

Waingroves Primary School

Inspection report

| | |
|--------------------------------|--------------------|
| Unique Reference Number | 112704 |
| Local Authority | Derbyshire |
| Inspection number | 325669 |
| Inspection dates | 21–22 January 2009 |
| Reporting inspector | Alison Cogher |

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

| | |
|--|--|
| Type of school | Primary |
| School category | Community |
| Age range of pupils | 4–11 |
| Gender of pupils | Mixed |
| Number on roll | |
| School (total) | 182 |
| Government funded early education provision for children aged 3 to the end of the EYFS | 0 |
| Childcare provision for children aged 0 to 3 years | 0 |
| Appropriate authority | The governing body |
| Chair | Mr Adrian Gascoyne |
| Headteacher | Mrs Amarjeet Challand |
| Date of previous school inspection | 7 March 2006 |
| Date of previous funded early education inspection | Not previously inspected |
| Date of previous childcare inspection | Not previously inspected |
| School address | Waingroves Road Waingroves Ripley Derbyshire DE5 9TD |
| Telephone number | 01773 744106 |
| Fax number | 01773 744106 |

| | |
|--------------------------|--------------------|
| Age group | 4–11 |
| Inspection dates | 21–22 January 2009 |
| Inspection number | 325669 |

© Crown copyright 2009

Website: 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 two Additional Inspectors.

Description of the school

This is a smaller than average sized primary school with Early Years Foundation Stage (EYFS) provision for children in a Reception class. Almost all pupils are from White British backgrounds. The proportion of pupils with learning difficulties and/or disabilities is average as is the proportion with an identified specific need. The number of pupils who join or leave at other than the usual times is above that found in other primary schools of this size.

The school has achieved a number of awards in recognition of its work. These include the Basic Skills Quality Mark, a Healthy Schools Award and the International School Award at Foundation and Intermediate level.

Before and after school care is available on the school site at the Waingroves Out-of-School Club managed by a private provider and subject to a separate inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good and improving school. This is due to the very effective leadership and management of the headteacher who is supported well by a skilled and united team of staff and governors. The school has the overwhelming support of parents and a number wrote to express their appreciation of the quality of teaching and the progress their children are making.

Rigorous monitoring and evaluation ensures that the school's self-evaluation is honest and accurate. Priorities for improvement are identified clearly and staff work together to address them quickly. This successful strategy has led to improving pupil progress and rising standards that exemplify the school's good capacity to improve further.

Standards are typically above average when pupils leave the school. This represents good achievement overall. Children make good progress in Reception and in Years 1 and 2 to reach at least average standards at the end of Year 2. Standards are often above average in reading. Action taken to improve pupils' knowledge and use of letter sounds is having a positive impact on their confidence. Consequently, skills in writing and standards in this area are improving. In Years 3 to 6 pupils' progress has accelerated steadily since the last inspection. Key improvements in teaching and the use of assessment information have supported the learning of pupils of all abilities including those with learning difficulties and those with identified specific needs.

Teaching and learning are good overall and at times outstanding. Lesson planning is guided by careful assessment so that activities build well on what pupils already know and can do. The detailed tracking of pupils' progress linked to challenging target setting arrangements have contributed to pupils making better progress. Pupils' exemplary behaviour allows lessons to move on at a good pace and teachers make particularly good use of challenging questioning to reinforce and extend pupils' learning. Excellent relationships ensure pupils of all abilities offer explanations, views and ideas in lessons, confident in the knowledge that their contribution will be valued while also feeling able to seek support when they need it. Skilled teaching assistants make a significant contribution to pupils' learning. The good curriculum ensures pupils' learning is enriched by a wide variety of activities provided within lessons and out of school. Links made between subjects are developing well and particularly good use is made of information and communication technology (ICT).

Pupils' personal development and well-being are good. Pupils love coming to school and say it is a happy and friendly place to be. They know how to keep themselves safe and how to lead a healthy lifestyle. They contribute well to the school, local and wider community and take their responsibilities seriously. They understand the importance of treating others with respect and building harmonious relationships where diversity is celebrated. The school works effectively with other schools and support agencies to promote pupils' well-being.

Excellent pastoral care, guidance and support enables pupils to feel confident that if they have a concern there is an adult they could share it with, knowing that it will be dealt with quickly and effectively. Pupils with learning difficulties and those with specific needs are supported well so they make good progress towards their individual targets. Academic support and guidance is effective and has underpinned the improvement secured in pupils' progress. The school's work to promote equality of opportunity is excellent, nevertheless there is scope for even further improvement in relation to the feedback given to pupils on how they can improve their

work. The school recognises that providing this information will further harness pupils' self-motivation and enthusiasm for learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The EYFS is well led and managed and staff work well as a team. Good admission arrangements and close links with parents and local pre-school providers ensure children settle quickly and happily at school. They are cared for extremely well, and quickly feel safe and secure and grow in confidence and independence as they play and learn together. Children enter Reception with skills, knowledge and understanding that are broadly at the level expected for their age. Their understanding of the sounds letters make and their writing skills are often weaker than other areas. A strong emphasis on supporting children's personal, social and emotional skills helps them to develop good levels of self-esteem and to gain confidence as learners. The motivating curriculum takes good account of children's interests. They enjoy learning because activities are fun and encourage them to explore and investigate using all their senses. There is a good mix of adult-led and child-chosen activities. Assessment procedures are thorough and the information gathered is used well to guide teacher's planning. Children are regularly taken outside to extend and enrich their learning. However, there is no specific area for the EYFS children to access freely and this does restrict to some degree the range of activities provided on a daily basis. The focused teaching of basic literacy and numeracy skills ensures children make good progress in these areas. By the end of their Reception year, the majority of children are working securely within the expected learning goals and some exceed them.

What the school should do to improve further

- Develop the EYFS outdoor learning space to extend the learning experiences available for children.
- Provide pupils with even more specific guidance about how to improve their work.

Achievement and standards

Grade: 2

Although standards vary from year-to-year, school based assessment data, confirmed by inspection findings, shows that pupils make good progress and achieve well in Years 1 and 2. In 2008 pupils secured broadly average standards in writing and mathematics and above average standards in reading. Pupils' progress in Years 3 to 6, is good and accelerating as improved teaching impacts on pupils' learning. Assessment data for Year 6 in 2008 indicates an improvement on the 2007 results and that standards for English, mathematics and science are above average overall. Pupil progress data shows that most pupils make better than expected progress from their Year 2 results. This improved progress is also evident in lower year groups and is a consequence of improved quality and consistency of teaching. Throughout the school, pupils who need additional support for their learning make good progress to achieve well from their individual starting points. Throughout the school standards in ICT are strong and it is used as a very effective tool to support learning.

Personal development and well-being

Grade: 2

Pupils are very happy at school and this is reflected in their good attendance. They take great pleasure in their learning, concentrate well and give good attention to their teachers. Spiritual,

moral, social and cultural development is good. Relationships are outstanding and underpin the pupils' effective learning. Pupils know about, and adopt healthy lifestyles. They manage risks in their lives well and take good care of each other.

The attitudes and behaviour of most pupils are excellent and reflect the positive ethos of social harmony that exists within the school. Pupils say that bullying is not an issue in the school and on the rare occasions when pupils' behaviour is unacceptable it is dealt with effectively. Pupils embrace the shared values of the school and display good levels of maturity. They work and play together constructively and cooperatively and are well prepared for the next stage of their lives. They readily accept opportunities to take responsibility by becoming for example, playground buddies, team captains or members of the school council. These roles provide pupils with valuable opportunities to influence actions taken to improve the school. Pupils' sense of social responsibility is strong and they raise large sums of money in support of local and national charities. The school's International School work enriches pupils' personal development by adding a world dimension to their knowledge and understanding.

Quality of provision

Teaching and learning

Grade: 2

Lessons are typically lively and fun. Teaching is consistently good and at times outstanding. Imaginative and exciting activities and the wide range of teaching methods used including the very effective use of ICT maintains pupils' interest and promotes good learning. Pupils have many opportunities to discuss ideas and to work collaboratively. Teachers' good subject knowledge and their very good use of challenging questioning helps pupils to clarify their thinking and understanding. This supports the good progress pupils' make very well. The teaching of basic numeracy, and literacy skills is well planned to take pupils' learning forward at a good pace. Teacher's specialist skills and knowledge are used well to extend and enrich pupils' overall learning. Skilled support staff work closely with teachers and make a very positive contribution to the learning of groups and individual pupils. Teachers make regular and careful assessments of pupils' progress and use the information well to guide their teaching. However, they do not consistently capitalise on pupils' ability to take responsibility for their own learning by providing helpful guidance on what they have done well and what needs to be improved.

Curriculum and other activities

Grade: 2

The curriculum is well adapted to meet the needs of all pupils, including the more able pupils and those with learning difficulties and/or disabilities. ICT is used effectively throughout the school to extend and enliven pupils' learning in all subjects. Learning experiences are enhanced by using specialist teachers in subjects such as French and music enabling individual pupil's talents to be recognised and nurtured effectively. The good provision made for pupils' personal, social and health education places a strong emphasis on developing the qualities of being a good citizen. Linking subjects together to make learning more interesting has improved the curriculum. The school recognises the need to develop this approach further and plans are well advanced to extend opportunities for creativity and relevance in all subjects through a themed approach to curriculum planning. A good range of enrichment opportunities, including lunchtime and after-school activities, educational visits and visitors to school contribute further to pupil's learning and personal development.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils is good overall. Pastoral care is outstanding as staff build mutually respectful, extremely supportive and trusting relationships with pupils. In turn, pupils have the confidence to raise any concerns they might have with adults in the school. The school meets statutory requirements for safeguarding of pupils. Parents express their confidence in the school and appreciate the work it does. Pupils benefit greatly from the strong working relationships that exist between the school and external agencies. The needs of vulnerable pupils and those who have learning difficulties and/or disabilities are met well through a variety of effective support programmes.

In all classes, effective use is made of assessment to provide pupils with academic support at whole class and group level. However, the guidance and support provided for individual pupils is less consistent between classes. Marking of pupils' work is generally constructive and supportive of pupils' learning.

Leadership and management

Grade: 2

The headteacher sets a very clear educational direction for the school. Parents recognise and appreciate that the school has improved in a number of key areas since the last inspection. Staff and governors have a clear understanding of the school's strengths and weaknesses and are sharply focused on improving outcomes for pupils. Governors are effective in their role and hold the school to account for its work. All pupils have excellent opportunities to make the most of their time at school. Senior leaders have until recently led key initiatives. Well focused actions and effectively targeted resources have secured good improvement. Leadership and management at other levels is developing well as staff transfer and adapt the monitoring and evaluation practice used for one subject to others. Challenging targets are set for raising standards and the school is largely successful in meeting them. The school uses pupils' progress tracking data well to identify those who are at risk of underachieving and to judge the effectiveness of actions taken to stop it from happening. This information also guides the improvement made to teaching and the curriculum. Gaining the International School Award, the strong links with the local community and the atmosphere conducive to learning and living together within the school is indicative of its success in promoting community cohesion.

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.

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? | 2 |
| 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 capacity to make any necessary improvements | 2 |

Effectiveness of the Early Years Foundation Stage

| | |
|---|---|
| How effective is the provision in meeting the needs of children in the EYFS? | 2 |
| How well do children in the EYFS achieve? | 2 |
| How good are the overall personal development and well-being of the children in the EYFS? | 2 |
| How effectively are children in the EYFS helped to learn and develop? | 2 |
| How effectively is the welfare of children in the EYFS promoted? | 1 |
| How effectively is provision in the EYFS led and managed? | 2 |

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/or disabilities make progress | 2 |

¹Grade 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.

Personal development and well-being

| | |
|---|---|
| How good are 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 |
| The extent to which learners enjoy their education | 1 |
| The attendance of learners | 2 |
| The behaviour of learners | 1 |
| 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 | 2 |

The quality of provision

| | |
|--|---|
| How effective are teaching and learning in meeting the full range of 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 |

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 leaders and managers use challenging targets to raise standards | 2 |
| The effectiveness of the school's self-evaluation | 2 |
| How well equality of opportunity is promoted and discrimination eliminated | 1 |
| How well does the school contribute to community cohesion? | 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**

23 January 2009

Dear Pupils

Inspection of Waingroves Primary School, Ripley, DE5 9TD

Thank you very much for helping us with the inspection of your school. We really enjoyed talking to you and we were very impressed by your enthusiasm for learning. We found many good things about Waingroves and I am pleased to say that we agree with you and your headteacher that you go to a good school.

You told us you really enjoy school. We think you behave exceptionally well and that you play and work together in ways which make sure that everyone is happy. You look after each other very well and build trusting and respectful relationships with each other and the adults at school. Your very positive attitudes and the good teaching you receive are helping you to achieve well and the standard of your work is improving. You are looked after extremely well and you told us that if you have a problem your friends or an adult will help you. The mixture of subjects you study and all the extra activities that are provided for you are good. Your teachers are working to improve them so that you can be even more creative. The school is good at helping you to lead healthy and safe lives. We were pleased to hear that you enjoy learning about other countries and that you value and appreciate each other as individuals.

Your headteacher does a very good job in leading and managing the school. She is working hard with the staff and governors to provide you with a good quality of education. They all keep a close check on how well you are doing and make sure you get extra support if you need it. Even good schools like yours can get better. I have asked the headteacher, staff and governors to focus on two things. These are to:

- develop an outdoor area for the Reception children so they can work and play outside more often
- provide you all with more information about what you need to do to make your work better.

Thank you again for your help. Enjoy your time at Waingroves and keep working hard!

Yours sincerely

Alison Cogher

Lead inspector