

# Weston Favell CofE VA Primary School

## Inspection report

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<b>Unique Reference Number</b>	122010
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	340070
<b>Inspection dates</b>	12–13 January 2010
<b>Reporting inspector</b>	Rob McKeown 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>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	298
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs G Fazackerley
<b>Headteacher</b>	Mrs Jill Ramshaw
<b>Date of previous school inspection</b>	8 November 2006
<b>School address</b>	Westwood Way Wellingborough Road Weston Favell
<b>Telephone number</b>	01604 401547
<b>Fax number</b>	01604 411016
<b>Email address</b>	head@westonfavell.northants-ecl.gov.uk

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Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 16 lessons, observing all teachers, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at school policies, development plans, monitoring records, pupils' work and attainment and progress data. They also scrutinised questionnaires completed by 138 parents and carers, all pupils in Years 5 and 6, and staff.

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

- progress and attainment in pupils' writing and whether the support provided for improvement is having sufficient impact
- how well the school supports the achievement of vulnerable pupils and those who have fallen behind
- the success in tackling the weaknesses identified in teaching in the last inspection
- the influence and effectiveness of subject leaders for English and mathematics in monitoring and evaluating provision and achievement, and in securing improvements
- the effectiveness of governors in challenging senior leaders to bring about improvements.

## Information about the school

Weston Favell is above average in size. Most pupils are from White British backgrounds; about a fifth are from a broad range of Black and minority ethnic families. A small number of pupils are at the early stage of learning to speak English. The skills and aptitudes of children joining in Reception are broadly average, although there is an increasing proportion arriving with below average skills. The number of pupils with special educational needs and/or disabilities is typical for this size of school. Their needs are mostly moderate learning or speech and communication difficulties. Pupils in Key Stages 1 and 2 are organised in mixed age group classes across two year groups; older pupils are taught in ability groups for mathematics. A before- and after-school care club organised by the governing body caters for up to 30 pupils. The school holds the Healthy School and Activemark awards. The headteacher has led the school for seven years.

**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?**

**2**

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

**2**

## Main findings

This is a good school that has improved quickly in the last twelve months. Stronger leadership, more consistent and better quality teaching and learning, and a greater emphasis placed on ensuring pupils reach challenging targets have helped bring about the improvements. Pupils now make good progress and achieve well, including those with special educational needs and/or disabilities. Pupils who join the school speaking little or no English often make excellent progress. Since the last inspection, a sharper focus on tracking pupils' attainment has enabled staff to make regular checks on how individuals are doing and provide targeted support to meet their needs and accelerate progress. Leaders acknowledge that there is still work to do, and this is reflected in the accurate judgement made about the school's overall effectiveness in its self evaluation.

Pupils' personal development is outstanding in many respects and this reflects the excellent care and support provided by all the staff. A very large majority of parents are pleased with what the school provides; several wrote positive comments on their returned inspection questionnaires about the calm and caring environment in which their children learn. The pupils themselves told inspectors that they really enjoy school and said how easy it was to make friends and settle in when you are new. The school's mission statement 'living and learning together' is entirely reflected in pupils' excellent spiritual, moral, social and cultural development.

Children get off to a good start in the Reception classes and by the time pupils leave in Year 6, their attainment is above average. Good improvements have been made in results in mathematics in the last two years. In English pupils have been doing better in reading than in writing. This has prompted the school to introduce a number of new approaches to teaching and assessing writing; these are beginning to make a difference. The pupils from Years 5 and 6 who met inspectors with their writing books were unanimous in their view that their writing was improving well this year. Leaders acknowledge that there is still work to do to further raise attainment in writing, especially for boys.

Teaching is good. The lessons observed were never less than satisfactory, but not yet as strong as the leadership team expects. Lessons are always managed well and planned thoroughly; pupils' attitudes, engagement and behaviour are routinely good and often outstanding. In the better lessons, pupils are more animated and involved, and teachers more adept at engaging children in assessing and evaluating their learning, and at detecting and correcting misunderstandings. In some lessons, the support provided by teaching assistants is not always pitched precisely enough. An excellent curriculum provides pupils with many memorable and stimulating experiences. New learning projects start with exciting events, such as the re-enactment of the Battle of Hastings.

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Pupils enjoy lots of practical activities and excel in many aspects of the creative arts. Participation levels in after-school sports clubs are high and reflect pupils' positive involvement in active lifestyles.

Together the headteacher and deputy headteacher provide strong direction and manage the school well. Their drive and commitment have been instrumental in the school's successful improvement. Key phase and subject leaders contribute effectively towards strengthening provision and raising standards. Governance is stronger than it was at the time of the last inspection. Governors give the school good support and have improved their knowledge of how well the school is doing. Collectively with the senior leadership team and other key leaders, they provide the school with good capacity for sustained improvement.

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

- Improve attainment and progress in pupils' writing by:
  - bridging the gap between the attainment of boys and girls
  - consolidating the improvements made in teaching and assessment
  - closely monitoring the quality of the teaching of writing.
- Further strengthen the overall quality of teaching to meet the school's target for the proportion of consistently good lessons by:
  - improving the precision in teachers' assessments during lessons
  - monitoring, evaluating and enhancing the support provided by teaching assistants.

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

**1**

In the lessons observed, pupils were making good progress and enjoying their learning. By the time they reach Year 6 most are achieving above average standards in English, mathematics and science. Writing, especially for boys, is a relative weakness and this is being tackled rigorously this year. A comprehensive approach to tracking pupils' attainment and regular pupil progress meetings help staff to identify individual pupils whose progress may have slowed down. Particular attention is paid to ensuring that pupils with special educational needs and those who are learning to speak English are progressing well; one to one and group teaching sessions help boost pupils' attainment. The school has also started to introduce additional teaching sessions for pupils with higher ability, such as the advanced writers group, and identified those who will benefit from additional challenges in information and communication technology (ICT). Pupils get on together extremely well; their behaviour in lessons and around the school is very good and reflects pupils' friendly attitudes towards each other and the extremely positive school ethos. Attendance is above average. Pupils say they feel very safe and secure at school, and all parents and carers who returned the questionnaire agree. Learning about safe use of the internet and other technologies is given a suitably high

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profile. Pupils are confident about speaking up for themselves and feel comfortable about raising their concerns; any isolated incidents of bullying are quickly resolved. There are many opportunities for pupils to contribute their views in lessons, and in the school and eco council meetings. These have had a beneficial impact on learning about sustainability and on the healthy eating choices made by pupils at breaks and lunchtime. Pupils make a positive contribution to the community through a wide variety of events and activities. Letters written to local councillors advocated pupils' views on the importance of environmental issues. They proudly support local and international communities through their charity fundraising, their contacts with elderly people and the links with school children in Kenya. Assemblies, religious education and personal, social and health education lessons contribute well to pupils' outstanding spiritual, moral and social development. An excellent programme of visits to places of worship and visitors to school helps pupils to learn about, understand and celebrate a broad range of different cultures and beliefs.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

<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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Teachers make learning objectives clear to pupils at the start of lessons and organise interesting learning activities that are matched well to their needs. High expectations and positive relationships ensure that learning is purposeful. Teachers use their interactive whiteboards skilfully to support their teaching and to stimulate learning and discussion; satellite images, newspaper headlines and diagrams of electrical circuits were some of the examples seen. Pupils have many opportunities to discuss their learning and share their thinking in response to teachers' questions. They also cooperate well in group activities. Although teachers' plans identify learning outcomes, in the less effective lessons these are not assessed precisely enough. Furthermore, the checks teachers make on pupils' learning when they are working independently are not always successful in identifying when pupils are making errors or lack understanding. Teaching assistants help individuals and groups of pupils to maintain interest in their activities, but the support they provide is not always focused precisely enough to ensure effective learning. A close eye is kept on pupils' progress through the year. The headteacher meets with teachers and classroom assistants to discuss pupils' progress and the steps that need to be taken if any individuals are falling behind. The marking seen in writing books gave pupils detailed and useful feedback on how well they had completed a piece of work and how it might be improved.

The school's curriculum provides pupils with rich and memorable learning experiences that contribute significantly to their wider personal development and well-being. Learning is linked well across subjects and pupils have many opportunities to take their learning out of school on study visits. New learning topics are launched through special events and older pupils enjoy taking part in a wide range of outdoor and adventurous activities when attending residential visits. Musical soirees are enjoyable occasions when many pupils are able to share their singing and instrumental performances with parents. Special events and theme weeks are organised throughout the year, such as the 'multi-cultural' and 'health and happiness' weeks, developing pupils' understanding of diversity, and health and well-being. Specialist teaching is organised in physical education and an excellent range of after-school clubs are attended by many pupils. Good links are established with other schools to extend curricular experiences, such as the creative arts activities and sports tournaments shared with local primary schools. Care, guidance and support are outstanding. Relationships between adults and pupils are excellent and pupils display high levels of confidence and positive self-esteem. Safeguarding procedures are very thorough and all staff have received up to date training. The school makes sure that all pupils have access to the full range of provision, regardless of their circumstances. The school's parent link worker provides a useful connection to local support services. The provision for pupils who have special educational needs and/or disabilities is supported by staff working closely in partnership with the local authority support agencies.

*These are the grades for the quality of provision*

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<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>1</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leadership and management are good, having improved well since the last inspection. Governors accurately describe the leadership of the headteacher and deputy headteacher as 'passionate and tenacious' and this partnership has been the pivotal influence on bringing about improvements. Teamwork is good among all staff and there is a shared commitment to securing good quality provision for each and every pupil. Challenging targets are set to improve pupils' attainment and leaders keep a very close scrutiny on the progress of individuals. Development planning reflects the accurate view leaders have about the school's strengths and areas for development, although priorities are identified across too many plans and have not been rationalised. The contribution made by other key leaders is good. Teams of teachers meet with curriculum subject leaders to discuss and plan for improvements. Regular monitoring of lessons and checks on teachers' planning and pupils' work are completed to evaluate the quality of provision and check that new approaches are being introduced successfully. This has brought about greater consistency in teaching, although the records from the lesson observations are not focused sharply enough on teachers' assessments and pupils' learning outcomes.

Communication with parents is good and there are positive working partnerships with other local schools and local authority support agencies. The school has benefited significantly from, and responded well to, the challenge provided by its school improvement partner. The promotion of community cohesion is good and well organised. Leaders have looked closely at how well they promote equality and diversity and drawn up an action plan to guide further developments. The governing body has stepped forward since the last inspection and now takes a much closer interest in pupils' attainment and progress. Governors use their broad range of skills to give the school useful support, for example with managing finance and making checks on site safety. Key governors acknowledge that their approach to monitoring the school in action is not yet sufficiently systematic.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2



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<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>2</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>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children in the Reception classes make good progress. In 2009, children left the Early Years Foundation Stage with good skills and aptitudes in nearly all the areas of learning. Creative development was a relative weakness and the school has acknowledged improving links with pre-school groups as a way to strengthen this aspect of children's early learning. Overall, the outcomes represented a significant improvement on those recorded in 2008.

Teaching is good and staff know the children well. Teachers plan a good range of interesting activities, such as bread making and role-play modelling with clay. High priority is given to acquiring early literacy and numeracy skills. Children have a well-taught daily phonics session and teachers encourage them to talk about their play to help develop their conversational skills. Learning takes place in and out of doors in well-equipped and suitably resourced accommodation. The balance between activities that are predominantly led by adults and those in which children can be independent and decide for themselves what they wish to do is good. Teachers keep accurate records of what children have achieved and what they need to learn next.

A positive emphasis is placed on children developing good personal skills, including learning about healthy lifestyles. Children are cared for well and their behaviour is good. There are good links with parents to ensure that pupils settle into the Reception classes quickly and transition into the Year 1/2 classes is managed well. Leadership and management are good and staff work together well as a team. The Early Years Foundation Stage leader has used the support from the local authority advisory teacher to evaluate provision and draw up an improvement plan. This appropriately includes a focus on further developing early writing skills and providing more activities with a higher level of challenge.

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

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Just under half of the parents and carers returned the inspection questionnaire. Many parents and carers wrote comments about how pleased they were with what the school provides and how well their children were doing. Parents and carers were unanimous in their view that the school keeps their children safe. Almost all parents and carers felt that the school is led and managed effectively and that their children are taught well. A very small number of returns indicated that the support their child receives, the progress they make and the way the school manages behaviour could be better. A few parents and carers also indicated that they did not know enough about how they can support their children's learning. Inspectors discussed these issues with the school and concluded that the systems in place to check on and support pupils' progress and their behaviour are good.

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

Ofsted invited all the registered parents and carers of pupils registered at Weston Favell CofE VA 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 inspector received 138 completed questionnaires by the end of the on-site inspection. In total, there are 298 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	92	67	42	30	3	2	1	1
The school keeps my child safe	88	64	50	36	0	0	0	0
The school informs me about my child's progress	53	38	73	53	5	4	4	3
My child is making enough progress at this school	65	47	61	44	9	7	2	1
The teaching is good at this school	71	51	63	46	4	3	0	0
The school helps me to support my child's learning	64	46	61	44	9	7	0	0
The school helps my child to have a healthy lifestyle	66	48	70	51	1	1	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)	42	30	76	55	7	5	1	1
The school meets my child's particular needs	62	45	68	49	7	5	0	0
The school deals effectively with unacceptable behaviour	60	43	59	43	8	6	1	1
The school takes account of my suggestions and concerns	53	38	69	50	8	6	2	1
The school is led and managed effectively	72	52	61	44	2	1	0	0
Overall, I am happy with my child's experience at this school	83	60	43	31	8	6	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.**



18 January 2010

Dear Children

Inspection of Weston Favell CE VA Primary School, Northampton, NN3 3HH

Thank you for your help with the inspection and for welcoming the inspectors to your school. We enjoyed the two days we spent with you. Please thank your parents for completing the questionnaires about their views of the school. Thank you also to children in Years 5 and 6 for completing their questionnaires; they were very helpful and told us that you enjoy school and feel safe when you are there.

The inspectors believe that you attend a good school. All the adults care for you very well and want you to be successful. Most of you make good progress, particularly in reading and mathematics, and the children we met in Years 5 and 6 said that they thought their writing was improving well this year. We enjoyed talking to you about the interesting things you do in lessons. Your teachers organise many exciting learning activities, which you told us you enjoy. We were impressed with your behaviour and with how well you all get on together. The school council and eco council have some good ideas and you all respond well to opportunities to help others. It was good to hear about your help for people in the local community. We also like the idea of having a link with another school in Kenya. We were pleased to see that so many of you attend the various clubs your teachers organise.

Mrs Ramshaw, the staff and governors are working hard at trying to make your school even better. At the end of the inspection, we asked them to keep on helping you to improve your writing skills. We also asked them to make sure that all your lessons are good ones to help you learn as much as you can. You can help by doing your best and working hard at improving your work, especially your writing.

Yours sincerely

Rob McKeown

Her Majesty's Inspector

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