

# Watermoor Church of England Primary School

## Inspection report

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<b>Unique Reference Number</b>	115614
<b>Local Authority</b>	Gloucestershire
<b>Inspection number</b>	338622
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Patricia Potheary

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>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	103
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ian Hartnell
<b>Headteacher</b>	Ray Petersons
<b>Date of previous school inspection</b>	10 February 2010
<b>School address</b>	Watermoor Road Cirencester GL7 1JR
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## Introduction

This inspection was carried out by two additional inspectors. About half of the time was spent looking at teaching and learning, including pupils' work. Thirteen lessons, five teachers and all four classes were observed and two groups of pupils were interviewed. The Chair of Governors was interviewed, and meetings were held with staff, the School Improvement Partner and the local authority. Discussions were held with parents. Inspectors observed the school's work and looked at local authority reports, information about pupils' progress, staff and pupil surveys and safeguarding procedures. The inspection team analysed 24 responses to parent/carer questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the rate of progress being made by year groups currently, particularly in mathematics, for girls and for more able pupils
- how well assessment is used to meet the needs of all groups in lessons
- the effectiveness of leaders at all levels in securing sustained improvement to pupils' progress.

## Information about the school

Watermoor is a small rural primary school. The majority of pupils are from White British backgrounds and a small minority are from other ethnic groups. A higher-than-average number of pupils are eligible for free school meals. The proportion of pupils with a statement of special educational needs is greater than average, although the proportion with special educational needs and/or disabilities is typical of most schools. The school has recently received the Healthy School award and the Active Sportsmark. The Early Years Foundation Stage consists of a group of Reception-aged children taught alongside pupils from Year 1. There have been continued staffing reductions and staff changes over several years as the school has reduced from six to four classes. There is a new Children's Centre Nursery, run by the local authority, on the school site.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

Pupils' personal skills develop well but the academic progress they make is inadequate, largely because they do not make enough progress in some year groups, and particularly in mathematics. Assessment is not used effectively to help pupils achieve as well as they should over time. School leaders do not have sufficient capacity to drive improvement at a fast enough pace to ensure that outcomes improve. Nevertheless, the school provides a safe and happy environment which children really enjoy and appreciate. As one pupil explained, 'My school is a healthy, kind and caring school.'

The rate of pupils' progress in different subjects is too variable. Progress in English and science is satisfactory. In mathematics, teachers' expectations of how much and how fast pupils can learn are not high enough and pupils' understanding of basic number facts is not secure. Progress for those with special educational needs and/or disabilities is good because they are identified quickly and supported well, especially in lessons.

While teaching is satisfactory overall and improving, it is not good enough to accelerate progress in all subjects because of weaknesses in the use of assessment to support learning. Strengths within teaching include provision of an interesting range of activities which engage and enthuse pupils who want to do their best. Most teachers are quick to identify and help when a pupil does not understand something. Inadequate use of assessment, though, means that pupils do not have useful individual targets to help move them forward more quickly. This prevents pupils from knowing how well they are doing in each lesson and exactly how they can improve. This is because, despite knowing pupils' levels well, teachers' expectations are sometimes too low and pupils do not all make enough progress over time. Some inadequate teaching in the past meant pupils did not learn enough and had considerable gaps in their knowledge and skills, especially in mathematics. This has been particularly damaging, until very recently, to the progress made by girls, by more able pupils and by the current Year 6. Satisfactory teaching when these pupils join the next class is then not good enough to help them catch up on lost ground. Moreover, lack of systematic planning limits pupils' opportunities to practise and develop their mathematical and other basic skills across the curriculum.

The care and support provided by the school, and engagement with parents and carers,

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especially for those pupils experiencing learning and other difficulties, are good. Pupils are well behaved, feel safe, act safely and show care and consideration towards each other. They are very keen to take part in the good after-school sport provided. Several discussed how they eat less chocolate and sweets and more fruit as a result of learning about healthy living. In addition, pupils cook vegetables they have grown in the school garden and the vast majority walk to school. The school has recently been awarded the Healthy School award and Active Sportsmark for this good work.

Accurate self-evaluation has stimulated the introduction of several initiatives in a concerted effort to overcome underachievement, but these have not had a lasting impact. The headteacher leads this work, but other leaders are not sufficiently involved or accountable to ensure they are effective. As a result, improvement since the last inspection has been inadequate and whole-school targets are not being met. The capacity to sustain improvement is therefore inadequate. School leaders recognise this fully and everyone involved remains committed to providing the best that they can for the pupils and to addressing the weaknesses.

**What does the school need to do to improve further?**

- Increase the rate of progress in mathematics for all groups by:
  - raising expectations of how much and how fast pupils can learn
  - ensuring that pupils have a secure knowledge of number facts
  - improving planning for mathematical experiences in other subjects.
- Improve the use of assessment to increase progress and raise expectations in all lessons by:
  - making sure that pupils have individual targets which are focused on their next steps in learning in all English and mathematics lessons, and which change as soon as they are achieved
  - involving pupils much more closely in knowing how well they are doing and in reaching the next level in their work.
- Strengthen the way leaders at all levels drive and sustain improvement by:
  - making all leaders fully accountable for improvement in their area of responsibility
  - involving all leaders in regularly checking that whole-school systems and initiatives are effective and consistently applied by all staff.

**Outcomes for individuals and groups of pupils****4**

Although attainment is broadly average, pupils do not all achieve as well as they should considering their starting points. In particular, progress in mathematics is inadequate in several year groups. This is partly due to the fact that pupils' skills in calculating basic number bonds are not well established. Lessons are characterised by lively debate, where pupils work well with each other to explore problems. Pupils enjoy their learning;

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for example, one wrote, 'Learning is the best thing about school.' In all year groups more pupils are now making satisfactory progress overall. In one Year 5 and 6 lesson, for example, girls were confidently and effectively contributing their ideas on how to make a story more interesting. This is not enough, however, to overcome the legacy of underachievement for some, and too few pupils reach the higher levels in their assessments. The school has improved progress in writing. Pupils in one class quickly grasped how to plan their newspaper report, inspiring some to say they would like to become reporters. Several pupils from minority groups, including those with learning difficulties, are attaining well as a result of the good support received.

Pupils make a satisfactory contribution to the school and local community and relish their responsibilities, especially helping others in the playground. They take a very positive approach towards their future prospects, readily seek to take the initiative in tasks and show mature attitudes to team work. This supports pupils' preparation for their future economic well-being which is satisfactory. Their respect for others, including those who have different beliefs and backgrounds to themselves, is good, which contributes to the school's positive and sociable environment.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

The school is warm and welcoming. The quality of teaching is satisfactory overall because teachers have a wide range of the required skills to help pupils learn. This has improved since last year. Teachers use their knowledge of pupils' levels of attainment to meet the needs of most groups, but this is not secure in all lessons. Relationships with pupils are positive, leading to good attitudes to learning and a willingness to work hard. Technology is used appropriately to help pupils understand new concepts. The school rightly has a good reputation for helping pupils with special educational needs and other difficulties effectively. The curriculum includes regular visits, an inviting breakfast club and plenty of sport and performing arts. Planning to teach basic skills in other subjects, especially mathematics, is not systematic and so pupils lose opportunities to apply their learning in more practical ways.

There is considerable inconsistency of practice, in particular, in some year groups. The teaching of mathematics is not sufficiently effective or aspirational. The absence of a whole-school system for setting individual targets for pupils in lessons means that teachers do not use all the available data to secure faster progress. English and mathematics lessons do not all have appropriate aims. Where they do, these are not closely enough matched to the needs of all pupils; neither are they changed as soon as they are achieved. As a result, pupils do not have sufficient guidance from targets or related marking to be clear about how to improve their work and thus make progress more swiftly. Without detailed recording of individual targets, staff are not able to help every child to get off to a swift start when pupils move to the next class. This is why some pupils fall behind in one year group and then do not catch up quickly enough. The school is, however, effective in caring for pupils and supporting them in moving to the next school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The school runs smoothly day to day. Leadership is particularly effective in helping pupils develop some important personal skills and in working well with parents and carers. There have been frequent initiatives which are successful in improving progress initially, but then do not become effectively embedded. For example, progress was increased in English in 2008 and then dropped back again in 2009. For this reason,

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leaders and managers have not been able to demonstrate the capacity to secure improvement in key areas. Constant changes to personnel and reductions in staffing levels have slowed the work of improving teaching and learning.

There is an accurately evaluated and appropriately directed focus on raising attainment and increasing progress but there is not enough direction from leaders at all levels to support this work effectively. School leaders successfully support pupils and parents on a daily basis but, apart from the headteacher, are not sufficiently involved in the work of school improvement. Nor are they held to account well enough for improving their areas of responsibility. In addition, when changes are introduced, these are not checked regularly enough to evaluate their effectiveness. As a result, not all staff adhere to them for any length of time and so practice is too variable from class to class. For these reasons the whole-school targets, which lack aspiration, are not being met. This also means that areas indicated as needing improvement at the last inspection have not been adequately resolved, despite some initial success. Value for money is, therefore, inadequate. Governors fulfil statutory requirements and do provide challenge, but they have been unable to pinpoint exactly why improvement has been so slow.

Safeguarding procedures are of good quality, are reviewed regularly and are successful in keeping pupils safe. All groups, regardless of their backgrounds, have equal access to activities, and differences in performance, as with girls recently, are regularly addressed. The school does not tolerate discrimination and values each individual highly. The school has been particularly effective in promoting good community cohesion locally and takes satisfactory steps to enhance pupils' knowledge, understanding and respect for the different cultures and beliefs found further afield and overseas.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>



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## Early Years Foundation Stage

Close working relationships with parents, carers and pre-school providers ensure that children get off to a smooth start. By the time children leave Reception, attainment is just above average. Progress in this age group is securely satisfactory, with particularly good progress in communication skills and physical development. Children's skills are assessed accurately and then built upon carefully and systematically. Despite this, the school agrees that leadership of the Early Years Foundation Stage is not adequate. Recent staff changes have led to insufficient attention being paid to the evaluation of provision and learning in order to drive improvement. The curriculum and teaching are satisfactory and staff work skilfully with small groups to support the progress being made.

Children are well cared for. The children respond happily to all activities, showing plenty of interest in counting leaves or writing letters and numbers, for example. They have good opportunities to explore things for themselves, which includes their evident delight in making pretend pancakes or designing a butterfly with symmetrical wing patterns. The development and use of the outside area is insufficient because opportunities for moving freely outside are restricted due to access difficulties. Staff work hard to overcome this and in one lesson, for example, children were thrilled to be wearing uniforms and making driving licences so that they could 'drive' emergency vehicles in the playground.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	4

## Views of parents and carers

Parents are overwhelmingly positive about all aspects of the school. They particularly appreciate how safe their children are, how much they enjoy school and how they are learning to keep healthy. Several express respect for senior leaders and, as one reported, 'Staff are friendly and approachable and always have time for parents.' A few concerns were expressed about the amount of progress being made, and the inspection findings support this concern. Other views, where supported by inspection findings, are reflected in the report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Watermoor C of E Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 24 completed questionnaires by the end of the on-site inspection. In total, there are 103 pupils registered at the school, representing 80 families.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	50	11	46	1	4	0	0
The school keeps my child safe	17	7	6	25	1	4	0	0
The school informs me about my child's progress	11	46	12	50	1	4	0	0
My child is making enough progress at this school	10	42	10	42	3	13	1	4
The teaching is good at this school	12	50	9	38	2	8	0	0
The school helps me to support my child's learning	10	42	12	50	2	8	0	0
The school helps my child to have a healthy lifestyle	12	50	12	50	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	9	38	11	46	2	8	0	0
The school meets my child's particular needs	6	25	16	67	2	8	0	0
The school deals effectively with unacceptable behaviour	7	29	14	58	2	8	0	0
The school takes account of my suggestions and concerns	7	29	15	63	2	8	0	0
The school is led and managed effectively	14	58	7	29	2	8	0	0
Overall, I am happy with my child's experience at this school	13	54	9	38	2	8	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2010

Dear Pupils

Inspection of Watermoor C of E Primary School, Cirencester GL7 1JR

Thank you for being so welcoming when we visited your school. We very much enjoyed meeting you, joining you for lunch and seeing some of your lessons. Your school is a happy and welcoming community. However, we have decided that it should be placed in special measures because you do not all make enough progress, especially in mathematics. We also think that the school could make improvements more quickly to help you learn more. However, you are very well looked after by staff. Your lessons are satisfactory, with many interesting things going on, just as you described.

We have asked senior staff to make the following improvements so that the progress you make is increased by:

- helping you reach higher levels more quickly in mathematics
- giving you more understanding of number facts
- making sure you practise mathematics more often in other subjects
- setting you individual targets in English and mathematics which change as soon as you achieve them.

This is to help you to have a clearer idea of how well you are doing and how to go about improving your skills. We would also like all leaders to take a greater share of the responsibility for improving the school and to check that new ideas are working over time. We expect you would like to help staff in this, by sharing your ideas and working hard.

Your behaviour is good, especially in the way you value learning. You show good respect and understanding towards others, including those who have different beliefs and ways of living. You were keen to tell us that the school keeps you safe and looks after you well. It is good to see just how well you are helping yourselves by taking plenty of exercise and eating such a healthy diet. We think that this, alongside your mature attitudes to working with others, helps you to be suitably prepared for your next school and future lives.

Yours sincerely

Patricia Potheary

Lead inspector

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