

Waterfield Primary School

Inspection report

Unique Reference Number	125953
Local Authority	West Sussex
Inspection number	340878
Inspection dates	15–16 October 2009
Reporting inspector	Marion Wallace

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	262
Appropriate authority	The governing body
Chair	Sandra Manning
Headteacher	Lindsey Diamond
Date of previous school inspection	1 November 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 26 lessons, and held meetings with governors, staff, groups of pupils, and parents.

They observed the school's work, and looked at school development plans, governors' minutes, assessment information and curriculum planning. In addition 87 parent questionnaires were received and analysed.

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

- The effectiveness of strategies to maintain and improve standards, progress and achievement throughout the school for all groups of pupils.
- The quality of provision and learning in science at Key Stage 1.
- The quality of provision and learning in mathematics at Key Stage 2.
- How well teachers use assessment to challenge different groups.
- The impact of the senior management team in bringing about improvements.

Information about the school

Waterfield is larger than most primary schools. The majority of pupils come from the immediate area and adjoining neighbourhood. A large majority of pupils are White British and a small minority come from a variety of ethnic backgrounds. The proportion of pupils who speak English as an additional language is higher than most schools, although very few are at an early stage of learning English. The percentage with special educational needs and/or disabilities is well above average and the percentage of pupils with a statement of special educational needs is above average. The number of pupils joining and leaving the school throughout the year is higher than in most schools. There is Early Years Foundation Stage provision in the Nursery and Reception classes. The school has achieved the Healthy School Award, Eco Award and Basic Skills Award.

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

2

Main findings

Waterfield is a satisfactory school with many good features. There are areas of strength but also areas that the school acknowledges need to be improved. While achievement is satisfactory overall, it is inconsistent between different subjects because teaching does not consistently make the same positive impact on pupils' learning. The key strengths of the school are:

- The school ethos is friendly and welcoming, relationships are good and pupils make good gains in their personal development.
- The provision in the Early Years Foundation Stage is consistently good.
- Pupils' achievement is good in English.
- Care, guidance and support are strong so pupils behave well and are sensible and enthusiastic learners.
- The satisfactory quality of teaching is improving and there is a growing proportion of lessons that are good or outstanding.
- Links between most subjects help make learning relevant and interesting.
- The headteacher and senior management team lead the school well and have a clear vision for its future improvement.

The rigorous systems for evaluating the strengths and weaknesses of the school are playing their part in improving its performance, although a few middle managers are new to their role. The work done to redress the dip in achievement and standards which occurred after the last inspection, and the effective action being taken to eradicate pockets of underachievement, demonstrate the school's good capacity to improve. Key weaknesses which remain are:

- Progress in mathematics, especially for all groups of pupils in Key Stage 2, and learning in this subject is less well developed than in other core subjects.
- Standards in mathematics are not as good as in English.
- Teachers do not consistently use assessment information in mathematics to match tasks closely enough to the learning needs of pupils, especially the more able.

Opportunities for pupils to use numeracy skills and problem solving across the curriculum are underdeveloped, as is the quality of pupils' work in this respect.

What does the school need to do to improve further?

- Accelerate progress and raise standards in mathematics in Key Stages 1 and 2 by:
 - ensuring key skills in mathematics are taught consistently well throughout the school

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- raising the profile of mental oral work in mathematics to ensure all pupils know their tables and have basic mathematical skills, and can confidently and more quickly respond to quick fire questions
- providing more opportunities for pupils to use their numeracy skills when solving problems
- Ensure that the teaching of mathematics is of consistently good quality by:
 - ensuring all teachers use assessment more effectively to plan lessons that provide appropriate challenge, pace and expectation to all groups within the school, especially the more able
 - ensuring all teachers seize every opportunity to challenge and reinforce mathematical calculation and problem solving skills
- Improve the opportunities throughout the school to use numeracy skills to enrich other subjects and areas of learning.

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

Pupils enjoy learning because lessons are well organised and strong relationships contribute to a positive climate for learning. In a Year 1 lesson very good planning to improve literacy skills resulted in pupils making good gains in their learning and working independently. They were extremely well motivated by the teacher's excellent use of a catalogue from a well known shop used via the internet to research a range of toys. In a Year 4 religious education lesson links with literacy were well planned and pupils enjoyed discussing metaphors from the Bible such as 'The Lord is my shepherd,' and they enthusiastically explained the meaning to a partner and the whole class.

While achievement is satisfactory overall, including for those with special educational needs and/or disabilities and for pupils who do not speak English as their first language, the quality of learning throughout the school is not yet consistently good across all subjects. In the better lessons pupils made good gains in their learning; for example, in a Year 6 literacy lesson they were able to express their emotional response to a powerful story set in World War 2. This developed their skills of empathy, enabled them to articulate thoughts and feeling, and prepared them extremely well for their writing. Although outcomes in mathematics are not as strong, the school's tracking and inspection evidence indicates at least steady progress for all groups this year with pupils on track to reach their increasingly challenging targets. Examination of pupils' work shows that key numeracy skills are less well developed than those seen in literacy. Writing skills, presentation, spelling and handwriting skills have improved since the last inspection but the use of numeracy skills is not consistent throughout the school and this is limiting pupils' achievement in mathematics and their future economic well-being. Pupils make satisfactory progress overall to reach standards that are broadly average. A small minority of pupils enter the school at various points during Key Stage 2 and these pupils do not always achieve as well as pupils who have been in the school since Nursery. Inspection evidence shows that previous underachievement in writing at Key Stage 1 and science at Key Stage 2 has been eradicated. Over the last few years

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marked improvements are evident wherever there has been a specific focus and drive to improve. The school is now focusing on provision in mathematics and interventions and support are in place but have not had time to make an impact.

Other key features of pupils' outcomes are:

Pupils' spiritual, moral, social and cultural awareness contributes well to the strong sense of community within the school. Year 6 play leaders take their roles of responsibility seriously and are proud of their organisation at break and lunchtimes. One pupil representing the views of school monitors said, 'We like being playground monitors because it makes us feel special and important.' They are respectful and aware of the multi-faith community within their school. Events such as One World Week reinforce pupils' awareness and knowledge of different lifestyles and beliefs well. Year 6 pupils talked knowledgeably about the Jewish religion, customs and were able to explain about historic events during World War 2. Pupils have a good awareness of other cultures, ethnicity and religions. They learn to make a positive contribution to their school and global communities but knowledge of and contribution to the national community is less well developed.

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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
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	3
The extent of pupils' spiritual, moral, social and cultural development	2

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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How effective is the provision?

Teaching is satisfactory overall, with a significant number of lessons observed during the inspection that were good, and a few that were outstanding. In most subjects, teachers consistently use assessment information well to plan work that challenges all groups effectively within the class but in mathematics this is less effective because more-able pupils are not always fully challenged. Consequently the match of work to pupils' ability is not always precise enough to ensure consistently good progress in learning in mathematics. Indeed, a few pupils said they did not feel they were very good at mathematics because they found it difficult. Teaching in mathematics is not as strong as in literacy because lessons often lack the pace, challenge and expectation to result in good learning. In literacy and other subjects, teachers use questions well to check pupils' knowledge and understanding and pupils appreciate well-planned opportunities to discuss their ideas with others during 'talking partner' sessions. Teachers mark work conscientiously and this is consistent throughout the school; the quality of marking and feedback to pupils on how to improve their work is good.

The good curriculum generally matches pupils' needs but is not always well enough adapted to meet pupils' academic aspirations in mathematics. Its strengths lie in the personal and social education programme, which assists pupils' good personal development. Pupils enjoy the curriculum because it links the skills and knowledge of most subjects well, with the exception of mathematics. This contributes to pupils' growing enthusiasm for learning, with one group stating clearly, 'We like doing literacy because we learn about the Egyptians and it is interesting.' The interactive whiteboards are well used and engage pupils well in their learning. Curriculum enrichment is good and there is a wide range of clubs and activities which are well attended, for example, football, cookery and gardening. The curriculum is enriched by well-planned trips and visits, for example the Year 6 trip to Newhaven Fort to extend learning about World War 2.

Pastoral care is strong because the staff understand the needs of those who require extra support to help them move on. Pupils with learning difficulties and/or disabilities receive good quality care and gain confidence in their own abilities to 'have a go' and build competence to tackle new work. Support for vulnerable pupils is effective and ensures that they gain confidence to effectively share their feelings with others. This experience makes a positive contribution to other aspects of school life. All pupils feel well supported and cared for and their parents agree this is a strength. The learning mentors and school counsellor make a positive contribution. The school provides a free breakfast club to encourage improved attendance for some pupils and this has been successful.

These are the grades for the quality of provision

<p>The quality of teaching</p>	<p>3</p>
<p>Taking into account: The use of assessment to support learning</p>	<p>2</p>

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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?

Senior leaders demonstrate strong drive and ambition to take the school forward. The headteacher has a clear vision and is determined that the school should move forward. She has an accurate view of teaching in each classroom and is using this information to sharpen provision and target the most important areas that need improvement. The headteacher is adequately supported by the governing body and well supported by senior leaders who monitor and evaluate the work of the school effectively in the vast majority of areas. Tracking of achievement over time has been thorough and senior leaders are analysing data rigorously. They quickly identify any dips and swiftly put sensible strategies and interventions in place to promote improvement. The senior management team has been restructured and a few middle managers are new to their roles. They are not yet fully involved in monitoring provision, such as how well numeracy is promoted in their subjects. The school promotes equalities adequately, as reflected in the profile of achievement across ability groups. However, there are high levels of respect shown for one another that demonstrate the good set of values and principles the school promotes.

The school improvement plan sharply identifies areas for development, with well-thought out strategies to take the school forward. The leadership team is strong and is working hard with the local authority to strengthen areas of weakness. The school effectively deploys its resources, particularly to improve provision for pupils who need the extra support through the breakfast club, cookery and gardening club.

All safeguarding procedures and checks on adults are robust. Good partnership links with local schools and support agencies contribute to the provision. The school deploys its resources adequately, the main area of strength being the provision for pupils who need the extra support and intervention. The school has developed a range of links both within and beyond the community that raises pupils' religious, ethnic and social awareness, such as links with local places of worship. The promotion of community cohesion is satisfactory because pupils develop a clear understanding of the school, local and global community but their understanding of the national community is less well developed. Leaders and managers have yet to evaluate more fully the impact of these strategies in the outcomes for pupils and in the school's effectiveness in its duty to promote community cohesion.

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	2

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The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Home visits and good links with parents ensure that children settle well into school life. Most children enter Nursery with skills and knowledge well below those levels expected for their age but a significant number have weaker communication, language and literacy skills. Children make good progress in both the Nursery and Reception classes and reach standards that are broadly average by the time they start in Year 1. Children make good progress in their personal development, behaving well and developing good relationships with others. Children's personal, social and emotional development and their communication and language skills are developed well because adults make expectations clear and constantly encourage and challenge all children. During the daily snack time adults use questions well to encourage children to develop their speaking skills. They enjoy the healthy fruit snack and the more-able children in the Nursery know about the benefits of healthy food, warning others that eating too many cakes can result in a fat tummy. Adults encourage children to respond individually to questions and to talk to each other, helping them to make good progress in their speaking and communication skills. Skilful use of puppets in Reception helps children think about 'Hilary' and what makes her happy. The teaching of letters and sounds is satisfactory, although sessions do not always include enough pace and challenge. The outdoor area is used well to extend all areas of learning. Leaders and managers know what works well and what needs to be improved. Care and welfare are good and contribute to children's positive achievement. Transition from Nursery to Reception and Year 1 is very smooth.

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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

There were 87 parental responses; this is low in proportion to the school's size. Most parents are satisfied with the school. Parents regard the school as happy, welcoming and friendly. Most parents say that their children enjoy attending and that they make enough progress. Parents regard the school as caring and supportive and say the staff are approachable. They identify strengths of the school as: the activities, the relationships with staff, the good start children receive in Nursery and Reception, the school ethos and the pupils' enjoyment. The majority of parental criticisms were offered constructively and were mainly concerned with lack of information with regard to the progress their children are making; a few highlighted the need for more parental guidance to enable parents to help their children at home and a few felt the school did not always take account of their views. All issues raised in the questionnaires were discussed with the headteacher.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waterfield Primary 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 12 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 262 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	87	58	37	42	3	3	0	0
The school keeps my child safe	87	52	40	46	3	3	0	0
The school informs me about my child's progress	87	36	40	46	10	12	4	5
My child is making enough progress at this school	87	42	38	43	6	7	2	2
The teaching is good at this school	87	48	37	42	6	7	0	0
The school helps me to support my child's learning	87	47	34	39	11	13	0	0
The school helps my child to have a healthy lifestyle	87	44	38	43	5	6	3	3
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)	85	38	38	44	6	7	1	1
The school meets my child's particular needs	87	37	48	55	5	6	0	0
The school deals effectively with unacceptable behaviour	86	33	42	48	8	9	3	4
The school takes account of my suggestions and concerns	87	26	42	48	11	13	5	6
The school is led and managed effectively	87	33	44	50	5	6	4	5
Overall, I am happy with my child's experience at this school	86	44	43	50	5	6	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.



Dear Pupils

Inspection of Waterfield Primary, Bewbush, Crawley RH11 8RA

Thank you all very much for welcoming us to your school. We enjoyed talking with you and your teachers. We enjoyed your assemblies and were impressed by how polite and well behaved you all were and how well your playground leaders and monitors distributed play equipment at break times. You and your parents told us how much you enjoy school and all the activities. We found your school is satisfactory but things are improving.

These are the things we found that your school does well.

- You get off to a good start in the Nursery and Reception.
- You make sound progress through the school and you reach broadly average standards by the end of Year 6.
- You all enjoy learning and your attendance is broadly average.
- Your behaviour is good and you are sensible and know how to keep extremely safe.
- You enjoy and benefit from the many activities, clubs, visits and visitors.
- Your school cares for you well and teaches you about how to be healthy and to respect and care for others. Your playground leaders and monitors perform their job well.
- Your school council and Eco Club are well organised and are working well with your teachers to improve your school.
- All staff and governors work well together to ensure the school continues to improve.
- Your headteacher and senior managers have high expectations of you and they give a very strong lead to everyone.

There are three things we have identified for staff and governors to improve.

- Make sure that you all reach higher standards in mathematics
- Make sure that all teachers use assessment information to plan work in mathematics that is closely matched to your ability so that you are all appropriately challenged.
- Make sure that you use your numeracy skills well in all areas of the curriculum to help you gain more confidence and enjoyment using mathematics.

You can help with these improvements by working really hard in mathematics.

Thank you for a very enjoyable visit to your school and best wishes for your future.

Yours faithfully

Marion Wallace

Lead Inspector

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