

Water Orton Primary School

Inspection report

Unique Reference Number	125620
Local Authority	Warwickshire
Inspection number	340805
Inspection dates	23–24 September 2009
Reporting inspector	David Speakman

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair	Mrs H Reilly
Headteacher	Mr C Lewis
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at the school improvement documents, minutes of governors' meetings, samples of pupils' work, tracking and assessment data, documents related to safeguarding, and 71 parents' questionnaires.

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

- trends in standards at the end of both key stages and the impact of current initiatives on achievement
- the impact of teaching on learning, particularly at Key Stage 2, where there has been some concern over pupils' achievement
- how well developed is the work of the new senior leadership team and of those staff new to posts of responsibility.

Information about the school

Water Orton Primary School is larger than most primary schools. The proportion of pupils from minority ethnic backgrounds is well below that found in most schools and a very small number are at the early stages of learning English. The proportions of pupils with special educational needs and/or disabilities and of pupils with a statement of special educational needs are similar to the picture found nationally. There is a dyslexia support centre in school with places for five pupils. The school has gained the ActiveMark recognising its contribution to pupils' physical education and National Healthy School Status. Some staff are new to their management roles, including two new to the role of deputy headteacher, forming a new senior leadership team at the beginning of the current school year.

A pre-school setting, Tree House, which operates on the school premises, is not managed by the governing body.

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?

3

The school's capacity for sustained improvement

3

Main findings

Water Orton Primary School is a satisfactory school. There are some good and outstanding outcomes in terms of pupils' personal development. Pupils in Key Stage 2 are not progressing as well as they did at the time of the last inspection. This is due to changes in staffing and to some ineffective teaching in the past. As a result, standards at the end of Year 6 are not as good as they were and have been broadly average for the last two years.

Children get a good start to their education in the Early Years Foundation Stage, where they achieve well. By the time they move into Year 1, most have reached the nationally expected levels in each of the areas of learning and some surpass them. From this point they achieve satisfactorily, mainly because the quality of teaching is satisfactory overall. School assessment data show that, in the past, pupils have made uneven progress across Key Stage 2, with some underachievement in the younger classes in that key stage. As a result of actions taken by the headteacher, particularly through more focused monitoring of teaching and better tracking of pupils' progress, achievement is now becoming more even across year groups. However, there is still some variation in the quality of teaching. Progress accelerates towards the end of the key stage, where teaching is more challenging. Provision and support for pupils with special educational needs and/or disabilities are excellent and they make good, and sometimes better, progress. This is mainly because very well focused extra help is provided and brings these pupils on well. This support is not always available to other pupils who would benefit from extra help from time to time. The lack of extra help across the full ability range is one of the barriers limiting the overall level of achievement.

A number of aspects of pupils' personal development have been maintained at the outstanding levels identified at the time of the previous inspection. The extent to which pupils feel safe while in school is outstanding. Pupils have an excellent understanding of how to eat healthily and how to stay physically fit. They readily engage in health-promoting activities and many commented in their response to the pupil questionnaires about how aware and proud they are of Water Orton being a 'healthy school'. Pupils make a significant contribution to the school community, through the school council and other numerous opportunities to take on responsibility. Pupils' spiritual, moral, social and cultural development is outstanding. This is reflected in the generally calm atmosphere around school and the way in which pupils readily accept that all pupils are different and that not everyone reacts in the same way.

Although the leadership structure remains similar to that at the time of the previous inspection, there has been a significant amount of change in the staff who hold posts of responsibility. Many are new to their roles and have had limited experience in leading

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and managing key areas of the school's work. New members of the senior leadership team have limited experience in observing teaching in order to improve its quality. Staff with subject and other responsibilities are improving their own expertise in monitoring outcomes in their subjects and make a significant contribution to improving school performance. Much of the monitoring and evaluating has been carried out by the headteacher. However, self evaluation is accurate and most of the initiatives for school improvement have been well considered; there are signs of recovery. For this reason, the school's capacity to sustain improvement is satisfactory.

About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards at the end of Key Stage 2 by improving the quality of teaching from satisfactory to consistently good and better so that pupils make greater and more even progress as they move through the school.
- Extend the very good practice used to help pupils with special educational needs and/or disabilities to other pupils who are at risk of not reaching their individual target levels.
 - Develop the leadership skills of staff with posts of responsibility, thus enabling the headteacher to share the monitoring and evaluation of the school's performance.

Outcomes for individuals and groups of pupils**3**

Pupils enjoy school a great deal. They say there are lots of interesting activities to keep them interested. Consequently, attendance is good. Although behaviour in lessons is good and at times outstanding, some pupils are occasionally worried about playground behaviour. However they are confident that other pupils with responsibility as playground buddies resolve any unacceptable behaviour very effectively. Consequently no instances of inappropriate behaviour were observed during the inspection and this reflects outstanding moral and social development. Pupils have an extremely good understanding and appreciation that everyone is different, as seen in the way they rapidly increase their self esteem and respect differences in individuals.

Pupils make satisfactory progress throughout Key Stages 1 and 2. Although standards at the end of Year 2 are still broadly average, there is a developing trend of improving results in the assessments made by teachers at the end of Year 2. Attainment at the end of Key Stage 2 is similar to the national average. This is not as good as at the time of the previous inspection, when attainment was above average. Test results for English, mathematics and science have been broadly average for the last two years. This means that from their starting points at the beginning of Key Stage 2, pupils have made just satisfactory progress. Consequently, preparation for the next stages of their education is satisfactory. Pupils with special educational needs and/or disabilities achieve well because of the excellent support they receive from the special needs team. This includes

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pupils who receive dedicated support from the dyslexia support centre's team. These staff work very closely with the school and ensure good progress and full inclusion of these pupils in all school activities.

These are the grades for pupils' outcomes

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

How effective is the provision?

The quality of teaching is satisfactory, although some teaching seen during the inspection was good. Planning is consistent in the way in which tasks are matched to pupils' prior attainment. Teachers' subject knowledge is secure and teachers are competent in using technology as both teaching and learning tools. This includes interactive white boards and computers. There is an inconsistent approach to the marking of pupils' work. Some examples of good practice were seen where marking of work is detailed and useful to pupils in moving them onto the next steps. However, this good practice is not yet well established or common throughout the school. The pace of learning and the use of questions to challenge pupils' thinking are not good enough in some lessons. Where this is the case, teaching is not effective in ensuring that pupils learn as well as they should. In lessons for some younger pupils, too much time is spent

¹ 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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in organising and settling the classes and this slows down the pace of learning. Some older pupils still rely too much on the teacher when they have difficulty.

The curriculum is good, particularly in the variety of learning opportunities provided. It has a strong emphasis on the outcomes of Every Child Matters and on physical, creative and linguistic subjects. Music carries a high profile in school and there is good provision for physical education. Pupils have the opportunity to experience French, Spanish and Latin before they move onto their next school. The breadth of the curriculum is effectively supported by a wide range of extracurricular provision. This typically includes sporting, musical and artistic activities. Support programmes for pupils with special educational needs and/or disabilities are very effective, but these are not always available to other pupils who would benefit. In all other respects the school provides good equality of opportunity and inclusion. The school takes good care of all pupils, whatever their specific needs might be, and pays special attention to pupils' emotional well-being. A learning mentor provides valued support for identified pupils, and this support is having a positive impact on concentration and learning. The school maintains strong links with a wide range of professional care agencies.

These are the grades for the quality of provision

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

How effective are leadership and management?

The leadership and management structure and procedures are now well established, even though some staff members are very new to their roles and have yet to develop their monitoring and evaluation skills fully. The governing body plays an important role in securing this process, having link governors for all key areas in the school. They have close professional links with staff and hold them to account for improvement through regular progress reports. As well as a senior leadership team, there are three established leadership and management teams, all of which contribute well to whole-school development. Through this process of including all staff, school leaders have been effective in building strong team work and in establishing a shared ambition to succeed. More established teams such as the Early Years Foundation Stage team and the intervention team for pupils with special educational needs and/or disabilities are good at monitoring and evaluating their work and hence provision and outcomes in these areas are good. Other management teams are developing along similar lines. However, because some staff are still developing their monitoring and evaluation skills, there is still some way to go before all the teams are completely effective.

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The school meets all safeguarding requirements, but the training for the designated child protection member of staff needs to be updated and current information should be disseminated to all staff. The school's approach to community cohesion is good. The headteacher and governors have evaluated their own position in terms of ethnicity, religious and local characteristics and have identified what needs to be done. There is a very strong approach in most aspects and the school is in the process of developing global awareness through setting up international links.

These are the grades for leadership and management

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

Early Years Foundation Stage

Children start school with skills and attainment that are similar to those normally expected at this age. All groups of children make good progress through their Reception Year and meet the nationally expected levels for the end of the Early Years Foundation Stage. Children quickly learn to work and play in harmony and know how to keep themselves and others safe when involved in a wide range of learning activities. Children's behaviour is managed effectively. The Early Years Foundation Stage provision promotes children's learning and well-being effectively.

The range of learning opportunities is good, with particularly effective use made of the outdoor environment. Both inside and outdoor areas are thoughtfully organised and well equipped to provide children with a good balance of opportunities to learn. Adults ensure there is a good balance between learning directed by adults and opportunities for children to choose their own activities. There is a strong emphasis on encouraging children to learn through play. Leadership and management of the Early Years Foundation Stage are good. Staff are competent and able to work on their own

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initiative, yet still within a strong level of teamwork. Children's progress is carefully monitored, and planned activities build well on past learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
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

Most parents who responded to the questionnaire were enthusiastic in their support of the school. They expressed satisfaction in the way the school cares for their children, the quality of education provided and the support for pupils with special educational needs and/or disabilities. In their written comments a small number expressed concern about:

extra help not always being available for pupils who do not have special educational needs and/or disabilities

receiving limited information on their child's progress beyond the twice-annual parents evening

mixed-age classes.

The inspectors agreed that extra help should be available to all pupils who need it, whatever their levels of attainment. There was no evidence to indicate that mixed-age classes are detrimental to pupils' progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Water Orton 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 316 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	54	32	45	0	0	1	1
The school keeps my child safe	37	52	33	46	0	0	1	1
The school informs me about my child's progress	21	30	41	58	8	11	0	0
My child is making enough progress at this school	19	27	47	66	0	0	1	1
The teaching is good at this school	32	45	37	52	1	1	0	0
The school helps me to support my child's learning	23	32	43	61	4	65	0	0
The school helps my child to have a healthy lifestyle	34	48	36	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)	27	38	41	58	0	0	0	0
The school meets my child's particular needs	23	32	43	61	0	0	0	0
The school deals effectively with unacceptable behaviour	26	37	34	48	6	8	1	1
The school takes account of my suggestions and concerns	20	28	39	55	8	11	1	1
The school is led and managed effectively	28	39	34	48	3	4	2	3
Overall, I am happy with my child's experience at this school	33	46	35	49	1	1	1	1

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



25 September 2009

Dear Pupils

Inspection of Water Orton Primary School, Water Orton, B46 1SB

Thank you for making us welcome when we visited your school recently. We enjoyed meeting you and visiting lessons. We particularly valued the opportunities we had to speak to you to find out what you think about your school. You go to a satisfactory school. Children in the Reception Year get a good start to their education and do well. After that you make sound progress in lessons and by the end of Year 6, reach standards in your work that are similar to those expected for your age. You are adequately prepared to go on to the next stages of your education.

You help a great deal by behaving well, taking responsibility seriously and trying hard to do your best, especially the older pupils in Year 6. We were generally impressed by your behaviour and by how some of you are willing to have a go, even when tasks are difficult. We were very pleased by the sensible way in which you make friends and care about each other. We appreciated the courtesy shown to us. You help to make others feel safe in school and enjoy being there, but some pupils are concerned about the behaviour of others at break times. Perhaps those children who do not always behave as well as they should might think about others' feelings.

Adults in your school are always looking for ways to improve the school. We have asked staff and governors to look at:

raising standards at the end of Key Stage 2 by improving the quality of teaching
providing extra support for those pupils who are at risk of not reaching their individual target levels

developing the leadership skills of staff so that the headteacher has more support in leading and managing the school.

We wish you all the best in the future.

Yours faithfully

David Speakman

Lead Inspector

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