

# Werrington Primary School

## Inspection report

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|--------------------------------|--------------------|
| <b>Unique Reference Number</b> | 130930             |
| <b>Local Authority</b>         | Peterborough       |
| <b>Inspection number</b>       | 341064             |
| <b>Inspection dates</b>        | 21–22 January 2010 |
| <b>Reporting inspector</b>     | Nick Butt          |

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>                     | Community                                    |
| <b>Age range of pupils</b>                 | 4–11   |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 410  |
| <b>Appropriate authority</b>               | The governing body                           |
| <b>Chair</b>                               | Mr D Hill                                    |
| <b>Headteacher</b>                         | Mr B Wilding                                 |
| <b>Date of previous school inspection</b>  | 0 September 2006                             |
| <b>School address</b>                      | Amberley Slope<br>Werrington<br>Peterborough |
| <b>Telephone number</b>                    | 01733 571779                                 |
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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 22 lessons, observed all teachers and spent the majority of the time observing learning. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a selection of documentation, including planning, evidence of monitoring such as lesson observations and analysis of planning, pupils' work and other assessment information. Inspectors scrutinised inspection questionnaires returned by 133 parents or carers.

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

- what the school is doing to raise standards in writing and mathematics among higher attaining pupils in Year 2
- what the school sees it needs to do next to improve teaching and the curriculum
- the extent to which governance has improved since the last inspection.

## Information about the school

This is a much larger than average sized school. It has its Early Years Foundation Stage provision in a Unit made up of two Reception classes. Most pupils on roll are of White British heritage, with small numbers of pupils from a variety of minority ethnic backgrounds. The proportion of pupils with special educational needs and/or disabilities is above average. These are mainly for moderate learning difficulties. Among others, the school has gained the Healthy Schools and Eco Flag awards.

**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

Werrington Primary is a good school. It has outstanding features that include how safe pupils feel, the care, guidance and support it provides and the effectiveness of safeguarding arrangements. Pupils enjoy coming to school and work hard. They make good progress from their average starting points so that attainment is above average by the time they leave Year 6. Teaching is consistently good, with some highly effective marking that helps pupils to understand what they need to do to improve. The school's attractive learning environment makes it an interesting place to study, and pupils are fully involved in its development. The majority of parents support the school and value its caring atmosphere. One said, 'We as a family feel very much part of a large and extended team.'

The school has made good strides since its last inspection, particularly in how effectively senior leaders monitor its work and plan for improvement. Outstanding systems to track pupils' progress give a clear picture to all staff of how well pupils are doing, and identify promptly any who need additional support. Members of the newly reorganised leadership team work effectively together in sharing responsibilities and in holding staff accountable for pupils' achievements. This systematic and rigorous approach to evaluating the school's work means that leaders have a very good understanding of the school's strengths and areas to improve. There is a good capacity for sustained improvement based on pupils' good progress and effective teaching, and the strengths in pupils' personal development and well-being. While governors are very supportive of the school, their monitoring is not detailed enough, and their feedback to governors and staff is too informal.

Teachers are very clear about what they want pupils to learn, and the level of challenge is generally good, although sometimes more able pupils could be given even more demanding tasks to do, especially in mathematics. These pupils do not attain such high levels in mathematics as they do in English and science. The curriculum engages pupils well, and caters effectively for a wide range of needs, including those of pupils with moderate learning difficulties. There are some strong links between subjects, such as literacy and history. Pupils have a good understanding of their targets for improvement, and receive excellent guidance. Pupils whose circumstances make them vulnerable are cared for very well. The school's excellent links with a wide variety of partners brings clear benefits to pupils in their academic progress and personal development.

Pupils' understanding of making healthy choices is outstanding, supported by the Healthy Schools award. They take plenty of exercise and make good use of the school's swimming pool. Pupils run a healthy tuck shop and know all about the dangers of smoking and misusing drugs. They make a good contribution to the school community

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and get out and about in the village. Behaviour is exemplary, as pupils treat one another kindly and work very well together in class.

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

- Improve the effectiveness of the governing body by:
  - ensuring that governors systematically and rigorously monitor the work of the school
  - formalising how governors feed back their findings.
- Ensure more able pupils' attainment in mathematics is as high as it is in English and science by using assessment information to plan more challenging tasks for them.

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

Pupils really enjoy their learning and speak highly of how teachers make lessons interesting for them. Year 6 pupils relished the opportunity to question their teacher - who was dressed as an oily mechanic - about his family life, as part of some work on describing characters. Year 5 pupils took great care in designing their own gardens. Pupils in Year 3 took delight in coming up with concoctions of language that would match anything the three witches could conjure from Shakespeare's 'Macbeth'. Pupils work comfortably together in groups, and often assess one another's work using specific criteria to measure how well they have met that lesson's objective.

Pupils join the school with skills and abilities broadly in line with those of most pupils, and make good progress throughout their school careers. The consistency of good provision means that they build on their learning year by year, leaving Year 6 with above average attainment. In the past, higher attaining pupils in Year 2 have not done so well in writing as in reading, but a focus on developing writing skills means more are working at the higher levels this year. More able pupils in mathematics are not always challenged as much as they could be to reach the higher levels in Year 2 and Year 6. Pupils of all ethnic groups make good progress. Those pupils with special educational needs/disabilities are supported well to meet their individual targets.

A pupil commented, 'I feel safe in school and all the teachers and assistants care about me.' This reflects the views of most pupils, who are happy at school, attend well, and behave impeccably. Pupils are very aware of potential risks, and take courses in safe cycling. They grow their own vegetables and, as well as using them in the kitchen, sell them to parents, reinvesting the profits. They are aware of green issues, having the Eco Award. There is a strong tradition of cross-country running, including participation in the Great East Run. The school council is active in canvassing pupils' views and raising money, for example for the Haitian earthquake victims. The school hosts an annual carnival which pupils take part in, as well as civic ceremonies, such as Remembrance Day. Pupils leave the school with good basic skills, confident and well prepared for secondary school. Their spiritual, social, moral and cultural development is good, learning about a wide range of cultures and traditions, and getting on well together.

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However, pupils have little first- hand experience of meeting children from backgrounds that are different from their own.

*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:<br>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>2</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:<br>Pupils' attendance <sup>1</sup>   | 2        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

### How effective is the provision?

A pupil said, 'I notice I'm learning to do more things more quickly.' Pupils are very aware of their progress because marking is consistently helpful, showing them what they are doing well and how they can improve. Targets are relevant and referred to in ways that help pupils to monitor their learning. This motivates them. A good pace to lessons injects excitement, and confident use of technology interests pupils. They love a quiz or a challenge. Year 6 pupils became absorbed in making shapes rotate in a certain direction. The good teaching equips pupils to write well. As one pupil put it, 'You can go wild with your imagination!'

Pupils benefit from the opportunity to take part in residential visits at different stages during their time at the school, and enjoy a wide variety of day trips to places of interest such as Burghley House and Leicester Space Centre. The curriculum promotes creativity through special days, and pupils undertake extended projects, such as Britain at War.

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<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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Pupils interviewed local people who lived through the war, and shared family memories. The school is reviewing the curriculum to make it even more relevant and creative for all pupils. Pupils with moderate learning difficulties are able to access all aspects of the curriculum. Art is taught particularly well. Pupils made clay figurines of their classmates that showed great attention to detail. Teaching assistants make a valuable contribution to pupils' good progress, and are deployed well during lessons. The excellent levels of care make a very positive contribution to pupils' personal development and their attitudes to learning. Pupils are known as individuals and helped to do their very best.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b>   | <b>2</b> |
| Taking into account:<br>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>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>1</b> |

**How effective are leadership and management?**

The headteacher provides highly effective leadership to embed ambition and drive forward improvement and has made a strong contribution towards improving the school's culture and provision. Leadership is distributed to an effective team of middle managers, who have the time to monitor carefully all aspects of the school's work. The tools they use to measure performance are honed to pinpoint exactly how each individual pupil is doing and to analyse trends across different groups and across periods of time. This enables them to build up a very accurate picture and to intervene in a timely way to tackle any possible underachievement. While this work is at an early stage, the benefits are already apparent in that all staff are much more aware of their impact on pupils' performance and what they need to do to increase it. The impact of governance is less marked, because systems are too informal to evaluate the effectiveness of the school's work. However, governors take a lead role in ensuring that the school is a safe environment, and this contributes to the school's outstanding safeguarding arrangements. Meticulous records are kept and all requirements are fully implemented. Equality of opportunity is good, with all pupils included well. There remains some variation in how the more able pupils perform, as they are not all challenged sufficiently in mathematics. The headteacher and other leaders play an influential role in partnership with other schools and organisations, particularly in developing new technology. They have developed extremely good partnerships with a wide range of organisations and businesses that contribute very well to pupils' academic and personal development. The school promotes community cohesion well, particularly locally and globally. There are strong links with schools in China and France. Pupils have less experience of engaging with their peers from differing cultures and backgrounds in the United Kingdom.

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*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:<br>The leadership and management of teaching and learning   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b> | <b>3</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>  | <b>2</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>  | <b>1</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 achieve well from typically expected starting points, so that most meet or exceed the Early Learning Goals by the end of the Reception year. Good teaching means activities focus on developing basic literacy and numeracy skills, and children have a wide range of opportunities to experience different areas of learning. The Foundation Stage Unit is well resourced and spacious, with covered areas and plenty of outside space to explore. Staff have, rightly, identified the need to develop the use of the outside space further. Children are happy and secure and play cooperatively together. Good assessment systems ensure all children's needs are catered for, and their interests are taken into account when planning activities, such as the project on kites. Records of achievement contain detailed information on the children's progress, are not presented as well as they could be to ensure children and parents could get maximum benefit from them.

The leadership of the Early Years Foundation Stage is good. A strong and committed team of teachers and assistants works well together and has a good understanding of how young children learn. Staff ensure there is a good mix of child-initiated and adult-led activities, and that every opportunity is taken to develop children's language skills.



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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

Parents and carers are generally supportive of the school. Most strongly agree that their child enjoys school and feels safe. Some parents have mixed views about behaviour and the extent to which their opinions count, but inspectors found behaviour to be outstanding and that the school did take account of parents' views. Some parents appeared to be misinformed about aspects of the school's work, such as the amount of time the headteacher appropriately takes outside school for leadership, partnership or school development work.

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

Ofsted invited all the registered parents and carers of pupils registered at Werrington 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 133 completed questionnaires by the end of the on-site inspection. In total, there are 410 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 79             | 59 | 51    | 38 | 3        | 2  | 0                 | 0 |
| The school keeps my child safe  | 90             | 68 | 43    | 32 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress   | 56             | 42 | 72    | 54 | 4        | 3  | 0                 | 0 |
| My child is making enough progress at this school   | 60             | 45 | 57    | 43 | 13       | 10 | 1                 | 1 |
| The teaching is good at this school   | 65             | 49 | 63    | 47 | 3        | 2  | 0                 | 0 |
| The school helps me to support my child's learning  | 52             | 39 | 69    | 52 | 9        | 7  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 49             | 37 | 77    | 58 | 6        | 5  | 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) | 40             | 30 | 77    | 58 | 5        | 4  | 2                 | 2 |
| The school meets my child's particular needs  | 51             | 38 | 69    | 52 | 9        | 7  | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 42             | 32 | 65    | 49 | 17       | 13 | 3                 | 2 |
| The school takes account of my suggestions and concerns   | 37             | 28 | 69    | 52 | 15       | 11 | 4                 | 3 |
| The school is led and managed effectively   | 46             | 35 | 74    | 56 | 8        | 6  | 4                 | 3 |
| Overall, I am happy with my child's experience at this school   | 61             | 46 | 68    | 51 | 2        | 2  | 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.**



24 January 2010

Dear Pupils

Inspection of Werrington Primary School, Peterborough, PE4 6QG

Thank you for making us welcome when we visited your school. Yours is a good school and it has some outstanding features. Here are some particular strengths.

You feel safe at school and have an excellent understanding of how to stay healthy.

Your behaviour is outstanding both in class and around the school.

Teaching is good so that you make good progress.

There are plenty of trips for you to enjoy.

The school cares for you extremely well.

The school has lots of links with other schools and organisations which benefit you.

The headteacher and his team lead the school well.

You all do well at school, but some of you find mathematics too easy at times. We have asked your teachers to make sure the activities really challenge you. You could let staff know whether the work is just right for you. We would like governors to check on how you are doing more closely and to record carefully what they find out.

Thank you again for helping us. We send our very best wishes for the future.

Yours sincerely

Mr N Butt

Lead Inspector

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