

Waulud Primary School

Inspection report

Unique Reference Number	131850
Local Authority	Luton
Inspection number	341233
Inspection dates	9–10 March 2010
Reporting inspector	David Rzeznik 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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	389
Appropriate authority	The governing body
Chair	Mr R Denison
Headteacher	Ms Patricia Griffin
Date of previous school inspection	7 December 2006
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. Inspectors observed 17 lessons or part lessons and 14 teachers were seen teaching. Meetings were held with senior staff, middle leaders, the Vice Chair of Governors and representatives of the school council. Inspectors looked at documentation, including the school's improvement plan and various policies. They also scrutinised pupils' work and evaluated the responses from 115 parental questionnaires and the outcomes from staff and pupil questionnaires.

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

- the success of the school in raising standards and accelerating pupils' progress, particularly in English, mathematics and science
- the impact of teaching and assessment procedures on improving the learning of different groups of pupils
- the quality of leadership and management provided by the headteacher, middle leaders, governors and others in bringing about improvement.

Information about the school

The school is much larger than average. The percentage of pupils eligible for a free meal is high, as are the numbers from minority ethnic groups. The proportion of pupils whose first language is not English is high, but few are beginners in acquiring English. The number of pupils with special educational needs and/or disabilities, including a statement, is average. The nature of their difficulties relate mainly to behaviour, speech and language. The intake is multiracial. Just under half of the pupils are White British; a fifth are Black, mainly of African origin; a third are from Asian backgrounds and a tenth are of mixed heritage. The school has achieved a Healthy Schools award and a Schools Sports Charter Mark.

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?

3

The school's capacity for sustained improvement

3

Main findings

Waulud provides a satisfactory standard of education and parents are pleased with what is provided. As you walk through the front door you are struck by the lovely atmosphere and the attractive displays that celebrate pupils' achievement and successes. The art work is of particularly good quality, reflecting the good art curriculum and very effective specialist teaching pupils receive. Pupils are happy and have very positive attitudes to learning. Their behaviour is outstanding. Pupils feel extremely safe and secure. They say they are not bullied and are free from racism. The oldest pupils' understanding of cultural and religious diversity is outstanding. They have a very good insight into the similarities and differences between their own and others' cultures.

Links with parents are good and this means that the school knows its families well and what support, if any, they need. The care provided is outstanding. The excellent targeted support for the most vulnerable pupils helps prevent them from exclusion; sustains their learning and significantly improves their personal and social well-being.

Current attainment is below average and pupils' achievement given their original starting point is satisfactory, but inconsistent. For example, this academic year most pupils in Year 5 have made good progress in science whereas in Year 2 most have made satisfactory progress in the subject. The quality of teaching is variable and there is not enough good teaching to ensure pupils achieve well in all subjects and phases. At times, teachers' expectations are not high enough and assessment information is not used effectively to ensure that work is pitched at the right level. Teachers control learning too much and there are too few opportunities for pupils to find things out for themselves or to undertake enquiry work in class or outdoors. Not all pupils have targets to indicate what must be improved. In addition, pupils are not sufficiently involved in setting targets. Scrutiny of work reveals that pupils' spelling, handwriting, punctuation and grammatical skills are insufficiently developed and this is hindering their success. The school does not have a spelling policy to ensure consistency of approach. There is a handwriting policy but it is not implemented effectively. Many pupils are not writing in a fluent joined style and are not writing at length often enough.

The curriculum is adequately matched to pupils' needs, with an appropriate emphasis on developing pupils' basic skills. Its contribution to pupils' personal development is very good. The outdoor provision in the Early Years Foundation Stage is not as good as it should be, and this is limiting opportunities to further develop children's imaginative and investigative skills. The school grounds are spacious but are not put to good enough use to further enrich learning.

Senior and middle leaders are involved in evaluating the school's performance and they

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have a secure understanding of the school's main strengths and weaknesses. Middle leaders' monitoring of teaching, together with targeted and on-going feedback about what must be improved, is not fully effective. Subject and phase leaders require further training on how to improve teaching and to share good practice more widely. The self-evaluation done before the inspection started was not sharp enough, because the tools used for self-review are not sufficiently well embedded or refined to be fully effective. For example, a system exists to track pupils' progress but it is not robust enough and therefore, the progress made by different groups is not always clear. Data are not being used to set realistic Year 6 targets. Current targets are overly ambitious and are unhelpful. The monitoring of teaching is pinpointing key strengths but weaknesses in provision are not being made sufficiently explicit. Shortcomings in provision are not being speedily rectified to turn satisfactory lessons into good ones. The information gained from pupil tracking is not being aligned with lesson observation outcomes to securely judge teaching quality. The school's capacity to improve is satisfactory. The priorities in the improvement plan are suitably ambitious and leaders are setting a clear educational direction. The areas for improvement identified in the last report have been addressed effectively. The school's key strengths have also been maintained since the last inspection.

What does the school need to do to improve further?

- Raise standards and accelerate pupils' progress in English, mathematics and science and increase the proportion of pupils reaching the expected and higher National Curriculum levels by:
 - increasing the proportion of good teaching and sharing the good practice that exists more widely
 - raising expectations as to what pupils can achieve and making better use of assessment information to ensure that work is closely matched to pupils' capabilities
 - produce a spelling policy by June 2010 and fully implement handwriting guidance to improve pupils' spelling, punctuation, handwriting and grammatical skills, and encourage them to write at length
 - ensuring targets are set in all core subjects so that pupils know what must be improved and involve them in setting targets and goals
 - encouraging pupils to be more independent learners and less reliant on teachers by finding things out for themselves.
- Improve outdoor provision and outdoor resources for children in the Early Years Foundation Stage. Develop the use of the school grounds so that all pupils enjoy good quality learning experiences outdoors to further develop their physical, creative, imaginative and enquiry skills.
- Strengthen leadership and management by:
 - improving the tracking of pupils' progress to determine the attainment and

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progress made by different groups to inform intervention

- making better use of performance data to set realistic and challenging whole school targets, particularly in core subjects
 - more closely aligning performance tracking data with the information gained from lesson observations to better judge teaching quality
 - being more systematic in identifying the strengths and weaknesses in teaching and learning and remedy weaknesses in provision within challenging timescales
 - continuing to improve the skills and expertise of subject and phase leaders, and provide further opportunities for them to get into classrooms to monitor and improve provision.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

Pupils' work seen in lessons and in their books shows attainment is now below average rather than extremely low. The rate at which pupils are learning new skills and increasing their knowledge and understanding in lessons, and over time, is variable. For instance, since September 2009, the oldest pupils have made good gains in their learning in science but in reading their progress has been much slower, and for a handful not fast enough. Pupils with special educational needs and/or disabilities and those from minority ethnic groups make at least satisfactory progress over time. Very effective one-to-one support is helping the most vulnerable learn to control their behaviour and emotions more effectively so that they can cope in class.

In the Early Years Foundation Stage children are learning to use computer technology effectively. In a Nursery session children learned to programme a robot to get it to move to a specific location. They learnt which commands to use and had to use their number knowledge to programme it correctly to get the robot to move to the right place. Work scrutiny reveals that pupils are not always learning to spell complex and technical words correctly; punctuate accurately or write in a fluent and joined style.

Pupils enjoy school life and are keen to succeed. Their attitudes to learning are very good. They give of their best even when work is not quite pitched at the right level. The youngest children are learning to work independently but in other years opportunities to do this are lacking.

Behaviour is exemplary and this creates an extremely positive school ethos. Different groups of pupils say they feel safe in school. Pupils know that text and cyber bullying are wrong and such practices harm others. They also know that using computer social network sites can be dangerous and that they must adopt e-safety measures when using the internet. Pupils contribute well to the school and wider community. For example, the eco-monitors are helping to improve the school's energy efficiency and the school council are improving school resources and fund raising for various charities.

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Pupils are working internationally to raise money so that children overseas get polio vaccinations. The vast majority of pupils attend school regularly. However, a small minority do not to come to school on time, or regularly enough, despite the school doing all that it can to bring about improvement.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

The strengths in teaching are that staff have formed excellent relations with pupils and manage their behaviour really well. Lesson objectives are shared at the start of lessons so that pupils know what must be achieved. Good use is made of computer technology to present information to the class and pupils are actively encouraged to work in pairs and groups to develop their ideas and share information to complete tasks. Where teaching is satisfactory it is mainly because expectations are not high enough; therefore work is insufficiently challenging so pupils consolidate their learning rather than being stretched. Marking encourages pupils to consider how to improve their work but the use of targets for pupils to identify the next steps in their learning is insufficiently developed. The physical education (PE) curriculum is good. The daily brain-gym sessions, twice

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

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weekly PE lessons, swimming in Years 3 and 4 and outdoor residential experiences help keep pupils active and fit. A good range of visits, clubs and visitors enrich the curriculum and increase pupils' enjoyment. Pastoral care is very effective. The work undertaken with families and individual pupils facing challenging circumstances to prevent social exclusion is first rate.

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	3
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has been especially successful in developing the care and personal development side of school life, and has been at the forefront of building effective links with parents. The school realises greater attention is now required to boost pupils' academic performance to raise standards further. Inspectors think the headteacher is taking on too many responsibilities and it is now time to share the load. Middle leaders contribute to self-evaluation but are not empowered enough to contribute to whole school improvement.

Safeguarding procedures are robust. The school adopts recommended good practice across all areas of its work. It works collaboratively with parents and key agencies to reduce the risk of harm to pupils. Community cohesion is promoted satisfactorily. The school knows its place in the local and wider community and is actively engaged in developing good race relations. However, leaders are at the early stage of formally evaluating the quality and impact of its work. The school places the tackling of discrimination at the heart of its work and the result is that pupils and others are free from harassment. However, there are variations in pupils' performance that have to be ironed out and precise information that must be collected on the progress made by different groups before provision is judged good.

Governors are supportive and some come into school to check on its performance. They understand the challenges the school faces and are involved in setting appropriate priorities for improvement. They also ensure statutory duties are met. Last financial year the school had a larger than average budget surplus. Appropriate plans are in place to spend the money wisely on additional computers, learning resources and a pram park.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter Nursery with skills and knowledge that are well below those found typically for their age. They make satisfactory progress overall but good progress in their personal, social and physical development. The school recognises that children's writing and calculating skills require improvement, so are putting in strategies to improve them. For example, the structured teaching of letters and sounds is effective and is helping to improve children's reading and writing skills at a good rate. Children's skills and knowledge are well below typical levels for four year olds when they enter Year 1.

There is a very good level of care which results in children being happy, settled and safe. Children from different backgrounds play and cooperate together well and show awareness of one another's needs. Teaching and learning are satisfactory. Indoors there is an appropriate mix of adult-led activities and those chosen by the children. Good use is made of computer technology to introduce topics and increase children's enjoyment of learning. The tracking of children's attainment and progress is not robust enough. While detailed records of children's progress are kept, these assessments are not always used effectively to inform planning so that work is challenging and matched to children's capabilities. The Nursery outdoor environment is adequate but the Reception outdoor area is barren and uninviting. Children have ready access to the outdoors but the lack of high quality resources restricts opportunities for adults to further improve children's physical, creative and imaginative development. At times, children do not have full access to the full range of equipment because of timetabling restrictions.

Leadership is satisfactory. Induction procedures for children and links with parents are good. Parents are kept well informed about the work their children are doing at school. However, the monitoring of provision is not sharp enough and this has meant that

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important weaknesses in outdoor provision have not been remedied quickly enough.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Around a third of the parents responded to the questionnaire. The vast majority say:

- they are happy with the education provided by the school
- their children enjoy school and are kept safe
- the school helps parents to support their children's learning
- the school is led and managed effectively.

A small minority of parents had concerns about the way the school deals with unacceptable behaviour; that it does not fully meet children's particular needs, and the school does not always take account of parental suggestions and concerns. Inspectors looked into these concerns and found that the school deals very effectively with incidents of misbehaviour. On occasions, work in class could be better matched to pupils' capabilities so that all pupils make good progress. Most parents judge that the school takes account of parental concerns and suggestions, but there may be times when the school makes a decision that parents may not agree with. The planned pram park is an example of where the school has listened to what parents want and has acted on their suggestions.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Waulud Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 115 completed questionnaires by the end of the on-site inspection. In total, there are 389 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	56	49	56	49	2	2	1	1
The school keeps my child safe	45	40	64	57	3	3	1	1
The school informs me about my child's progress	49	43	62	55	2	2	0	0
My child is making enough progress at this school	37	33	68	60	7	6	1	1
The teaching is good at this school	46	40	65	57	3	3	0	0
The school helps me to support my child's learning	44	39	68	60	1	1	0	0
The school helps my child to have a healthy lifestyle	35	31	73	64	6	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	36	61	55	9	8	0	0
The school meets my child's particular needs	35	31	66	58	11	10	1	1
The school deals effectively with unacceptable behaviour	31	28	66	59	14	13	1	1
The school takes account of my suggestions and concerns	25	24	62	59	14	13	4	4
The school is led and managed effectively	34	31	70	63	5	5	2	2
Overall, I am happy with my child's experience at this school	40	35	68	59	6	5	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ 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 pupil's 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.



11 March 2010

Dear Pupils

Inspection of Waulud Primary School, Luton, LU3 3LZ

As you know, inspectors visited your school recently. I am writing this letter to tell you what we found out. Thank you for being so friendly and welcoming and for answering our questions so openly and honestly. Inspectors judge that your school is satisfactory with some good and outstanding features

Inspectors like these things about your school

Your school has a lovely atmosphere and the displays and art work are stunning.

You are happy, enjoy coming to school and are extremely well behaved.

Teaching is always satisfactory or better.

You are making at least satisfactory progress and standards are rising.

The older pupils' knowledge of cultural and religious diversity is outstanding.

You are extremely well cared for and you say there is no bullying or racism.

The headteacher, staff and governors are moving the school in the right direction.

The school must do three things to improve further

We want you to improve your reading, writing, mathematical and science skills and for more of you to reach the expected and higher National Curriculum levels in each year group. To ensure this happens you must be well taught and teachers must ensure work is properly matched to your needs and ability. Staff must set you targets so that you know what must be improved. We want you to be involved in setting targets and goals.

The outdoor provision and outdoor resources for children in the Early Years Foundation Stage must be improved and the school grounds developed so that you all enjoy good quality learning experiences outdoors.

We have asked the senior staff and governing body to get even better at checking how well you and the school are performing. We want more teachers to be involved in improving the school's work.

Yours sincerely

David Rzeznik

Her Majesty's Inspector

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