

Weeton Primary School

Inspection report

Unique Reference Number	119279
Local Authority	Lancashire
Inspection number	326988
Inspection dates	13–14 November 2008
Reporting inspector	Michael Onyon

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)	92
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 Tristan Bushell
Headteacher	Mr Chris Horrocks
Date of previous school inspection	1 November 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Grantham Road Weeton Preston Lancashire PR4 3HX
Telephone number	01253 836284
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Age group	4–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average sized primary school based in Weeton Barracks. The majority of pupils are the children of service personnel. Between half and two thirds of the school population changes every three years. In addition, there are 'trickle postings' which means that rarely a week goes by without new families arriving and departing from the school. The majority of pupils spend between one and two years in the school. Most pupils are from White British backgrounds. Very few pupils do not speak English at home. The proportion of pupils who are eligible for free school meals is extremely small. A larger than average proportion of pupils have learning difficulties and/or disabilities. The Early Years Foundation Stage (EYFS) consists of one class of Reception children. Amongst a number of awards, the school has gained Basic Skills and Healthy Schools accreditation, and the Activemark award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Weeton Primary is an outstanding school. It is outstanding because of the excellent leadership of the headteacher and the team of staff who are committed to providing the best possible education for all pupils. Their vision and high expectations ensure that the particular needs of an often changing school population are met positively in every aspect of school life. Parents' comments indicate that, 'Weeton is an excellent school where pupils feel safe.'

Major strengths of the school are the outstanding personal development of pupils and the excellent provision for pupils' care, support and guidance. The academic guidance given to all pupils is exemplary. The school's assessment system recognises the particular circumstances of pupils who have often attended a number of other schools and is used exceptionally well to identify what each pupil needs to learn next. Pupils experience very well planned opportunities to understand how well they are doing and what they need to do to improve. Their behaviour and their relationship with others are exemplary and the school provides excellent support for the most vulnerable pupils. Pupils contribute very effectively to the community; those on the school council take their responsibilities very seriously, contributing to decisions made, for example by choosing play equipment for the playground. Pupils have an excellent knowledge about healthy eating and the benefits of exercise. The pastoral guidance given to all pupils is especially strong. As a result of the high expectations of all staff, pupils have excellent attitudes towards their work and say, 'We love this school and always try to do our very best.'

Outstanding progress in the EYFS leads to pupils entering Year 1 with skills that are broadly those expected for their age, many exceeding the expectations. Despite often remaining in the school for short periods of time, their progress is exemplary and pupils reach above average standards in English, mathematics and science by the end of Year 6. Pupils currently in the school are again on track to reach the challenging targets set for them. A significant reason for this is the excellent use teachers make of assessment information to ensure all pupils make as much progress as possible as quickly as possible.

The quality of teaching and learning is outstanding. Pupils are given excellent opportunities to use their literacy, numeracy, and information and communication technology (ICT) skills effectively in subjects across the whole curriculum. Staff have excellent relationships with pupils and pupils feel confident about tackling their challenging work. The school has reviewed the curriculum, taking account of the needs and interests of the pupils. It is very well planned and excellent use is made of links between subjects. For example, displays around the school illustrate a range of activities which ensures learning is always challenging and fun! These activities enable pupils to develop the skills necessary for their future lives and education extremely well.

Leadership and management are outstanding. The enthusiasm of the leadership and the willingness of all the staff team to listen to others' views are hallmarks of a commitment to make the school even better. The school has highly effective procedures for evaluating itself and has accurately identified what works well and what needs to improve. Members of the leadership team play a key part in ensuring changes are made that enable the school to continue being highly successful in meeting the needs of all pupils. The school improvement plan does not sufficiently pinpoint exact standards and pupils' achievement as goals over a given period of time to enable teachers to contribute to planned success. Governors hold the school to account very well. The school provides excellent value for money and has an outstanding capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

Highly effective management of EYFS provision ensures children's rapid progress. When children enter Reception their skills are below expectations for their age. They move into Year 1 having achieved all of their expected goals in all areas of learning with a significant number exceeding expectations. Children make excellent progress in their personal, social and emotional development. Parents report that children are keen to come to school. This is borne out by the enthusiasm they show for activities such as singing together as they 'tidy up' or playing amicably with others in the outside area. The quality of teaching and learning is outstanding. Daily sessions focusing on letters and sounds greatly increase children's confidence with reading and writing skills. They happily browse through books, listen to stories and write 'letters' to their friends. Children's progress is monitored and assessed through very well planned learning activities, some of which are adult-led and others chosen by children for themselves. Reception staff carefully observe and record what children achieve and time is regularly spent in evaluating progress and planning the next steps. Parents are full of praise because of the way children settle and make progress, helped by an outstanding mantle of care from all staff. Parents feel that they are made to feel welcome and appreciate the dialogue with teachers.

What the school should do to improve further

- Ensure that school improvement planning includes precise and challenging academic goals to sustain the high levels of achievement.

Achievement and standards

Grade: 2

Pupils' achievement is good. They enter Year 1 with attainment that is at the expected levels. The school is rigorous in its assessment of attainment on entry and quickly provides challenging work matched well to pupils' learning needs. Standards are above average by the end of Year 2 and Year 6. This represents exemplary progress in the short time most pupils are in the school. Tracking data confirms consistently good progress whether pupils remain for one term or longer periods. There is clear evidence to indicate that the longer pupils are at the school the pace of progress accelerates. The reason that pupils make such consistently good progress is the quality of outstanding teaching across the school. Teachers very quickly adapt to new pupils and have high expectations. There are a significant number of pupils with learning difficulties and/or disabilities, for whom the school provides well. They and pupils identified as gifted and talented make good progress.

Personal development and well-being

Grade: 1

Pupils thoroughly enjoy school. When asked what he liked best at school, one boy exclaimed, 'Everything!' A 'friendship ring' ceremony welcomes all new arrivals into the school family. Pupils' attendance is good and their behaviour is excellent. They feel very much at home in school and have no worries about being safe. Bullying is very rare and pupils know teachers will deal with it effectively should it happen. Pupils of all ages work very cooperatively together. In lessons, they listen attentively to each other. Paired and group activities work especially well because pupils offer each other support or criticism in a very mature manner. Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are very aware of right and wrong.

They are friendly, considerate and show great respect towards each other and to adults. Although most pupils are from White British backgrounds, they have a good awareness of other ways of life. Pupils have an excellent understanding of how to stay healthy, as evidenced by the school's Healthy School accreditation. A substantial number participate keenly in the after-school activities. Pupils of all ages feel very pleased when given special responsibilities. The school council does an excellent job representing their classmates' views. Pupils consider themselves very much part of the barracks community. They often raise money for a range of charities. Their genuine willingness to do their best coupled with good standards in literacy, numeracy and ICT means they are well prepared for their next stage of education.

Quality of provision

Teaching and learning

Grade: 1

Teaching and learning are outstanding overall which is why pupils make good progress, however long they spend in the school. The quality of teaching observed during the inspection ranged from good to outstanding and this reflects the view of the school. It is outstanding overall because of the very high expectations of the school leadership and this is successfully shared with staff. It is also enhanced in the way teaching, learning and the curriculum are managed. Whenever pupils join the school, staff ensure that the needs of pupils are met both in the short term and longer term. Teachers use their knowledge of the pupils' abilities very well to match work to their particular needs. Pupils are successfully encouraged to work in pairs and groups or be independent in their learning. For example, when teachers allocate group work, pupils have a say in choosing their level of challenge and confidently select work that is not too easy and helps them extend their learning. Teachers ensure pupils who find learning more difficult are included well in class discussions and give them special support through the excellent contribution of teaching assistants.

Curriculum and other activities

Grade: 1

The quality of the curriculum is outstanding because it is constantly adapted to meet the changing needs of pupils. Its content is continuously reviewed and reflects the determination of the school's leadership to do the very best for the continually changing school population. There are very good opportunities for pupils to apply and practise their literacy, numeracy and ICT skills in other subjects. This not only makes the curriculum more meaningful but also impacts significantly on standards. A good example of this is the improvement in the standards of mathematics since the previous inspection. A feature of the curriculum is the manner in which it not only caters for pupils' academic needs but also for a wide range of social and emotional needs. A very good range of extra-curricular activities, trips and visitors, like the recent involvement of a potter helping to celebrate the school's fiftieth anniversary, enrich the curriculum. It is also enhanced by the school's links with a school in Africa. Very good provision is made during lessons for pupils with learning difficulties and/or disabilities.

Care, guidance and support

Grade: 1

The school takes outstanding care of its pupils and provides excellent guidance and support. Procedures for safeguarding pupils, including health and safety checks, are rigorous and meet

all requirements. The most vulnerable pupils are well provided for and supported through effective individual learning programmes so that they achieve well. The school has very good links with other schools serving the families of service personnel. This means that the right level of support can be given quickly to all pupils and is a key factor in supporting good achievement. The assessment of pupils' needs as they enter the school is excellent and the school goes to considerable lengths to ensure that all the details that might inform future progress are gathered. There are very good systems in place to monitor pupils' progress. It is an area of the school's work that has improved very well since its previous inspection. Challenging targets are set and pupils are given very good guidance on how to achieve them. The pupils know their targets and take responsibility in working towards them.

Leadership and management

Grade: 1

The quality of leadership and management was modestly judged by the school to be good. It is outstanding because it underpins the excellent provision and consistent good achievement of the pupils. The headteacher provides excellent leadership and is committed to offering the best possible opportunities to all who join the school. All adults subscribe strongly to a team approach; they share a clear educational vision and successfully convey this to the school's community. Very effective community cohesion is established through strong and effective links with the barracks and the wider community, and also with schools in other countries. A particular feature is the school's website that enables former pupils to keep in touch no matter where they are in the world. The quality and effectiveness of self-evaluation are outstanding and enable the school to maintain its momentum of improvement. The focus on teamwork enables all staff to demonstrate a very good understanding of the strengths and areas for development in respect of the subjects they lead. They have produced action plans in order to bring about necessary changes and these are included in the school improvement plan. The plan does not sufficiently pinpoint exact standards and pupils' achievement as goals, for example challenging targets for the progress of pupils over a given period of time are not stated clearly to enable teachers to contribute to planned success. Governors are extremely supportive of the work of the school and recognise its achievements. The partnership between the headteacher and chair of governors is particularly effective. All in all, the school has an excellent capacity to continue to improve.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

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

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?	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
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	1
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?	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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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	2
The effectiveness of the school's self-evaluation	1
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	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

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

14 November 2008

Dear Pupils

Inspection of Weeton Primary School, Lancashire, PR4 3HX

What an excellent school you attend!

Thank you for helping me when I visited your school. I enjoyed meeting you and finding out about your school. I found that your school provides you with an outstanding education and helps you to settle in very quickly. I particularly enjoyed watching you in lessons where you work extremely hard and have excellent attitudes to your work. Your parents agree with me that your school is a very happy place.

These are the things that are particularly strong in your school.

- Your headteacher provides outstanding leadership and management.
- Throughout the school, your teachers have high expectations and help you to do as well as you can.
- You make good progress and your work is above average by the end of Year 6.
- You are extremely polite and your behaviour is exemplary.
- All members of staff look after and care for you exceptionally well.

Your school is always trying to be even better. Because so many of you spend quite a short period of time at the school, I have asked your school to make sure that the school improvement plan includes precise targets about the levels you are expected to reach whilst you are in the school. I know that you will do your very best to help.

All the very best for the future

Yours sincerely

Michael Onyon

Lead inspector