

# Watergall Primary School

## Inspection report

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<b>Unique Reference Number</b>	131240
<b>Local Authority</b>	City of Peterborough
<b>Inspection number</b>	315762
<b>Inspection dates</b>	2–3 July 2008
<b>Reporting inspector</b>	Linda Killman HMI

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	238
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Gary Watson
<b>Headteacher</b>	Mrs Sue Hickey
<b>Date of previous school inspection</b>	15 March 2004
<b>School address</b>	Watergall Bretton Peterborough Cambridgeshire PE3 8NX
<b>Telephone number</b>	01733 264238
<b>Fax number</b>	01733 266440

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## Description of the school

This is an average sized primary school situated in an area of considerable social and economic disadvantage. Attainment on entry to the school is exceptionally low. A third of pupils are eligible for free school meals, which is almost double the national average. Almost half of the pupils are from minority ethnic backgrounds. The proportion of pupils whose first language is not English is well above average at nearly a third. The proportion of pupils with learning difficulties or disabilities is also well above the national average. The transient nature of the local community results in an above average turnover of pupils. All members of the leadership team are new since the school's last inspection. There is a Children's Centre on site that is inspected separately. The school has Investors in People status.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This improving school is providing a satisfactory standard of education and care for its pupils. It has some good features. Good leadership demonstrated by well-chosen, carefully planned actions is having an impact on raising attainment. The headteacher and deputy headteacher are dynamic professionals focused relentlessly on raising all pupils' attainment and energising teaching to bring a sparkle to learning. The leadership team is extremely effective in evaluating the school's work. This enables the school to pinpoint the most significant improvements needed to increase its effectiveness. New approaches are having an impact in bringing about improvement and the pace of change is gathering momentum. The leadership and management provide the school with a good capacity to make further improvements.

The essential ingredients leading to the school's success lie in the rigorous analysis of data to raise attainment, higher aspirations for achievement and better teaching that promotes an 'I can and I will' attitude to learning. In English, mathematics and science, challenging targets are set for pupils to aim for, underpinned by systematic checking that ensures pupils stay on track. As a result, all pupils are making satisfactory progress in these subjects, although standards are still exceptionally low. There is some way to go before the school is in a position to replicate this improving trend in other subjects because the subject leaders are not yet as rigorous in their monitoring and evaluation.

The deputy headteacher's role as the teachers' leading professional coach has had a significant impact on improving the quality of teaching and learning. In most lessons, teachers are confidently using a wide variety of creative approaches to maximise pupils' engagement and enjoyment. Teaching builds on pupils' prior learning, breaking it down into small steps so that pupils are successful in learning all that is intended. The staff support pupils' learning appropriately throughout lessons. Nonetheless, some pupils are overly reliant on the adults to tell them what to do next and are not using their initiative or exercising enough independence.

Significant improvements in support and guidance have transformed pupils' behaviour in lessons and around the school, so that time is used productively. The pupils know the rules and abide by them. Relationships are trusting and respectful. Zero exclusion rates and above average attendance shows pupils' increasing motivation and enjoyment in coming to school. Staff, governors, parents and the pupils say that school is now much more exciting. Most pupils know how to live healthy lifestyles and stay safe. Their spiritual, moral, social and cultural development is good. This is underpinned by curriculum planning that links subjects together to deepen pupils' understanding. Visiting experts, trips and clubs are enriching their experiences.

## Effectiveness of the Foundation Stage

### Grade: 3

From exceptionally low starting points the children make satisfactory progress towards the early learning goals. Nevertheless, although the children are making adequate progress they are not thriving as creative, independent learners. Too much control and direction restricts opportunities for them to explore freely and do as much as possible for themselves. Direct teaching, for example, when children learn their letter sounds (phonics), is proficient. The children enjoy choosing their own activities but the adults do not always respond to unforeseen events, thereby missing opportunities to move children's learning on. Well resourced play spaces inside and outdoors provide plenty of scope for variety. However, some of the tasks are too

prescriptive offering insufficient challenge to entice children to stick at them. The Foundation Stage generally works in isolation from the rest of the school. Consequently, across the school there is limited understanding of the important part it contributes to the overall effectiveness of the school.

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

- Ensure that pupils make as much progress in other subjects as they do in English and mathematics by improving the monitoring roles of the subject leaders.
- Encourage pupils to be less dependent on adults to guide them so that they think and act for themselves.
- Ensure that provision in the Foundation Stage allows pupils sufficient freedom to explore, experiment and organise themselves.

A small proportion of 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**

Overall, standards in Key Stages 1 and 2 are well below average but the gap between where they are and where they should be is closing. Expectations are high for pupils to make better progress than previously. Many pupils are exceeding expectations and where teaching is strongest, a significant proportion are making as much as a whole level of progress in a year rather than taking the expected two years. Effective support for pupils who find learning difficult and those learning English as a new language ensures that they fully participate in lessons and make adequate progress.

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

### **Grade: 2**

Pupils enjoy coming to school and feel safe and happy there. They assume many responsibilities across the school and take part in local community events such as the Bretton Festival or charitable fund raising activities. The school council is well regarded and effective in giving pupils a voice. Regular meetings with parish councillors have led to positive changes to the school environment and locality such as the refurbishment of the play park next to the school. The pupils take regular exercise and know how to make healthy food choices.

Pupils play enthusiastically at break times but with due regard to safety. They look forward to 'special mention assembly', where their accomplishments are publicly celebrated thereby adding to their sense of pride and good self-esteem. The pupils are making sufficient progress in literacy, numeracy and information and communication technology (ICT) and their attitudes are good. However, their economic well-being is satisfactory rather than good because they have not yet developed habits as independent learners.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching is satisfactory and promotes positive behaviour and learning. However, there are inconsistencies in the effectiveness of teaching across the school, which ranges in quality from satisfactory to outstanding. Effective assessment procedures enable teachers to plan well by building on pupils' prior attainment. Teachers break down learning into small achievable steps but this sometimes constrains the progress of learners who are ready to storm ahead. The best lessons are lively, interactive and enjoyable. This is particularly apparent in teaching at the end of Key Stage 2, where engaging activities are pitched at just the right level, ensuring that most pupils succeed. The school's focus on introducing creative approaches that involve pupils actively in learning has increased their motivation.

### **Curriculum and other activities**

#### **Grade: 3**

The school takes many opportunities to enrich the curriculum. A range of visits and visitors provide pupils with first hand knowledge to support their learning. Links between subjects are developing but there are still insufficient opportunities for pupils to apply their ICT skills in other subjects. Provision for vulnerable pupils and those who find learning difficult is good. The school is doing much to personalise learning for pupils, and lessons take into account their preferred learning styles. Additionally, the school organises classes and groups around pupils' needs; for example, this year a special class was set up to ease pupils in their transition from Reception into Year 1. These strategies have a beneficial effect on pupils' learning. The school identifies pupils with special gifts and talents but targeted provision for them is in its early stages of development. The school has wisely invested in good quality resources such as the new library area. This is an inviting place for pupils to read in or browse through books.

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

#### **Grade: 2**

Good quality care for pupils is seen in the high level of commitment of staff in encouraging enjoyment and achievement and in promoting pupils' health and safety. The school is vigilant in reviewing systems for safeguarding pupils and assessing risk. Good links exist with the pre-school and the local secondary school to ensure pupils' smooth transition into and out of the school. Staff ensure that pupils receive the support they need in order to thrive.

Sometimes this comes from within the school from the inclusion officer for example, but equally, the school works effectively with outside agencies and parents. Teachers' marking is thorough, helpful and usefully points pupils towards improvement. Wall displays in classrooms offer helpful hints and points to remember, and prompt pupils about their targets.

## **Leadership and management**

#### **Grade: 2**

The headteacher and deputy headteacher provide clear direction and their strong partnership has successfully moved the school forward. They take on challenges with optimism and

enthusiasm, inspiring and motivating staff to do the same. The leadership team is committed and effective because members are professionally well equipped to fulfil their management roles. Drawing upon a wide range of valuable evidence stemming from excellent quality assurance activities, they have a clear view of where strengths and weaknesses lie. This enables them to plan effectively. The school welcomes support and advice from external advisers and consultants and this contributes to their quest for higher standards. Subject leadership in English, mathematics and science is effective but other staff have not yet undertaken enough monitoring activities to have a secure grip on achievement and standards in their subjects across key stages. Governance is good because the governors know the school well and are confident in providing an appropriate balance of support and challenge. At all levels, staff are reflective, keen to develop professionally and supported effectively by the leadership and management to do so.





## 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?	3
The effectiveness of the Foundation Stage	3
The capacity to make any necessary improvements	2

### Achievement and standards

How well do learners achieve?	3
The standards <sup>1</sup> reached by learners	4
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>	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 leaders and managers use challenging targets to raise standards	2
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	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

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

4 July 2008

Dear Pupils

Inspection of Watergall Primary School, Peterborough, PE3 8NX

Thank you for your warm welcome when we came to inspect the school recently. You impressed us with your good manners and your respect for visitors. We are very pleased that you are enjoying coming to school because there is much to look forward to each day. We found that Watergall is a satisfactory school and it is getting better and better.

These are some reasons why.

- Your headteacher and deputy headteacher are doing a superb job in making sure that everything is in place to help you in English and mathematics so that now you are learning faster.
- The teachers and governors know what the school does well and how it can improve.
- All of the adults expect you to do your very best, always.
- Many of your lessons are exciting and involve you in looking, speaking, listening and moving so that there is enough variety to keep everyone alert and interested.
- Your teachers give you just the right level of work so that it is not too easy or too difficult.
- The staff look after you very well and you know how to stay safe and be healthy.

We think that there are things that can be even better so we have asked your teachers to:

- make sure that you do as well in other subjects as you do in English and mathematics
- ensure you do more for yourselves instead of waiting for an adult to help you
- give the Reception class more chances to work things out for themselves.

We wish you a very happy summer break and every success in the future.

Yours sincerely

Linda Killman

Her Majesty's Inspector