

Weddington Primary School

Inspection report

Unique Reference Number	130895
Local Authority	Warwickshire
Inspection number	341052
Inspection dates	16–17 November 2009
Reporting inspector	Krishan Sharma

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	369
Appropriate authority	The governing body
Chair	Sarah Banks
Headteacher	Gerry Bailey and Cathy Young (Acting)
Date of previous school inspection	4 April 2007
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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 14 lessons and held meetings with the chair of governors, staff and groups of pupils. Inspectors looked at some of the school's policies and procedures, pupils' written work and information collected by the school on pupils' progress. The 121 completed parents' questionnaires received on time were analysed as well as those returned by pupils and staff.

Many aspects of the school's work were reviewed. The following areas were looked at in detail:

- the variation in the attainment of pupils between Key Stages 1 and 2
- the quality of teaching and learning to verify the school's own judgement
- the leadership and management at all levels and the quality of their monitoring.

Information about the school

Weddington is an above-average sized school. A very large majority of pupils are of White British heritage. The number of pupils from a range of minority ethnic groups has steadily grown, as has the number of pupils whose first language is not English. Their proportions, however, remain well below the average. The proportion of pupils with special educational needs and/or disabilities is above the national average but the proportion of those entitled to free school meals is well below the average. Currently, the school is managed by two acting headteachers, one of whom is the current deputy headteacher. The new headteacher will take up her post at Easter 2010. During the intervening term, the deputy headteacher will manage the school. The school holds Healthy School, an Activemark for sport and Investor in People awards. Additionally, the school has gained recognition for being an Eco and a Forest school. There is a specialist speech and language unit in the school, which caters for 13 pupils.

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

At the time of its last inspection, the school was judged to be satisfactory and was deemed not to be 'far from being a good school'. The school has made that journey and is now a good school. This success has not gone unnoticed by parents, as one of them commented, 'I feel Weddington Primary has come on in leaps and bounds in the last few years.' A clear focus on priorities that matter and the determined and inclusive leadership provided by both acting headteachers have created a secure capacity for sustained improvement. The school's self-evaluation is mainly robust and accurate. The collection and use of a range of assessment data to evaluate the school's performance has proven to be the key driver in bringing about improvement. Attainment at the end of Key Stage 2 is above average and the progress made by most pupils is good. Improving pupils' speaking skills, so that they are able to explain their work, clearly and confidently, remains a challenge for the school.

Most teaching is good and it is much stronger than it was during the last inspection. Teachers have a range of questioning skills which they use to check and challenge pupils' thinking. The oral feedback that teachers provide in lessons and written feedback provided through marking are always supportive and mostly comment appropriately on pupils' performance. On occasions, however, teachers', oral and written comments do not make it sufficiently clear what pupils have learnt and what they have not. The use of assessment is a strength of the school and ensures that individuals as well as groups make at least the expected progress. Targets set for individual pupils are informed by regular assessment but their use is insufficiently consistent across the school.

Pupils have an outstanding understanding of healthy lifestyles and their behaviour is good. They say they enjoy coming to school and feel safe. Their attendance is well above average. The school has established outstanding partnerships and enjoys very good relationships with parents. It makes excellent use of local partnerships, such as those with secondary schools, local services and sports organisations.

What does the school need to do to improve further?

- Improve pupils' speaking skills by:
 - giving them regular opportunities in lessons to explain what they are doing and how well they think they have done
 - consolidating subject-specific vocabulary which they could use in reflecting on and conversing about their work.
- Improve consistency in target setting across the school and the feedback teachers

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and teaching assistants give to pupils by:

- ensuring that adults clearly indicate, orally and through marking, what pupils have done well against the focus for learning and what they could do next
- engaging in deeper conversations with them more often to sharpen their skills in reflecting on their work
- ensuring that targets set for individual pupils are meaningful and help them to improve their learning.

Outcomes for individuals and groups of pupils**2**

Over the last few years, standards have been improving at the end of Key Stage 2. The significantly above average results for the last two years, together with the standard of pupils' current work clearly indicate that attainment at the end of Year 6 is above average. This represents an upward trend in standards and reflects the school's growing confidence in sustaining its gains in English, mathematics and science. Attainment at the end of Key Stage 1 has fluctuated and is currently not as strong as at the end of Key Stage 2. The school has been robust in its analysis of the situation and has correctly identified priorities in order that attainment at the end of Key Stage 1 begins to improve. The school's tracking of pupils' progress shows that most pupils, including those with special educational needs and/or disabilities, make good progress. Improving pupils' speaking skills is the one area where the rate of progress has not been as convincing. A minority of pupils lack skills in expressing themselves verbally, for instance, in talking confidently about their work and explaining clearly what they have learnt. Often, this happens when opportunities for them engage in deeper conversation with adults are limited. Pupils in the specialist speech and language unit make very good progress. Pupils say they feel safe and their parents agree with this view. Behaviour is good and reflects pupils' sense of right and wrong. The school's achievement in gaining Healthy School and Activemark awards has had an excellent impact on pupils' understanding of the need to eat healthily and to take part in regular physical activity. Pupils show a strong desire for helping others and raise funds for good causes. They take pride in undertaking some small management tasks on behalf of their class or the whole school. Good social skills and a solid foundation in the basic skills prepare pupils well for the next stage in their education. They are confident in organising themselves when working in groups and take responsibility for ensuring that all are included. Attendance is above average. In general, pupils appreciate what cultures other than their own have to offer them. Even so, the school realises it has still further to go. Their skills in empathising with others and in taking delight in exploring the joys of artwork and music demonstrates good spiritual development.

These are the grades for pupils' outcomes

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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Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account: Pupils' attainment ¹	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
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	1
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	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In most lessons, teaching is engaging and adds to pupils' enjoyment. As a result, they make good progress. In the most effective lessons, teachers make it clear what pupils have to learn, use a range of questions to test and challenge pupils' thinking and tailor their expectations for different groups of pupils. Pupils rise to the occasion and deliver. In most lessons, teachers effectively support pupils identified through the school's tracking as needing extra support. Consequently, these pupils make progress similar to their peers. Teachers' comments during a majority of lessons are invariably evaluative and supportive, but, in some others, they are too brief and do not provide a clear judgement on pupils' learning against the focus of the lesson. This means some pupils do not benefit from a shared reflection as fully as they should. The marking of pupils' written work also reflects this inconsistency.

As a result of the priority given to improving assessment, it is largely accurate. Assessment data effectively informs teachers' planning and the school's management priorities. The school's strength in this area is one of the key factors in its success in improving pupils' progress and raising their attainment. Arrangements for assessment are correctly used to identify individuals and groups of pupils, particularly those who make less than expected progress and equally those who are capable of undertaking more demanding work.

The curriculum in the school is gradually getting a new look. Numerous opportunities to make creative responses across many areas of the curriculum are offered and they are flexible enough to cater for the needs of all groups of pupils. A suitable range of educational visits and visitors enriches the curriculum. Pupils say that they are well

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cared for. The support for pupils whose circumstances make them vulnerable is effective. For those receiving specialist support with their speech and language, the provision is excellent.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
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 senior leaders have been singularly successful in building on the school's strengths and in taking the rest of the staff with them in their drive for securing further improvements. As a result of the regular monitoring of teaching and learning, and the subsequent guidance, the quality of teaching and learning has demonstrably improved, although some inconsistency remains across the school. Occasionally, monitoring of teaching focuses insufficiently on its impact on pupils' learning in lessons and in their books. The robust collection and analysis of assessment data is used effectively to set priorities for development and in targeting resources for individual pupils, particularly those needing additional support. Setting of targets for individual pupils is assisting most to aim and achieve higher standards, although the application of target setting varies across the school. Governors know the school well and are confident enough to hold it to account. To improve their monitoring further, they have already embarked upon extending links with middle leaders.

The school enjoys excellent relationships with parents and carers, who feel they are kept fully informed about their children's progress. Local partnerships, such as those which support sport, those with the secondary school to which most pupils transfer and businesses, all make a notable contribution to pupils' academic as well as personal development. The school meets the requirements for safeguarding children. It has a number of pupils whose circumstances make them vulnerable, whom it knows well and it makes effective provision for them. Its inclusive ethos successfully promotes a cohesive school community. A good start has been made to reach out to communities further afield. Actions are being taken to promote community cohesion further, but their impact is yet to be fully evaluated. The school's commitment to equal opportunities for all and the respect for diversity is strong and has resulted in improvement in the performance of different groups and their participation in the life of the school. The deployment of teaching assistants is suitably geared towards improving the achievement of those pupils who are in need of additional support.

These are the grades for leadership and management

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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
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	1
The effectiveness of partnerships in promoting learning and well-being	1
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	2

Early Years Foundation Stage

Children make good progress from their varying starting points on entry as a result of effective teaching. Most of them enter Reception with skills ranging between slightly below to well below those expected for their age, particularly in early literacy. Consequently, staff plan a good range of activities to develop children's language and communication skills across all areas of learning. The focus on developing children's vocabulary through adults' questions and comments is appropriate but varies. Occasionally, some boys are reluctant to engage with writing activities. The close observation of children's development and the accuracy of assessment are real strengths, so the adults have already noted this and plan to target individual children for further support. By the time they enter Year 1, children's attainment remains below average, but it is getting closer to expectations in some areas of learning.

Children are offered a welcoming and safe environment for learning. Clear routines help them to settle quickly. They respond to adults' high expectations and behave well. Children enjoy the opportunities given to them to make choices, both indoors and outdoors. Links with parents are valued and used well to exchange mutually useful information. As a result, parents have confidence in the work of the Early Years Foundation Stage. Its leadership and management foster effective team work and remain focused on raising children's attainment. The school realises that a greater use of data is needed in its planning for future priorities.

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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

Almost all parents are extremely positive about the school. They feel that their children enjoy being at school and are kept safe. There were isolated concerns across the thirteen questions asked of parents, which did not form a pattern and were heavily counterbalanced by the very positive responses from the vast majority. Overwhelmingly, parents say that the school helps their children to understand the need to stay healthy and that the teaching in the school is good. Parents and carers' views reflect inspection findings.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Weddington 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 121 completed questionnaires by the end of the on-site inspection. In total, there are 369 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	78	64	40	33	2	2	0	0
The school keeps my child safe	76	63	44	36	1	1	0	0
The school informs me about my child's progress	46	38	70	58	4	3	0	0
My child is making enough progress at this school	58	48	58	48	1	1	1	1
The teaching is good at this school	65	54	54	45	0	0	0	0
The school helps me to support my child's learning	52	43	63	52	4	3	0	0
The school helps my child to have a healthy lifestyle	53	44	67	55	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)	37	31	72	60	1	1	1	1
The school meets my child's particular needs	46	38	71	59	1	1	1	1
The school deals effectively with unacceptable behaviour	48	40	66	55	3	2	1	1
The school takes account of my suggestions and concerns	43	36	68	56	4	3	0	0
The school is led and managed effectively	48	40	66	55	2	2	0	0
Overall, I am happy with my child's experience at this school	66	55	53	44	1	1	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">■ 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.



18 November 2009

Dear Pupils

Inspection of Weddington Primary School, Nuneaton CV10 0DR

Thank you very much for the help you gave us during the inspection of your school. We enjoyed talking to you and seeing you at work and at play. We found that you attend a good school, which has greatly improved since its last inspection.

Here are some of the positive things that we discovered about your school.

Most of you make good progress and achieve high standards because the teaching in your school is good.

You say you feel safe, enjoy being at school and most of you attend very regularly.

Your behaviour is good and you get on well with each other.

You are very aware of the need to eat healthily and you regularly take part in physical activities.

You care about others in the community and willingly do things to help.

Your parents think highly of the school.

Your acting headteachers, staff and governors are determined to make the school even better than it already is.

To improve your school further, I have asked the people in charge and your teachers to work together on two things:

- make sure that in all lessons staff give you ample opportunities to express your opinions about your work
- make sure that, when talking to you in lessons and when writing comments in your books, all of your teachers tell you precisely how well you have learnt, what you set out to learn and what you need to do next.

You can help your teachers by being ready and willing to express your opinions!

On behalf of the team, I wish you and your friends the very best for the future.

Yours sincerely

Krishan Sharma

Lead Inspector

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