

# Weddington Primary School

Winchester Avenue, Nuneaton, Warwickshire CV10 0DR

## Inspection dates

29–30 November 2016

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Require improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- After a good start, the pace of improvement since the previous inspection slowed. There are early signs that this is now quickening again.
- Some decisions about staff responsibilities, roles and deployment are neither clear nor based sufficiently on improving pupils' achievement. In particular, leaders' actions have not ensured good-quality teaching throughout the school.
- The relatively high staff absence has not been managed effectively.
- Leaders have only recently begun to track pupils' progress as they move through the school.
- The impact of the use of pupil premium money to provide additional resources for disadvantaged pupils is not fully evaluated. For example, the school cannot say how it has benefited the most able disadvantaged pupils.
- Teaching is inconsistent in quality within and across some year groups, including in the early years. As a result, pupils' progress is uneven.
- Over the last two years, the proportion of pupils who reached the expected level in the Year 1 phonics screening check has been below average.
- A relatively high proportion of boys do not make good progress in writing.
- The early years provision does not help all children to make the progress of which they are capable. Outdoor learning is limited.
- Nearly half the parents responding to Parent View, Ofsted's online survey, would not recommend the school. Over half feel the school is not well led and managed.
- The school's website does not include all the information required.

### The school has the following strengths

- By the end of Year 6, pupils achieve well in reading, mathematics and the key skills of grammar, punctuation and spelling.
- The largely new governing body has quickly 'gelled' into an effective team.
- Pupils say they feel happy, safe and well looked after in school. Most parents agree.
- Pupils behave well. Their attendance has improved and persistent absence has decreased.

## Full report

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

- Raise standards and improve the quality of teaching, learning and assessment by ensuring that:
  - the teaching of phonics improves so that pupils have the necessary skills to read well
  - teaching, and the rate of pupils' progress, are consistently good within year groups and throughout the school
  - boys make good progress in writing so that the proportion who reach or exceed the standard expected for their age by the end of Years 2 and 6 increases.
- Improve the quality of leadership and management by making sure that:
  - assessments of pupils' progress are used rigorously to check that all pupils are on track to make at least good progress
  - leaders evaluate the impact of pupil premium spending more closely to better inform spending decisions and ensure that all pupils, including the most able disadvantaged pupils, benefit
  - the deployment of staff and roles of middle leaders are clearly defined and closely focused on improving outcomes for pupils
  - leaders tackle the relatively high levels of staff absence
  - the partnership with parents is strengthened further and there are clear lines of communication between parents and the school
  - the school's website meets statutory requirements.
- Improve the quality of early years provision, so that children make good or better progress and are well prepared for Year 1, by:
  - ensuring that leadership of the early years is effective
  - raising adults' expectations of what Reception children can do and achieve
  - ensuring that the teaching of phonics is of high quality
  - ensuring that opportunities for outdoor learning and play incorporate all areas of learning.

An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Despite some good progress immediately following the previous inspection report, as described in the monitoring visit three months later, the school is not yet good. A number of absences and changes of key leaders at all levels have slowed the rate of improvement. In addition, analysis of the impact on pupils' outcomes of changes made has been insufficient for the school to say for certain which have worked and which need improving further.
- Leaders' deployment of staff is insufficiently focused on pupils' progress. For example, while results of the Year 1 national phonics screening check have been below average over the last few years, results at the end of Year 2 are much better. The school says this is due to high-quality extra help provided by well-trained teaching assistants during Year 2. However, this year, with an increased number of pupils needing the extra help, the school has reduced the number of staff providing it by about one third.
- Leaders' checks on pupils' progress have only begun recently. The school cannot demonstrate that, prior to this, pupils' progress was checked sufficiently to ensure they did as well as they should. Furthermore, the focus has been on pupils who need to catch up. The progress of other pupils, including the most able disadvantaged pupils, has not been checked as thoroughly.
- The roles of phase leaders and those responsible for subjects lack clarity. Some tasks and duties are duplicated. Insufficient focus is given to pupils' outcomes.
- Leaders do not tackle staff absence effectively. For example, 'return to work' meetings do not routinely occur. As a result, leaders do not know the causes of absence and cannot move to rectify them.
- Leaders cannot demonstrate that the pupil premium grant has been spent effectively, because they have not measured how spending has improved pupils' outcomes.
- Many parents express negative views of the school. Only just over half of parents responding to Parent View, Ofsted's online survey, would recommend the school to another parent. More than half do not believe that the school is well led and managed. In text comments and discussion with inspectors, parents said that communication was a particular issue, especially when parents raised concerns.
- The school's website is not fully compliant with the Department for Education's statutory requirements. The impact of additional funding is not explained fully, particularly how the school intends to spend this year's money, and how last year's made a difference. It is not clear to parents how to get a paper copy of any document, and some information is out of date.
- In an extremely short period of time, the acting headteacher has analysed the school's assessment data and formed a sensible plan for improvement, with clear priorities.
- Staff morale is high. Nine in every ten responding to their online survey said they are proud to be a member of staff, and that leaders do all they can to create a motivated, respected and effective team. Everyone feels that the school's culture encourages calm and orderly conduct, and is aspirational for all pupils. These results contrast sharply with earlier surveys by the local authority.
- Provision for pupils who have special educational needs and/or disabilities is led and managed well. Pupils' needs are carefully assessed and support tailored to meet them.

Parents say that adults working with their children are effective, and parents and their children feel well supported by the school.

- The speech and language unit is well led and managed. Pupils' needs are accurately assessed and tasks planned to meet them.
- Pupils say the curriculum is 'interesting'. Pupils described using the internet to compare Rio de Janeiro with Nuneaton, and can list similarities and differences. Good use of visits and visitors enriches learning, and the school provides a range of clubs.
- Pupils' spiritual, moral, social and cultural development is good. Pupils' understanding of British values such as 'fairness' is good. They say, 'Everyone should be treated equally whatever their race' and express indignation for historical figures they study who were treated differently, such as Rosa Parks.
- Additional primary school sports funding is used well. For example, a check of pupils' skills revealed that many could not swim 25 metres when they left the school at the end of Year 6. As a result, extra swimming lessons were introduced for younger classes. Staff improve their skills by teaching alongside specialist sports coaches. Pupils are trained so they can take on the responsibility of 'play leaders'.
- The local authority support has been increasingly effective. Much has been done in the recent past to advise and guide school leaders, including governors. In particular, an experienced 'task group' with a wide range of expertise helps shape the school's direction. The school also works closely with other schools, for example to check and validate assessments of pupils' progress.

### **Governance of the school**

- Governance is effective. Three quarters of the governing body have joined the school during the past few months. Governors have quickly formed a successful and efficient team.
- New governors have a wealth of educational experience which they use to the benefit of the school. They have an accurate understanding of what is wrong with the school, and how to fix it.
- Individual governors' skills are used effectively. Governors look to fill vacancies with people offering additional skills to enhance their collective expertise.
- The school's limited information about pupils' progress is understood by governors. Governors have asked for a more detailed breakdown to be produced urgently.
- Governors' regular visits to the school enable them to form an independent view of the school's effectiveness, and greater insight into how the school functions.
- Governors now make spending decisions firmly rooted in the best interests of pupils. They are frustrated that the school cannot provide all the information they need, for example how additional funding has impacted on provision for disadvantaged pupils.
- Governors now oversee the performance of staff, including the headteacher, rigorously to check that targets are met.
- Since the previous inspection report, governors have done much to create a stable teaching team and eradicate the dependence on temporary staff. However, the current relatively high staff absence is creating a similar effect.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- School leaders and governors set a good example. Through their own actions, they demonstrate that they give safeguarding high priority.

- Staff and governors receive regular training and updates. This helps ensure that awareness levels of safeguarding remain high.
- During the inspection, staff received training in the 'Prevent' duty. As a result, staff know what to look for in order to detect pupils who are potentially vulnerable.
- Staff say they are confident in raising any concerns, and that they fully understand the systems and procedures to record and note any.
- The overwhelming majority of parents responding to Parent View agree their children are safe in school.
- Good links with outside agencies enable the school to take effective action to address any concerns, or seek help to support vulnerable families.
- There is thorough documentation about such aspects as checks on the suitability of staff, regular volunteers and contractors.

### **Quality of teaching, learning and assessment**

### **Requires improvement**

- Teaching varies in quality within and across year groups. When classes have two regular teachers at different times in the week, sometimes it varies from one to the other. Staff absence is also a factor. Teaching is not consistently good. Work seen in pupils' English, mathematics and topic books and the school's records of teaching and learning confirm this. As a result, the improvement recommended by the previous inspection has only partly been achieved.
- Some teachers' subject knowledge of phonics is too limited to enable them to teach phonics well. As a result, pupils have not been given the skills they need in order to reach the expected standard in the Year 1 phonics screening check.
- Teachers do not consistently use approaches that engage boys and encourage them to produce lively, interesting writing. As a result, boys can be uninterested and see writing as a chore. Their handwriting, and the content of their work, suffer.
- Communication with parents about homework lacks clarity. Nearly half of parents responding to Parent View feel the amount of homework is inappropriate for their children. Some stated that the amount varies from week to week, and that they are unsure how long their children should spend on it.
- Relationships between staff and pupils are generally positive. As a result, lessons run smoothly. Almost every pupil responding to their online survey said that teachers help them to do their best, and make sure they understand things.
- Teachers deploy teaching assistants effectively. Skilled teaching assistants make a significant contribution to pupils' learning, particularly disadvantaged pupils, those who need to catch up, and those who have special educational needs and/or disabilities.
- Pupils know what to do if they are stuck. For example, they ask one another and refer to prompts on display in the classroom.
- Pupils with speech and language needs are taught well. Specialist staff often support pupils in regular classes so that they can engage better in general class lessons.
- More advanced reading skills are taught well. A good range of interesting texts enable pupils to infer and predict how different characters might behave.
- Basic writing skills such as grammar, punctuation and spelling are taught well so pupils understand, for example, different parts of speech. More opportunities are provided for writing extended pieces of work, and writing in subjects other than English. If they see

the purpose, this can interest boys more. This is an improvement since the previous inspection.

- Mathematics is taught effectively. Pupils receive a thorough grounding in calculation, so they manipulate numbers well.
- Three quarters of parents responding to Parent View agree that their children are taught well at Weddington Primary. However, some parents commented that teaching is not as good when the regular teacher is absent.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. About nine in every ten parents responding to the question on Parent View agree that their children are happy at school. The vast majority of pupils responding to their online survey agree that they enjoy school.
- When teaching is interesting, pupils' attitudes to learning are positive. This includes boys, when they write. Pupils want to learn, and are well motivated. Most have a strong work ethic. Older pupils clearly articulate the importance of a good education to their future lives.
- Pupils are proud of themselves, their achievements and their school. Most, but not all, take care to keep their workbooks tidy.
- Pupils say they get along well with other pupils. They enjoy working together, and helping one another when they are stuck. They look out for one another, and any pupil at the 'friendship stop' is sure to find that a new friend quickly appears.
- Pupils welcome the good number and range of opportunities to take responsibility. For example, the librarians actively seek ways to encourage pupils to use the library. They create competitions, review and recommend books and make the library more welcoming. 'E-cadets' explain how to stay safe when using the internet.
- Pupils' well-being is given high priority. Pupils are taught to understand the 'early warning signs' of stress, such as 'butterflies in your tummy', and strategies to help pupils control them.
- Nearly every pupil responding to the online survey feels that there is an adult in school they can talk to if something is worrying them.
- Pupils' good understanding of how to stay safe when using the internet is the result of regular discussions and activities. Pupils know not to disclose personal information, and to be cautious with links and attachments. Pupils move around the school with good awareness for their own safety and that of others.

### Behaviour

- The behaviour of most pupils is good. However, a few pupils become restless when lessons do not interest them. Two thirds of parents responding to Parent View feel that pupils' behaviour is good. Parents say behaviour deteriorates mainly when temporary staff take over. In their survey, most pupils say behaviour in lessons and around the school is generally good.
- Staff promote good behaviour well. In assembly, for example, imaginative use of cartoons and role play enabled pupils to explore 'being angry'. Pupils consider the causes of anger, such as frustration and provocation, and how we control our emotions

and remain calm.

- All staff responding to their online survey agree that the school has a culture that encourages calm and orderly conduct.
- Pupils respond positively to rewards and praise. They clearly understand the difference between right and wrong.
- Pupils move around the school building sensibly and safely. They have good manners and are respectful to adults.
- A similar proportion say that their teachers encourage them to be friendly towards other pupils. They agree bullying does take place, but four in every five pupils responding to the online survey say that it is resolved. About a quarter of parents disagree that the school deals effectively with bullying. Comments made suggest that this is because the school does not communicate effectively with parents to explain the action taken.
- Attendance is broadly average. It is improving steadily, as is the attendance of the few pupils regularly absent. The learning mentor is effective in engaging with families and helping overcome barriers to good attendance.

### Outcomes for pupils

### Require improvement

- Pupils' exercise books show the variation in progress over time between some classes and year groups. This reflects the inconsistencies in teaching. One third of parents responding to Parent View disagree that their children make good progress.
- Over the last two years, results in the Year 1 national phonics screening check have been below the national average. Some staff lack the necessary knowledge to teach phonics accurately. Staff absence often leads to disruption, for example when groups are amalgamated. Over the last two years in Year 2, most pupils have caught up because they had effective extra help. Once pupils master the basic skills, they read with fluency and accuracy. They know reading is important to success at school, and apply themselves well.
- Boys' writing standards lag behind those of all pupils nationally, and girls in the school, by a much greater margin than is typically found. Many write using simple sentences only. Their handwriting, too, can be of a lower standard.
- The disadvantaged pupils who need to catch up receive good-quality extra help and make good progress. Leaders monitor the progress of the group they are in, and those who need to catch up, closely. However, the same is not true for the most able disadvantaged pupils who can need help with other skills, such as how to organise themselves. Without this, their achievement suffers.
- Although progress is variable through the school, pupils' attainment by the end of Year 6 is good. This is because their progress in some classes and year groups is rapid. In 2016, the proportion reaching age-related expectations was above average in reading, mathematics and grammar, punctuation and spelling. Writing was lower than average. Although girls generally did well, many boys did not.
- In 2016, Year 2 pupils attained above age-related expectations. However, these pupils entered Reception at a high level and most have made the expected progress through their three years in school, rather than the good progress they are capable of.
- Pupils who have special educational needs and/or disabilities make good progress from their differing, often much lower, starting points. They respond enthusiastically to the staff who give them extra help.



- The most able pupils do well. These pupils are often articulate, confident pupils with a thirst for knowledge and strong work ethic. They soak up learning.
- Pupils from ethnic minority groups, and those who speak English as an additional language, make good progress. These pupils are made welcome, settle quickly and thrive. They play a full part in school life.

## Early years provision

## Requires improvement

- Children do not make good progress during their time in the early years. Children enter the Reception classes with skills and abilities, particularly in key skills, that are broadly typical of their age group. The proportion who reach a good level of development by the end of Reception, though rising steadily, remains below average.
- Over the last three years, the difference between girls' and boys' attainment has widened. This is largely because the way that tasks involving reading, writing and number are presented does not enthuse boys.
- Leaders do not sufficiently evaluate the impact of provision and teaching on children's learning and progress. In particular, they do not identify precisely the things that are making a positive difference to children, and those that have less impact. Children's individual interests are not fully exploited to 'hook' them into learning.
- Teaching varies between the classes. Teachers' expectations of children can be too low. Some planned activities have no scope for children to pursue their learning further, for example if they quickly understand and are ready for greater challenge. Some phonics lessons confuse children because sounds are taught incorrectly.
- Teachers plan a limited range of activities in the outdoor area that do not incorporate all areas of learning. Children's physical development is catered for well, but other opportunities are rarely provided.
- The small proportion of disadvantaged children do well. Over the last three years, all reached a good level of development by the end of Reception.
- Children who have special educational needs and/or disabilities also do well. These children's individual needs are carefully assessed and catered for well.
- Children behave well. They play and learn cooperatively. Most understand the class routines and respond positively to staff.
- Staff fully understand their role in keeping children safe. They are vigilant and adhere to school procedures. Equipment is well looked after, and appropriate for this age group.
- Children settle quickly because transition is smooth. Parents say they and their children have sufficient opportunities to visit and find out about school life. Parents receive helpful information sessions about, for example, early reading skills.



## School details

Unique reference number	130895
Local authority	Warwickshire
Inspection number	10012415

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	404
Appropriate authority	The governing body
Chair	Andy Bridgewater
Headteacher	Catherine Young (Acting)
Telephone number	024 7634 0729
Website	<a href="http://www.weddingtonschool.co.uk">www.weddingtonschool.co.uk</a>
Email address	<a href="mailto:head2632@welearn365.com">head2632@welearn365.com</a>
Date of previous inspection	8–9 July 2014

## Information about this school

- The school does not meet requirements on the publication on its website of information about details of how the school intends to spend this year's pupil premium funding, how last year's spending made a difference to the attainment of disadvantaged pupils, or how parents can request a copy of any information.
- The school is much larger than the average primary school.
- There are two classes in each year group.
- Approximately nine in every ten pupils are from White British backgrounds.
- The proportion of pupils supported by pupil premium funding is well below average.
- The proportion of pupils who receive support for their special educational needs and/or disabilities is broadly average.
- In 2016, the school met the government's floor standards, which are the minimum expectations of pupils' attainment and progress in English and mathematics by the end of Year 6.

- The headteacher was absent during the inspection. One of the school's substantive deputy headteachers became acting headteacher shortly before the inspection began.
- An independent pre-school meets on the school site. It is inspected separately.
- An independent before- and after-school provision also operates on the school site. This, too, is inspected separately.

## Information about this inspection

- The inspectors visited all classrooms. Some visits were conducted jointly with the acting headteacher or the second deputy headteacher. In addition, the inspectors observed small groups of pupils being taught.
- The inspectors looked at work in pupils' books and listened to pupils read.
- The inspectors observed pupils in other activities and as they moved around the school.
- The inspectors held meetings with the acting headteacher, other leaders, teachers, other staff and governors. Inspectors also met with a representative of the local authority.
- The inspectors met with pupils to discuss their experiences at school.
- The views of 88 parents who responded to the online questionnaire, Parent View, were taken into account. The inspectors also held informal discussions with parents. The inspectors considered the views of 27 members of staff and 50 pupils who responded to their online surveys.
- The inspectors looked at a range of school documents and information. These included the school's development plan, checks on the quality of teaching, curriculum plans, minutes of meetings of the governing body, and pupils' behaviour and attendance records. The inspectors also looked at arrangements for, and records of, safeguarding procedures.

## Inspection team

Robert Greatrex, lead inspector	Ofsted Inspector
Michael Appleby	Ofsted Inspector
Benetia Mounsey	Ofsted Inspector

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