

# Werrington Primary School

## Inspection report

---

<b>Unique Reference Number</b>	124075
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	314797
<b>Inspection dates</b>	8–9 October 2007
<b>Reporting inspector</b>	Rajinder Harrison

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

---

<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	390
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	ian Brindley
<b>Headteacher</b>	Bob Harvey
<b>Date of previous school inspection</b>	9 June 2003
<b>School address</b>	Washerwall Lane Werrington Stoke-on-Trent ST9 0JU
<b>Telephone number</b>	01782 302150
<b>Fax number</b>	01782 302150

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	8–9 October 2007
<b>Inspection number</b>	314797

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is a larger than average sized school. Almost all pupils are of White British origin. The proportion of pupils with learning difficulties and/or disabilities is lower than average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school with good features. Pupils' personal development is good and they are happy at school. Parents are generally positive about the school. Pupils feel safe and well looked after and trust the adults who work with them. Relationships are very good. Pupils are kind to others and have many responsibilities around the school. They understand well the importance of staying fit and healthy and many enjoy the numerous clubs and activities the school offers. Pupils have a good awareness of their own culture but have very limited understanding of the many cultures that make up modern British society.

Pupils' achievement is satisfactory. Children start in the Nursery with knowledge and skills expected at this age. At the end of the Foundation Stage, almost all children attain the expected levels and a few exceed them, although they are not as confident in their literacy skills. This satisfactory progress is maintained through Years 1 to 6. However, in a few classes, teachers make insufficient use of assessment information to match work to pupils' needs and challenge all pupils enough, particularly the more able. Hence, progress is not as good as it could be. In Year 2, standards are broadly average. Standards in Year 6 are also broadly average. Standards in science are above average because recent improvements have had a positive impact. The achievement of pupils with learning difficulties and/or disabilities is satisfactory because they receive the help they need. Teaching is satisfactory overall. Where it is good, teachers challenge pupils well through good discussions, and learning is good. The curriculum is satisfactory but pupils have too few opportunities to write in other subjects or to work independently in order to achieve more. Care arrangements are good but not all teachers use the available assessment information to set pupils targets that stretch them enough or provide enough advice as to how they might improve their work.

Leadership and management are satisfactory. The school was slow to respond to the issues regarding assessment highlighted in the last report. Over the past year, improvement has been no better than satisfactory, because senior managers have not kept a tight enough check on every aspect of the school's work, particularly the quality of teaching and pupils' progress in each class. Whilst the standards are not as high as at the time of the last inspection, the decline has been arrested. The school's 2007 test results show an improvement on those of 2006. Raising standards by improving provision is a school priority. The school is accurate in its self-assessment, and staff and governors have demonstrated that they have the capacity to improve the school.

## Effectiveness of the Foundation Stage

### Grade: 3

Children start in the Nursery at the expected levels. They settle quickly because of the caring relationships that the school fosters. Teaching is satisfactory and often good. Children learn through interesting activities that provide a good balance between adult-led activities and those the children choose. They make satisfactory progress and achieve the expected levels by the end of the Foundation Stage. They do best in their personal development and perform least well in their literacy skills. Effective strategies, such as more reading and writing activities, are in place to address this. The leadership and management are satisfactory. The accommodation is attractive, stimulating and well resourced but the new outdoor area does not provide children with enough stimulating play opportunities.

## What the school should do to improve further

- Provide pupils with more opportunities to work independently and for writing in subjects other than English.
- Evaluate the quality of teaching and pupils' progress more rigorously and check pupils have the advice they need to improve their work.
- Ensure teachers use assessment information to set targets that challenge all pupils fully.
- Provide more opportunities for pupils to understand the many cultures represented in Britain today.

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

From expected levels at the start of the Foundation Stage, standards are broadly average when pupils leave in Year 6. This represents satisfactory progress. Standards have improved since 2006.

Most pupils achieve satisfactorily throughout the school. Standards are broadly average in Year 2, although science is the weakest subject because teachers do not challenge pupils sufficiently in their investigation skills. Thus, whilst pupils may know the information, they cannot always explain it. Pupils are more secure with this in Key Stage 2, where pupils have to think about their learning and explain their findings. By contrast, therefore, in Year 6, science is the subject where pupils do best. The achievement of pupils with learning difficulties or disabilities is satisfactory.

## Personal development and well-being

### Grade: 2

Pupils' excellent attendance and positive attitudes to learning show they enjoy school. 'I like school because we have fun here' is a typical comment. Pupils' spiritual, moral, social and cultural development is good. Pupils are polite, courteous and respectful of others. Their behaviour is very good. They know what is expected of them and respond well, even in lessons that lack challenge. Pupils work well with others and enjoy many responsibilities. For example, older pupils take care of those who are upset or lonely in the playground. The school council influences school improvement by, for example, deciding what play facilities pupils might like and how to raise funds. Lunchtimes are good social occasions and many pupils choose healthy options that include excellent school meals. Through the many sporting activities on offer, pupils exercise regularly. They know how to stay safe and whom to go to if they feel threatened. Pupils contribute satisfactorily to the wider community through, for example, singing in public and supporting many charities. Visitors and visits help pupils gain a good understanding of their own culture. However, pupils have too few opportunities to learn about the cultures and traditions of other British communities. Although pupils' good social skills will benefit them in later life, their average basic skills mean readiness for the future is just satisfactory.

## Quality of provision

### Teaching and learning

#### Grade: 3

Whilst teaching is satisfactory overall, some is good. The good lessons are lively, capture pupils' interest and help them to achieve well. Teachers pose challenging questions to encourage pupils to think about and discuss their ideas more confidently. For example, in a lively history lesson, pupils talked about World War II and what it must have been like for people to cope with rationing at that time. Teaching assistants help pupils of all abilities to participate and learn effectively. Pupils enjoy working in small groups, as sharing ideas helps them to develop their understanding, but not all teachers provide such opportunities. Other lessons, whilst generally satisfactory, are less stimulating, lack pace and do not require pupils to work hard. Teachers talk for too long, direct learning too much, and provide too few opportunities for pupils to work independently. Tasks are not sufficiently well matched to pupils' needs to challenge them fully, particularly for the more able pupils. Pupils of all abilities often all do the same work and this impedes better progress.

### Curriculum and other activities

#### Grade: 3

Whilst the curriculum is satisfactory, it does not always provide opportunities for pupils to work independently or build successfully on what they already know. There are too few opportunities for pupils to develop their writing skills through subjects other than English. Planning covers subject requirements adequately but there is not enough challenge for some pupils and, consequently, they make less progress than they could. The recent focus on boosting pupils' investigation skills in science has helped to raise standards in Key Stage 2.

The curriculum supports pupils' personal development well, particularly promoting healthy and safe lifestyles. Parents and pupils value the very good range of the popular after-school sports clubs and interschool events. Pupils benefit from many visits, including the residential trip, and from the good range of visitors who help to make the curriculum more interesting. Such activities boost pupils' confidence and give them a good insight into the world beyond school.

### Care, guidance and support

#### Grade: 3

Care arrangements are very good. Children new to the school are welcomed warmly into the school and arrangements to prepare pupils for secondary school are good. Procedures to ensure pupils' safety, welfare and protection are securely in place. Pupils know whom to go to if they are worried or upset and know staff will help them. Pupils with learning difficulties receive good individual support, with external agencies involved where appropriate. The school has begun to target extra support for pupils who are more able.

The school now has effective systems to check pupils' academic achievement. The data that is generated is very valuable to support effective target setting. However, not all teachers make best use of this information to challenge pupils fully or identify early when any are falling behind so they can receive the help they need to catch up quickly. Similarly, not all teachers mark work in sufficient detail to help pupils understand what they need to do to improve.

## Leadership and management

### Grade: 3

The headteacher has, in the last year, established a more rigorous approach to school improvement and raising standards. The introduction of new assessment procedures has helped to identify weaknesses in teaching and provision, and subject managers now have a clearer role in leading developments. Teachers have access to good training to support their teaching. Managers regularly review the school's work and pupils' progress but they are not as rigorous as they need to be, particularly in checking that the quality of teaching is always good and ensuring all pupils have the work they need to achieve well.

Governors visit the school regularly and are well informed. Very good financial management ensures that priorities such as improving the premises and providing staff training are resourced adequately. Governors have begun to question the school's performance and recognise that they are not as rigorous as they might be in checking the impact of school improvement on pupils' progress.

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).**



## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

### 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?	3
The effectiveness of the Foundation Stage	3
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	1
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	3
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

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

12 October 2007

Dear Pupils

Inspection of Werrington Primary School, Stoke on Trent, ST9 0JU

I am writing to tell you what we found out when we came to your school recently to look at the work you do and to talk to your teachers. It was lovely meeting you. Thank you for making us feel welcome and for being so friendly and polite. We enjoyed talking to you about the many clubs you can join and the trips you go on. We particularly liked the way the older pupils help to look after children in the playground and how everyone has jobs to do like fetching the fruit for snack time.

- Your school is satisfactory overall. These are the things we particularly liked.
- You achieve expected standards and make satisfactory progress; the school's results were better this year than in 2006, so things are improving.
- Whilst most lessons are satisfactory, where teaching is good you really enjoy what you do, work hard and learn more.
- You work best when teachers give you challenging work and the time to discuss what you are learning as well as working by yourselves.
- The work teachers plan is satisfactory and good visitors and trips help you learn more.
- Your attendance is excellent, your behaviour is very good and you know about staying safe and healthy and enjoy your school dinners.
- You make good friends and can go to someone if you are worried or unhappy.
- The headteacher and all the staff take good care of you and help you.
- These are things we have asked the school to do to become even better.
- Give you more opportunities for writing in all your subjects and to work by yourselves so that you make even better progress.
- Make sure all your lessons are good and that teachers give you the advice you need to improve your work so you make better progress.
- Make sure that teachers check what you can already do, give you harder work and more help with how to improve your work to help you get higher results.
- Help you to learn more about the different cultures of people who live in this country.

There are things you could do to help too. For example, you could make sure you always do your best and ask for harder work if you need it.

I hope that you will all do well in the future. Yours sincerely

Rajinder Harrison Lead inspector

**Annex B**

12 October 2007

Dear Pupils

**Inspection of Werrington Primary School, Stoke on Trent, ST9 0JU**

I am writing to tell you what we found out when we came to your school recently to look at the work you do and to talk to your teachers. It was lovely meeting you. Thank you for making us feel welcome and for being so friendly and polite. We enjoyed talking to you about the many clubs you can join and the trips you go on. We particularly liked the way the older pupils help to look after children in the playground and how everyone has jobs to do like fetching the fruit for snack time.

Your school is satisfactory overall. These are the things we particularly liked.

- You achieve expected standards and make satisfactory progress; the school's results were better this year than in 2006, so things are improving.
- Whilst most lessons are satisfactory, where teaching is good you really enjoy what you do, work hard and learn more.
- You work best when teachers give you challenging work and the time to discuss what you are learning as well as working by yourselves.
- The work teachers plan is satisfactory and good visitors and trips help you learn more.
- Your attendance is excellent, your behaviour is very good and you know about staying safe and healthy and enjoy your school dinners.
- You make good friends and can go to someone if you are worried or unhappy.
- The headteacher and all the staff take good care of you and help you.

These are things we have asked the school to do to become even better.

- Give you more opportunities for writing in all your subjects and to work by yourselves so that you make even better progress.
- Make sure all your lessons are good and that teachers give you the advice you need to improve your work so you make better progress.
- Make sure that teachers check what you can already do, give you harder work and more help with how to improve your work to help you get higher results.
- Help you to learn more about the different cultures of people who live in this country.

There are things you could do to help too. For example, you could make sure you always do your best and ask for harder work if you need it.

I hope that you will all do well in the future.

Yours sincerely

Rajinder Harrison  
Lead inspector