects such as the 'Pocket Money Stall', which involves ordering stock and deciding upon acceptable profits, and by children in the Nursery making bookmarks to sell to their parents.

The school's strong links with local businesses, schools and housing associations, and enthusiastic support of local charities, make pupils fully aware of the world around them, by getting them involved and doing much to enhance their social development.

These many strengths explain why parents think the world of the school and the way it enables their children to develop their academic and personal skills. They feel very welcome and take part enthusiastically in the many opportunities to learn about how the school works and to join adult education classes. Typical of parents' comments are, 'fantastic school', 'amazing progress', and 'a magical place with outstanding teachers'.

## **Effectiveness of the Foundation Stage**

### **Grade: 1**

The provision in the Nursery and Reception classes is excellent. Outstanding leadership and management means that the Foundation Stage runs smoothly, with a sharp focus on children achieving as well as possible. The strong home-school links, which begin a year before children enter the Nursery, ensure that children make a smooth transition. The detailed assessments of children provide accurate measures of their strengths and weaknesses and teachers use them effectively to plan activities at just the right level. The curriculum is planned very carefully to ensure children have the right balance of work to improve their academic skills, time to develop their independence and social skills through play, and extra-curricular clubs to broaden their learning.

Adults work very well as a team to provide high quality care, support and guidance and to ensure children's safety and well-being. Rooms provide constant reminders of the learning children have accomplished and are exciting places to be in. Teachers and teaching assistants work closely as a team and develop exceptional relationships with the children, who feel valued and enjoy their work. Lessons are well balanced between whole-class sessions, where all children learn new skills, and group work to develop their understanding further. As a result, children make excellent progress and by the end of Reception nearly all attain the expected goals in all areas.

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

- Ensure that more-able boys try their hardest to achieve as well as they can.

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## 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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

### Achievement and standards

How well do learners achieve?	1
The standards <sup>1</sup> 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 extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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?	1
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

<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>	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 leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	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	1
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 Pupils

Inspection of Weston Coyney Infants' School, West Street, Weston Coyney, Stoke-on-Trent, Staffordshire ST3 6PT.

Thank you for making me so welcome when I visited your school. I really enjoyed seeing you work so hard in lessons and play so energetically in the playground. Those of you who were kind enough to speak to me showed how proud you are of your school. You are right to be because it is an outstanding school.

What I liked most about your school:

- You are very friendly and helpful.
- You work very hard and make excellent progress.
- Your behaviour is outstanding, both in class and out in the playground.
- You know a lot about how to stay safe and live healthy lives.
- You do a lot to help people who are not as lucky as you.
- Your headteacher and other leaders are excellent and know how to improve things.
- You love the many clubs after school that teach you important skills in things like ICT, music and dance.
- Your teachers are doing a brilliant job. They work very hard to plan interesting work and make your lessons fun.
- All staff at the school take excellent care of you and keep you safe.

What I would like the school to do now:

- Make sure that boys work as hard as they can because sometimes they let girls do most of the work!

Yours sincerely

Terry Elston

1 October 2007

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