

# Walgrave Primary School

## Inspection report

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<b>Unique Reference Number</b>	121864
<b>Local Authority</b>	Northamptonshire
<b>Inspection number</b>	359101
<b>Inspection dates</b>	22–23 March 2011
<b>Reporting inspector</b>	Peter Kerr

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>	125
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Alan Denton
<b>Headteacher</b>	James Ayton
<b>Date of previous school inspection</b>	28 November 2007
<b>School address</b>	Kettering Road Walgrave, Northampton NN6 9PH
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## Introduction

This inspection was carried out by two additional inspectors. They observed seven lessons and five teachers were seen teaching. Meetings were held with groups of pupils, staff, parents and carers and members of the governing body. Inspectors observed the school's work, and looked at policies, documents, records of pupils' progress and 64 parental questionnaires.

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

- Is there is a settled trend of above average attainment at Year 6?
- Do pupils achieve as well in mathematics as they do in English?
- How effective is the support for individual pupils at risk of under-achieving?
- Have steps taken to promote community cohesion had an impact on pupils' understanding of diversity?

## Information about the school

This smaller-than-average primary school takes pupils from Walgrave and the surrounding rural area and villages. Fewer than one in ten pupils come from minority ethnic groups, which is about half the average proportion, with few who speak English as an additional language. Very few pupils are known to be entitled to free school meals. The school identifies about one in eight pupils as having special educational needs and/or disabilities compared to an average of one in five nationally. Most of these pupils have moderate learning difficulties and a small number have behavioural, emotional and social difficulties. Very few pupils have a statement of special needs. The school gained the Active Mark in 2009 and the ArtsMark (silver) in 2010. An independently run playgroup operates on the site. This is inspected separately.

**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

This is a good school that has steadily improved since the previous inspection and continues to do so. Attainment is at expected levels for children starting in Reception and rises to above average at the end of each key stage. Pupils achieve well because good teaching and outstanding care, guidance and support enable the vast majority to make the most of the opportunities on offer. More-able pupils reach higher levels of attainment, but are sometimes not challenged sufficiently during lessons and opportunities for extended independent investigations are limited. Pupils speak confidently but opportunities are missed to use and develop oral skills in lessons. The pupils' outstanding behaviour and positive attitudes help them to learn because teachers can rely on them to work independently and help one another. All other aspects of the pupils' personal development are good. They contribute well to the school and local community, but have a limited appreciation of the ethnic, religious and cultural diversity that exists within the wider society. The curriculum provides a wide range of opportunities for pupils in and out of lessons. The recently introduced Personal Interest Projects give them some say in what they learn and add to their motivation and enjoyment. Writing is developed well in different subjects and featured prominently in displays but such opportunities in mathematics are more limited; as a result, pupils make stronger progress in English than in mathematics.

The headteacher provides clear leadership and delegates well so that all staff feel empowered in their roles. The governing body makes a strong contribution to guiding the school and holds it to account for standards achieved. All statutory duties are fulfilled. Requirements to promote community cohesion are met, but the action plan is at the early stages of implementation and has not yet had a significant impact on pupils' appreciation of diversity. The school's partnership with parents and carers is outstanding. Parents and carers raise significant funds to boost provision and the more recently formed School Forum greatly enhances the dialogue between home and school and gives parents and carers a voice in the school improvement process. Self-evaluation is good. All staff and governors contribute to the school development plan, which is rigorously reviewed to inform further improvement planning. The systematic improvements made to provision since the previous inspection and the strongly improving trend in pupils' outcomes in each year-group demonstrate a good capacity for sustained improvement.

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

- Raise attainment at Year 6 from above average to high and ensure that pupils make progress in mathematics that is as good as that in English by:

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- ensuring that lessons and activities are consistently challenging for even the most able pupils
- increasing opportunities for all pupils to use and improve their speaking skills
- providing more extended problem-solving opportunities to make pupils think more deeply
- providing more opportunities for pupils to use and improve their mathematical skills in other subjects
- celebrating mathematics more prominently in displays.
- Improve the pupils' knowledge and appreciation of diversity in society by:
  - making the intended impact of plans on pupils' appreciation of diversity more specific
  - ensuring that the action plan is fully implemented and its impact evaluated.

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

Pupils achieve well and enjoy school. Attainment is above age-related expectations in English and mathematics in each year-group but is generally higher in English than in mathematics. Most pupils make better than expected progress each year. Progress is more consistently good across the school in writing than in mathematics and pupils use their writing skills effectively to support their learning in other subjects. Well-targeted support helps pupils with special educational needs and/or disabilities or behavioural difficulties to make progress and one-to-one tutoring helps any pupils falling behind age-related attainment to catch up. Pupils who speak English as an additional language receive good support to gain fluency in English and keep up with lessons. Pupils learn well in lessons. They are very attentive during introductions and apply themselves diligently to tasks. Most are confident in expressing their thoughts but are not always given the chance to speak at length. The work in the pupils' books shows that they try hard to meet their targets for improvement, with good success. More-able pupils extend their writing independently but there is less evidence of their being made to think hard to solve problems in mathematics.

Pupils are friendly and polite, obey school rules and look out for one another. They can also be depended on to conduct themselves in this manner off the premises, as they do on their weekly visits to the local pub for a cooked lunch. This well-established routine gives them a good experience of positive aspects of social life within the community. They are proud of their school and enjoy the roles of responsibility they have, such as membership of the school council. They are well informed about their village and some of the issues that face a small rural community and talked enthusiastically about a plan to bring a cinema to the village. Their knowledge of the wider society is more limited, particularly their understanding of the range of religions and cultures they could encounter and of the connections between them.

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*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:	
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>2</b>
<b>Pupils' behaviour</b>	<b>1</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</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:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

## How effective is the provision?

The good quality of learning evident in the pupils' books reflects the mostly good teaching that was seen during the inspection. Planning is based on assessments of the pupils' previous learning and tasks are tailored to meet the needs of a wide ability range. Marking includes praise and reward for good work and pointers for improvement but is generally more helpful and challenging in writing than in mathematics. There is usually a good balance between the teacher's input and pupils' active learning, but on occasions teachers talk for too long to the whole class. This reduces the time pupils spend working independently and limits the opportunities staff have to assess and support the pupils as they work. Teaching assistants make a good contribution to the pupils' learning because they know their individual needs and are well briefed on the lesson objectives. In the best lessons, teachers encourage individual pupils fully to explain their thinking and add more challenge or give more explanation as appropriate. At other times, short answers are accepted from pupils when more extended contributions could be useful.

Pupils and carers are enthusiastic about the curriculum and some comment about the wide variety of activities on offer to accommodate pupils' interests. The pupils say they like being given a degree of choice in what they study through the Personal Interest Projects and that it makes them more interested in their work. The school displays pupils' work attractively in a way that celebrates their success and provides examples to inspire them. Writing is featured prominently in many displays, for example, in history topics such

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as the Second World War. There is much less celebration of mathematics, for example, links with art and music, or the history of mathematics in different cultures.

The school rightly prides itself on its knowledge of the pupils and their needs and its concern for every individual, which pervades the whole work of the school and is an outstanding feature of provision. Although the school is small, a number of pupils face significant barriers to learning. Excellent work is done to identify the best kind of support to give to each individual to overcome these barriers. Examples were seen of specially appointed staff helping pupils catch up with age-related expectations; specialist helpers supporting children with specific learning difficulties; and a range of support given within class by well-briefed and effective teaching assistants.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: 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?**

Clear-sighted leadership by the headteacher has focused the work of the school on systematically addressing the weaknesses identified in the previous inspection report. Parents and carers say that they appreciate the way improvements are introduced gradually so that each initiative has time to bed down before further changes occur. Greatly improved tracking of pupils' progress is linked to teachers' performance in the classroom. This has been instrumental in securing consistently good teaching, rising attainment and good achievement. Good support for teaching assistants to attend courses has boosted the impact they have on pupils' progress and sensible appointments of part-time staff have secured vital support for pupils at risk of under-achieving. This typifies the school's determination to eliminate discrimination and continue ensuring equality of opportunity for all pupils.

The governing body plays a full part in making strategic decisions and in reviewing the impact of spending so that good value for money is secured. A range of partnerships with other schools, agencies and volunteers enriches the curriculum. The most significant partnership is that with parents and carers. Action groups have helped in developing the homework policy and have contributed to improving resources, for example, in information and communications technology. Many volunteer to help in the school on a regular basis and the well-attended annual work weekend helps to keep the school site looking attractive.

Safeguarding measures are robust and go beyond minimum expectations, for example, in the extent and quality of staff training. As a result, pupils have a clear understanding of how to stay safe. The governing body is enthusiastic about promoting community cohesion. The action plan includes appropriate links to schools with a more diverse intake

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but the intended impact on the pupils' appreciation of ethnic, religious and socio-economic diversity is not clear enough for the school readily to evaluate its success.

*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: 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>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</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>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

The good provision reported at the previous inspection has been maintained. Most of the children's learning takes place through purposeful play in the indoor and outdoor areas. These are well resourced and set out to stimulate play activities relating to the topic of the day or week. Staff interact with children as they play, supporting their learning and assessing their progress. The play activities stimulate learning across the curriculum. For example, finding and counting hidden 'dinosaur eggs' in the sand pit developed the children's knowledge of dinosaurs as well as their counting and communicating skills. Good records are kept of the children's progress using written notes and photographs and these are collated into informative personal folders that are shared with parents and carers. Although attainment is broadly at age-related levels when children enter Reception, emotional and social development is lower for some. Good support is given for these children to develop self-awareness and social interaction skills. This was evident in observations during the inspection when individuals in this category responded maturely to the opportunity to show other children how to play a mathematical game. Children who progress quickly through the early learning goals benefit from working alongside Year 1 pupils on more formal tasks while still enjoying the range of play activities available. Good transition arrangements enable those children who have still not achieved the goals by the end of the Reception year to continue learning partly through play in the early stages in Year 1. The school recognises that some children might benefit from an extension of this provision. The setting is well led and managed with good teamwork between the teacher and teaching assistants to provide a good foundation for the children's further education.



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A number of parents and carers expressed their appreciation of the quality of this provision.

*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

The views of parents and carers are overwhelmingly positive. There were no reservations about the school keeping children safe and all agreed their children enjoyed school. A very small minority of parents and carers say that teaching is not good and that their children are not making enough progress. The inspection found that teaching and progress are good overall, but found that more-able pupils are not always challenged sufficiently. A very small minority thought that the school was not led and managed well and that unacceptable behaviour was not dealt with effectively. The team found that leadership and management are good and behaviour outstanding. The very few brief incidents of unacceptable behaviour that occurred during the inspection were quickly and sensitively deal with and did not hinder learning in any way.

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

Ofsted invited all the registered parents and carers of pupils registered at Walgrave 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 received 64 completed questionnaires by the end of the on-site inspection. In total, there are 125 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	58	27	42	0	0	0	0
The school keeps my child safe	49	77	15	23	0	0	0	0
My school informs me about my child's progress	36	56	26	41	2	3	0	0
My child is making enough progress at this school	36	56	23	36	3	5	1	2
The teaching is good at this school	39	61	21	33	3	5	0	0
The school helps me to support my child's learning	36	56	27	42	1	2	0	0
The school helps my child to have a healthy lifestyle	36	56	27	42	1	2	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)	29	45	33	52	1	2	0	0
The school meets my child's particular needs	30	47	32	50	1	2	0	0
The school deals effectively with unacceptable behaviour	29	45	28	44	5	8	0	0
The school takes account of my suggestions and concerns	33	52	26	41	2	3	2	3
The school is led and managed effectively	39	61	20	31	4	6	1	2
Overall, I am happy with my child's experience at this school	45	70	15	23	3	5	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 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](http://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"><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 pupils' 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 March 2011

Dear Pupils

**Inspection of Walgrave Primary School, Northampton, NN6 9PH**

Thank you for the warm welcome you gave us to your school. Yours is now a good school. Nearly all the things we looked at are good. Your behaviour is outstanding, as is the way the staff take care of you and make sure you all have the support you need. You achieve well but do a bit better in English than mathematics. You do plenty of writing about different things but not so many interesting mathematical activities. You are confident speakers but do not always get enough chance to say all that you want to say.

You really enjoy school, especially all the extra activities and clubs and the pupil interest projects. You know how to keep safe and healthy and you like taking on responsibilities, which you do well. You know a lot about your village but do not know as much as you could about the different cultures and religions that can be found here and elsewhere. Teaching is good in most lessons so you reach above average standards in English and mathematics, which prepares you well for your secondary schools. Your parents and carers work closely with the school so that they can help you at home and many of them help to make the school even better by raising money and being volunteer helpers.

We have asked your teachers to do these few things to make your school even better:

- help you to reach even higher levels in English by improving your speaking
- help you to do even better in mathematics by giving you more challenging and interesting problems and investigations to do
- help you to learn more about different cultures and religions in other places.

All of you can help by continuing to enjoy your work and doing your best all the time.

Yours sincerely

Peter Kerr

Lead inspector

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