

Weeting Voluntary Controlled Primary School

Main Road, Weeting, Brandon, IP27 0QQ

Inspection dates 10–11 July 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Requires improvement	3
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures

- Pupils' achievement is inadequate because teaching is weak.
- Too much teaching is inadequate. Teachers do not use accurate information about how well the pupils are doing to set work that is matched to their ability levels.
- More-able pupils do not make enough progress because they are given work that is too easy for them.
- Pupils lose interest and sometimes begin to disrupt lessons where the work is not challenging and the pace is slow.
- Poor relationships between the senior staff have slowed the pace of planned improvement. The governing body has not recognised this difficulty and has not challenged the quality of pupils' learning enough.
- Leaders and managers, including the governing body, do not currently demonstrate the capacity to secure rapid, essential improvements.
- Pupils' attendance is low and has fallen below the national average this year.

The school has the following strengths

- The teaching of children in Reception is good.
- Behaviour has improved at lunchtime due to the effective work of non-teaching staff.
- Pupils feel safe in the school.
- Teaching assistants make sure that disabled pupils and those who have special educational needs make good progress when they receive extra support.

Information about this inspection

- Inspectors observed teaching and learning in all classes. They observed 16 lessons, one of which was seen together with the headteacher.
- Meetings were held with the headteacher and subject leaders for mathematics, literacy and special educational needs. Meetings were also held with members of the governing body and pupils. A meeting was held with a representative from the local authority.
- Inspectors reviewed the school’s website, studied 19 responses to the online questionnaire (Parent View) and spoke to several parents and carers.
- Inspectors analysed 11 questionnaires from staff.
- The inspectors heard pupils reading and had discussions with them about their learning and school life. Inspectors also reviewed pupils’ work. Some of this was done together with the headteacher and senior staff.
- A wide range of documents was considered, including the school’s own evaluation of its strengths and weaknesses, the school development plan, records of governing body meetings, reports from the local authority, the school’s tracking of pupils’ attainment and progress, and records of the monitoring of teaching.
- Inspectors looked at information relating to safeguarding and child protection, and records of attendance, behaviour and incidents of bullying.

Inspection team

Nicola Hardman, Lead inspector

Additional Inspector

Sue Cox

Additional Inspector

John Mason

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- Weeting Voluntary Controlled Primary School was smaller than the average primary school, but has expanded rapidly in the last year.
- The proportion of pupils from minority ethnic backgrounds and those who speak English as an additional language are lower than national averages.
- The proportions of disabled pupils and those who have special educational needs supported through school action, and by school action plus or with a statement of special educational needs, are in line with national averages.
- The proportion of pupils supported by the pupil premium, which provides additional funding for pupils in local authority care, known to be eligible for free school meals or from a family with a parent in the armed services, is below the national average.
- The school does not meet the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Make all teaching at least good, by ensuring that:
 - every teacher is committed to an agreed set of basic rules that are consistently applied across the school to improve learning and behaviour
 - all staff have the training they need to be able to teach literacy and numeracy skills effectively
 - teaching is consistently challenging and activities move at a brisk pace, to keep pupils engaged and focused on learning
 - teachers use accurate information on pupils' progress to set work at the right level of difficulty, especially to stretch the more-able pupils
 - teaching assistants are given clear guidance to help them support all pupils' learning
 - pupils' books are marked regularly and accurately to help pupils learn from their mistakes
 - teachers insist on consistently high standards in the presentation of pupils' work
 - all teachers display the highest standards of personal and professional conduct.
- Improve the effectiveness of leadership and management by making sure that:
 - the school vision is urgently reviewed and widely consulted upon, in order to improve relationships at all levels
 - improvement plans show clearly the impact of actions taken on pupils' achievement
 - the management structure is revised, so all leaders can contribute to raising standards
 - training is provided for all leaders, including the governing body, to improve their skills of monitoring and evaluation
 - the school's assessment and tracking system is easy to use and reflects pupils' work accurately
 - leaders work closely with parents to ensure attendance rises to at least the national average.

An external review of governance should be carried out to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Pupils achieve too little. They do not make enough progress because of weaknesses in teaching, particularly in Years 2 to 6.
- More-able pupils make inadequate progress because the work set for them is not hard enough. Teachers do not use information about these pupils' previous learning to plan demanding lesson activities that extend their knowledge, understanding and skills.
- Pupils' standards in writing are below those expected for their age. They do not have enough opportunities to practise the basic skills they learn in literacy across different subjects.
- Work is poorly presented in books, particularly in Years 2 to 6. It is often untidy, not finished and not marked regularly. Teachers' expectations for what pupils can achieve are too low, and they do not insist that pupils complete enough work to show what they have learned.
- Disabled pupils and those who have special educational needs make better progress than other pupils because they receive good help and guidance from teaching assistants.
- Children join the school with skills and understanding well below the levels expected for their age. They experience strong teaching in Reception, particularly in letters and sounds, and get a good start to their education. In 2012, children left Reception with skills that were still below average, particularly in calculating, but they had made good progress. In the 2012 Year 1 national check on pupils skills in phonics (the sounds that letters make), only around half the pupils reached the expected standard. The school has not taken any specific action to improve pupils' phonics or reading skills.
- Pupils who are known to be eligible for the pupil premium funding also make inadequate progress. The 2012 Year 6 test results show that on average pupils known to be eligible for free school meals were half a term behind their classmates in English and one term behind in mathematics. The school has used some of the extra funding to train teaching assistants and lunchtime supervisors. This has helped to improve general behaviour, but the school cannot show that the funding has had any specific impact on the achievement of the pupils for whom it is intended.

The quality of teaching

is inadequate

- Too much teaching is ineffective, preventing pupils from making progress of which they are capable. In too many lessons, teachers do not have high enough expectations of what pupils can do. As a result, teaching is not helping to accelerate pupils' progress and close the gap with nationally expected standards.
- Teachers do not use information about what pupils can do effectively to plan appropriate work for every pupil, especially the more able. Assessment information is not always accurate, and not all teachers know enough about how to teach writing and mathematics effectively.
- The pace in lessons is too slow, and many activities are not interesting and lack excitement. This leads to pupils in too many lessons becoming distracted and losing interest, and often engaging in low-level disruption.

- The quality of marking is inconsistent across the school. The best marking follows the school's policy and provides comments that are useful and show pupils how to improve their work. However, too much work is never marked and when it is marked, too many comments are too brief to be helpful – for example, 'good work'.
- Teaching assistants play a positive role in the majority of lessons and in small group activities. They generally question and challenge pupils effectively, including those who receive the pupil premium funding. However, teachers do not always provide them with enough information or guidance to make sure the pupils they support do as well as they possibly can.
- Relationships between staff, particularly senior leaders, have been strained. Some teaching staff are not following the national teachers' standards about 'forging positive relationships' in the best interests of their pupils. This has led to inconsistencies in the way teachers follow school policies.
- In Reception, effective teaching ensures that most children make good progress from their low starting points.

The behaviour and safety of pupils requires improvement

- In lessons where the work set for pupils is not well matched to their abilities or the activities are not sufficiently stimulating, pupils gradually lose interest and become restless. This adversely affects their progress.
- Pupils have a basic understanding of what constitutes various forms of bullying. A small number of parents expressed a view that bullying and unacceptable behaviour were not dealt with well. The school's behaviour logs do not record all incidents or concerns, and teaching staff do not consistently follow the new behaviour policy. However, pupils do not feel that bullying is a particular issue, and say they feel safe in school. Behaviour in the dining hall has improved due to the effectiveness of the lunchtime staff.
- Attendance was in line with the national average in 2012, but it has fallen significantly in 2013 and the school has not responded.
- The majority of pupils are happy and enjoy school. They are confident, polite and courteous to visitors. Where teaching is good, pupils are well motivated and very eager to learn. This is particularly evident in the Reception class.

The leadership and management are inadequate

- Leaders and managers do not demonstrate the capacity necessary to secure essential improvements. Current arrangements for driving forward improvement and raising standards are inadequate. Not all members of the recently formed leadership team currently have the necessary skills to implement the actions needed.
- The headteacher has shown great resilience to stabilise the school since her appointment. However, strained relationships between staff, especially at a senior level, have slowed the pace of improvement that had been set appropriately by the headteacher. The lack of support from some teachers has caused inconsistencies in the way changes are being made.
- The school gathers a lot of information about pupils' attainment and progress, but it is not presented in a clear and concise format so that staff and governors can quickly and easily

understand how well pupils are achieving. Many of the assessments made do not match the level of work seen in pupils' books, and senior leaders do not check the accuracy of the information.

- The school's analysis of its strengths and weaknesses accurately identifies areas for improvement. However, its plans to tackle the identified weaknesses do not show how the impact on pupils' learning can be checked.
- Leaders ensure that there is no discrimination within the school. However, they do not yet ensure that all pupils have equal opportunities to succeed by always being enabled to make good progress.
- Good leadership of the way children in Reception are catered for ensures that teaching is effective and children make good progress.
- The local authority identified that the school required 'intensive support' in July 2012. The school was allocated a 'local leader of education' to support the headteacher. However, the resulting strained relationships between senior staff – the main barrier to rapid improvement – have not been tackled.
- The school should not appoint newly qualified teachers.
- **The governance of the school:**
 - The governors do not have an accurate view of the school's effectiveness or a thorough understanding of its weaknesses. They have not addressed the weaknesses in teaching urgently enough, and have not ensured that staff performance has been properly managed, except for that of the headteacher. They have not done enough to make sure staff salaries reflect the quality their work or its impact on pupils' achievement.
 - Governors know that they need to review the vision for the school, their role in its improvement and the way they work. Governors agree that too much time has been spent discussing issues and not enough action has been taken to support the headteacher in making the necessary changes to ensure rapid improvement.
 - Governors know how much funding they get through the pupil premium, but are not clear about how it is spent or if it is helping the right pupils.
 - The governors make sure that safeguarding arrangements meet current national requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121065
Local authority	Norfolk
Inspection number	411931

This inspection was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	165
Appropriate authority	The governing body
Chair	Sandra Walmsley
Headteacher	Anita Hennington
Date of previous school inspection	21 June 2010
Telephone number	01842 810587
Fax number	01842 812408
Email address	office@weeting.norfolk.sch.uk

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