

White Rock Primary School

Inspection report

Unique Reference Number	113216
Local Authority	Torbay
Inspection number	357291
Inspection dates	27–28 January 2011
Reporting inspector	Stephen McShane HMI

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	421
Appropriate authority	The governing body
Chair	Sue Harvey
Headteacher	Lyn Elliott
Date of previous school inspection	7 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. Twenty-six lessons or part lessons were observed and 16 teachers seen. Meetings were held with governors, staff and pupils. Inspectors observed the school's work and looked at policies, records and assessment information. In addition, 277 questionnaires completed by parents and carers were analysed, as well as those completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The current attainment, learning and progress of pupils in all key stages, particularly in mathematics and science.
- The attainment, learning and progress of those who may be capable of achieving higher levels.
- How effectively leaders and managers at all levels have contributed to improvements in the raising of standards and whether there are appropriate plans in place and a capacity to raise attainment further.

Information about the school

White Rock is larger than the average sized primary school. The proportion of pupils with special educational needs and/or disabilities is below the national average as is the proportion of pupils who are known to be eligible for free school meals. Most pupils are White British.

The school has received a number of national awards including Artsmark Gold, Eco Schools Award and Rights Respecting School Award.

A private provider has recently established a breakfast club on site. The club was not part of this inspection.

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

White Rock is a good school. It is a very harmonious, vibrant and caring community. Pupils develop into articulate, confident and reflective individuals who are prepared well for secondary school and for their future lives. All the school's work is underpinned by strong values that the governing body, staff and pupils are committed to. Parents and carers, who are very significant partners, are very positive about the school. They recognise the contributions of different members of staff who are led effectively by a headteacher who models and promotes the importance of each individual in her actions. Since the last inspection, the leadership team has taken effective action to address some weaknesses, particularly in the curriculum, to ensure that attainment is broadly average with more pupils reaching the higher levels in national tests, and pupils' progress and achievement in all subjects are good. Recent changes to the management of the provision for special educational needs have been effective in revising the interventions available so that these pupils are now making satisfactory and sometimes good progress.

Aspects of pupils' personal development are outstanding. Pupils' positive attitude and application to work are significant factors in the progress they make. There are many examples of their substantial contribution to the school and the community. Numerous pupils have roles in supporting other pupils, such as playground leaders or peer mentors, and carry these out with pride. Effective pupil groups such as the school council, the Eco group and the School Nutrition Action Group are consulted and involved regularly in developments such as the design and building of the school's new kitchen and the promotion of healthy eating. Pupils' adoption of healthy lifestyles is also outstanding and is demonstrated through an exceptionally active participation in a range of sports clubs, with all pupils becoming competent swimmers, and their very good knowledge of nutrition. Attendance is average and is affected by families taking holidays in term-time.

Teaching is satisfactory overall. It is good in many respects, and outstanding aspects were observed during the inspection. However, it is uneven in quality across the school. While many aspects of assessment have improved they are not having a consistent impact.

The curriculum at White Rock now provides systematic opportunities to develop basic skills and is a key in the good progress pupils make. It is very well planned and responsive with time used effectively and flexibly to develop particular skills, for example, in handwriting, reading or in 'maths attack' sessions. Interesting opportunities are plentiful and enhanced by the outstanding partnerships that the school has developed. Embedded within the curriculum is a strong focus on rights and responsibilities which leads to the pupils' outstanding spiritual, moral, social and cultural development. The quality of the provision in the early years is outstanding, particularly the care of the children and the wide range of interesting activities on offer.

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The school evaluates its effectiveness accurately and identifies the right priorities for development. Leaders at all levels have played their part in bringing about improvements, are committed to every pupil reaching his/her potential and have good capacity to take the school forward. The monitoring of teaching is regular but does not lead well enough to targeted actions to bring about improvement. The governing body is well organised and steadfast in supporting the school. Safeguarding procedures are satisfactory. Excellent links with the local community and with wider national and international groups, for example with Peru, Ethiopia and Holland, enable the school to promote community cohesion extremely well.

What does the school need to do to improve further?

- Improve teaching and assessment so that by the end of 2011 it is good or better in the very large majority of lessons by:
 - consistently using information from the assessment of pupils' progress to plan activities that challenge all pupils to make rapid progress and all sessions make the best use of time
 - consistently using assessment and marking strategies to ensure that pupils are clear how they can improve their work and progress to the next level
 - ensuring that monitoring of teaching is closely linked to action planning for further improvement.
- Further develop individual and whole-school strategies to improve attendance.
- Further improve the progress of pupils with special educational needs by building on the range of interventions used.

Outcomes for individuals and groups of pupils

2

Pupils are very motivated to do well. They are positive and enthusiastic learners describing their lessons as 'fun' and 'interesting'. They are developing a good level of self-confidence in themselves as learners and participate well, working at a good pace and keen to answer questions or share their work. They are very eager to take part in the wide range of extra-curricular activities available to them. The school's own data show that although attainment on entry varies from year to year and from below to being in line with national expectations for pupils' ages, the large majority of pupils are now making good progress over time toward challenging targets. Work in books and observations supports this. Pupils in the older age groups who were at risk of underachievement have been identified and their progress successfully accelerated through the significant changes to the way in which English is being taught and assessed, and in the use of effective support and interventions.

Behaviour is good. Pupils are polite and engaging. Pupils play and work well together. They say they feel safe at school and the overwhelming majority of parents and carers agree. They feel listened to and are confident that any problem they have will be sorted out. Pupils are prepared well for the future. They confidently use information and communication technology and their basic skills across the curriculum. The majority of Year 6 pupils gain the Torbay Civic Award, a demonstration of their development as good citizens.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	3
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	3
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	1
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	3
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are underpinned by strong and respectful relationships between adults and pupils. The use of skilled additional adults is effective in supporting small groups. The best lessons observed had clear success criteria and were carefully planned. Teachers used a range of strategies to encourage pupils' involvement by supporting them to share ideas and work effectively together with a high level of sustained challenge based on an understanding of their prior attainment. Effective intervention from adults helps pupils who do not understand the work. In weaker lessons, the intended outcome is less clear, there is too much talk from the teacher and pupils are expected to listen for too long while sitting on the carpet. Ineffective questioning directed only to pupils with their hands up means that some pupils become disinterested. In a few sessions, while pupils were learning very successfully when an adult was working with them, there was insufficient challenge in the other activities. The school has developed a range of assessment and marking procedures, including a personal learning profile, which monitors individual progress effectively across the school. The different strategies are not as yet consistently applied so that they are not helping pupils in all classes to improve their work and to progress to the next level.

The curriculum enables pupils to develop systematically skills in all subjects. Key themes of creativity, independence and teamwork are embedded so that personal development is

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effectively developed. An extensive range of activities, clubs and special events, such as whole-school performances, the gardening club which has recently exhibited at the Chelsea Flower Show and a thriving choir, contributes to the enjoyment and learning of the pupils and the vitality of the school.

Pupils are cared for well. The newly appointed special educational needs coordinator has a good grasp of what needs to be done and current intervention programmes have been well thought out and have started to have impact. The transitions from home to school and on to secondary school are strong and effective. The school works hard to improve attendance and recently held an attendance week to focus attention on this once again. The governing body is fully supportive of the school's actions and is working closely with staff on this issue.

These are the grades for the quality of provision

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

How effective are leadership and management?

Since the last inspection, leaders and managers have taken firm action to ensure that pupils make good progress. They have done this successfully by carrying out a 'root and branch' evaluation of the curriculum and making a number of changes. They have successfully ensured that pupils remain inspired, engaged and creative and at the centre of the White Rock learning community. A knowledgeable and experienced governing body has provided the necessary support and challenge, including a strong contribution to the effective management of the school, sound finances and to overseeing safe and attractive premises. The school gives a high priority to safeguarding children. Policies and procedures are appropriate and adults are knowledgeable; however, currently aspects of training are not up to date. There are plans in place to rectify this. Parents and carers are fully involved in the life of the school. They are kept well informed through the website, regular newsletters and reports. Attendance at meetings is high; there are many parent and carer volunteers and examples of them improving provision such as the recent construction of new bike storage and the organisation of clubs. The school is aware of the performance of different groups in the school and takes appropriate action to make sure any potential underachievement is challenged. Effective action is being taken to improve the progress of pupils with special educational needs and/or disabilities and there are increased opportunities to develop the fine motor skills of boys. Outstanding partnerships contribute to the curriculum, the development of the school and the outcomes of individuals. They are also fundamental to the school's outstanding work in all aspects of community cohesion and to the impact on the pupils at White Rock in seeing themselves as members of a school, local, national and international community.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	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	3
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Very clear assessment data and tracking show that pupils in the Early Years Foundation Stage make consistently good progress which leads to good outcomes in all areas of learning. Provision is outstanding, particularly the effective teamwork which ensures that children are cared for well by responsive and knowledgeable adults and settle very quickly. Excellent curriculum planning and very good use of resources, indoor and outside, lead to children being engaged, eager and confident to learn and in cooperating well together. They are very well prepared for school. There are close links with parents and carers who are very positive about the provision. The early years leader effectively manages the provision on a day-to-day basis and she has led ongoing improvements. She is a reflective leader with a good grasp of required future developments.

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	1
The effectiveness of leadership and management of the Early Years Foundation Stage	2

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Views of parents and carers

Parents' and carers' responses to the questions on the questionnaire were overwhelmingly positive. There were many comments that described the good care and support individual children receive, the warm and approachable staff, the ethos and the contribution of the whole school community, and how happy their children are at White Rock. A few parents and carers expressed concerns particularly related to behaviour, teaching and progress and provision for pupils with special educational needs. These issues were examined by the team and have been addressed in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at White Rock 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 277 completed questionnaires by the end of the on-site inspection. In total, there are 421 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	180	65	92	33	3	1	0	0
The school keeps my child safe	200	72	72	26	1	0	1	0
My school informs me about my child's progress	122	44	137	49	14	5	2	1
My child is making enough progress at this school	137	49	112	40	11	4	1	0
The teaching is good at this school	151	55	115	42	5	2	0	0
The school helps me to support my child's learning	147	53	119	43	7	3	1	0
The school helps my child to have a healthy lifestyle	155	56	111	40	7	3	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)	144	52	106	38	2	1	0	0
The school meets my child's particular needs	147	53	111	40	9	3	0	0
The school deals effectively with unacceptable behaviour	133	48	116	42	8	3	8	3
The school takes account of my suggestions and concerns	127	46	129	47	11	4	3	1
The school is led and managed effectively	188	68	77	28	4	1	1	0
Overall, I am happy with my child's experience at this school	189	68	76	27	5	2	1	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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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 pupils' 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.



31 January 2011

Dear Pupils

Inspection of White Rock Primary School, Paignton TQ4 7AW

Thank you for making us so welcome when we visited your school recently. We really enjoyed seeing you learn in your classrooms and talking with you. We were very impressed with how polite and well behaved you were.

We found out that White Rock is a good school where you make good progress in your learning. It is helping you to develop into good citizens who have an outstanding knowledge of healthy living and who make an excellent contribution by doing jobs, raising money or being part of groups such as the Eco group or the school council. White Rock also helps you to think deeply about issues such as rights and responsibilities so that you and the staff are all part of a community that is caring and safe. Your parents and carers are very satisfied with the education you are receiving. Mrs Elliott and her team are doing a good job in managing the school and providing you with many exciting opportunities.

To make your school even better we have asked your headteacher and teachers to make sure the teaching is always at least good in every lesson. We have asked them to make sure that the pupils who may find learning more difficult are making good progress. Also, attendance at your school could be better, as sometimes some of you take holidays during term-time. We have asked that the school continues to work with your parents and carers to avoid doing this.

It was a real privilege to visit White Rock. Some people told us that it is a special place and we agree. Keep up the hard work, continue with your positive attitudes and make sure you come to school regularly so that you can make the best of all the opportunities.

With best wishes

Yours sincerely

Stephen McShane

Her Majesty's Inspector

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