

Wolverley Sebright Primary School

Inspection report

Unique reference number	135059
Local authority	Worcestershire
Inspection number	381794
Inspection dates	9–10 February 2012
Lead inspector	Carolyn Carnaghan

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	106
Appropriate authority	The governing body
Chair	Derek Hughes
Headteacher	Peter Mountford
Date of previous school inspection	3 February 2009
School address	Franch Road Wolverley Kidderminster DY11 5TP
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Age group	4–11
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Introduction

Inspection team

Carolyn Carnaghan

Additional inspector

This inspection was carried out with two day's notice. The inspector observed 13 lessons taught by five teachers. She held meetings with staff, members of the governing body and pupils, and scrutinised the school's documents, policies and plans. The inspector took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, and analysed the 53 responses to questionnaires for parents and carers.

Information about the school

This is a smaller-than-average-sized primary school with below-average proportions of pupils known to be eligible for free school meals and from minority ethnic groups. Most pupils are from a White British heritage. The proportions of disabled pupils and those with special educational needs are below average. The majority of the latter have moderate learning needs. The school meets the government's floor standard (minimum levels set for pupils' attainment and progress).

There is a privately-run Nursery on the same site that is not led or managed by the school's governing body and was not part of this inspection.

Inspection judgements

Overall effectiveness	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- This is a satisfactory school. Children arrive in Reception with skills that are lower than expected and make good progress. They make satisfactory progress in Years 1 to 6, reaching average levels of attainment. This represents satisfactory achievement. Progress is currently good in lessons because the school has undergone a period of rapid development in the way it approaches learning.
- Disabled pupils and those with special educational needs make satisfactory progress because work is carefully planned to meet their needs and they receive good support in lessons.
- Teaching over time has been satisfactory, but is now good across the school. Teachers ensure that lessons are well paced and match the needs of their pupils. The established team of teachers plan their lessons well and the results of assessments form the basis for how learning is promoted across the school. This has not always been the case, however, and the rise in progress in lessons is relatively recent.
- Pupils' behaviour is good and this helps their learning. Attitudes are generally positive and spiritual, moral, social and cultural development is good. This leads to a harmonious working environment.
- The work of leaders and managers has led to improvements in teaching and the curriculum. They have ensured teachers understand the vision of the school. However, the school has not sufficiently developed the leadership capacity of all staff; responsibility rests on too few shoulders. There is satisfactory monitoring of all school activities, though this has not always led to clear and useful planning for improvement.
- The governing body supports the school effectively but does not provide consistent enough challenge to leaders and managers.
- The Early Years Foundation Stage is well led and children are happy, enjoying good opportunities to learn the core skills they will need in their future

education.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise attainment, especially for potential high attainers, by building on current good practice in lessons so that better progress levels seen recently are maintained.
- Improve the leadership and management of the school by:
 - ensuring sharper monitoring of all activities so that planning for improvements is more relevant
 - develop the capacity of leaders and managers to drive improvements across the school and build a clearer vision for the future
 - ensure members of the governing body always challenge the school and hold it fully to account.

Main report

Achievement of pupils

Pupils' achievement is satisfactory; however, a smaller-than-average proportion of pupils reach higher levels in tests in English and mathematics, and this is now a focus for the school. In the past, more-able pupils were not always challenged appropriately in lessons. Pupils have made satisfactory progress over time, although this is now accelerating. Disabled pupils and pupils with special educational needs have also made satisfactory progress in the past and are starting to do better. The positive ethos of the school is good evidence of pupils' good moral and social development. Attainment for all groups of pupils at the end of Year 6 is average. Parents and carers are rightly satisfied with the current progress of their children and both they, and the pupils, say they appreciate how the school helps them.

When children arrive in the Early Years Foundation Stage they make good progress in their personal development and soon settle in, becoming confident members of this community. They have plenty of opportunity to acquire and use their skills, such as in information and communication technology (ICT), when ambitious designs for aquatic creatures were made as part of a topic. Reading is well taught and children enjoy lively sessions that help them work out how words are sounded and spelled. Writing skills are built up through a continuous programme of encouragement and support.

In Years 1 to 6, pupils' progress is rising. The emphasis on developing the core skills in English and mathematics means that pupils use them across all subjects. For example, there is extensive writing about history, and mathematics is used to create models. Extended writing is a feature of the curriculum that many pupils look forward to, and which consolidates their English skills. Progress is enhanced by links between subjects, such as in a design and technology lesson, where coastal features

were constructed and fully explored by small groups of pupils working cooperatively together.

Mathematics is seen as a fun subject, with pupils often working in small groups of similar ability. Pupils' enthusiasm boosts their learning. For example, in one small group, some able pupils greatly enjoyed being challenged through algebra. Knowing the times-tables is seen as essential, and pupils say they think they are very helpful in solving problems. Levels of attainment in reading at the end of Key Stage 1 and 2 are average.

Quality of teaching

Lessons are generally well planned; teachers use the results of tests to inform the way they group pupils. The focus on raising the ambitions of all pupils means that they relish challenge and understand what they need to do to achieve better. The well-planned curriculum provides opportunities to engage pupils' enthusiasm. Most lessons are well paced, often starting with a lively activity before pupils work in ability groups to enable the challenge to be better tailored to different needs. Learning is improving because teachers are becoming more effective in the ways they target work at each child, and in how they monitor their progress. This was not always the case, however, and until this year, more-able pupils did not always fulfil their promise. Better tracking of pupils' progress is starting to ensure this no longer happens.

Homework is used in interesting ways to extend pupils' thinking, and marking is thorough. Teachers, and their team of skilled assistants, check understanding regularly through effective questioning and are alert to signs of pupils falling behind.

Group work is often a positive feature of lessons, helping foster good relationships between pupils. Pupils, parents and carers say that they appreciate the teachers' expertise and kindness to them. They are right to say that teaching is currently good. Lessons provide many opportunities to build spiritual, moral, social and cultural values and pupils are encouraged to reflect on their lives and the chances brought by their education. Taking responsibility for yourself and for others is seen as essential and many pupils exercise this as play leaders and as members of the school council.

Behaviour and safety of pupils

Behaviour is good in lessons and around the school. Any minor disagreements are sorted out through the activities of pupils who act as play leaders and through negotiation. In discussion, pupils say the school is safe and that all kinds of bullying are very rare. Parents and carers are in full agreement. Pupils develop clear understanding of how to be safe, whether on the internet or when out and about, and they feel their school prepares them well for their future transition to the next steps in education.

Attendance is well-above average because the school has a low tolerance of absence and works closely with parents and carers to ensure holidays are not taken during term time. Pupils are punctual to lessons and enjoy having fun together, such as at the valentine disco, just before the half-term break.

Leadership and management

Leaders and managers are clear about how well pupils are progressing and have recently become much quicker to act if any fall behind. Tracking of pupils' progress is increasingly effective and the school is working on this as a priority. The school ensures equal opportunity for all groups of pupils so they all make similar progress. Leaders and managers have not fully developed the capacity of staff to take a more proactive role in strategic decision making and planning for the whole school. Responsibility for the overview of activities and the school's vision is not always fully shared. Staff are effective in their leadership of subject teaching, however, and teachers work well together as a close team.

The curriculum is interesting and challenging, leading to cross-curricular links that help pupils make sense of their learning. Children in Reception enjoy a wide range of interesting activities that offer chances to explore the world, take exercise, use information and communication technology and develop their creativity. Parents and carers appreciate this. There are good opportunities here to build independence. In the main school, daily assemblies, and the curriculum in general, help develop pupils' spiritual, moral, social and cultural values. This contributes well to the combating of discrimination. These opportunities also support pupils' understanding of safety. The school's provision for safeguarding is thorough and meets statutory requirements.

Members of the governing body are regular and supportive visitors to the school. Their expertise and understanding of the school's strengths enable members to contribute to its daily life. The governing body does not always fully challenge the school, however, such as over previous fluctuations in pupils' academic success.

Since the previous inspection, the school has fully tackled the areas identified for development. Teaching and learning have improved. Its leaders have now formulated effective plans that provide a template for the future, and recent improvements show that it has clear capacity for improvement.

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	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

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

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



13 February 2012

Dear Pupils,

Inspection of Wolverley Sebright Primary School, Kidderminster, DY11 5TP

Thank you for making me so welcome when I recently visited your school. It was a pleasure to meet you and to have the opportunity to chat to so many of you; it was good to hear how much you enjoy your education.

Wolverley Sebright is a satisfactory school. You make satisfactory progress and by the time you leave, your attainment is average. Recently, you have been making better progress in lessons because teachers are keeping a closer eye on how you are doing. You have plenty of opportunities to learn about the world and to develop your skills in English and mathematics. You understand how to use computers to help you research and learn. You get on well together and with your teachers, for whom you have great respect. The school's leaders and managers make sure you have a satisfactory education.

I have asked the school to make a few changes to help you even more in your education.

- Raise your attainment by making sure every lesson always leads to good progress.
- Improve the leadership and management of the school by:
 - making sure to check up on all activities and plan better for the future
 - sharing the leadership and management of the school more widely with members of staff
 - ensuring members of the governing body always challenge the school fully and hold it to account across all its activities.

Yours sincerely

Carolyn Carnaghan
Lead inspector

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