

Webheath First School

Inspection report

Unique Reference Number	116728
Local Authority	Worcestershire
Inspection number	358017
Inspection dates	9–10 February 2011
Reporting inspector	Alison Cogher

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	4–9
Gender of pupils	Mixed
Number of pupils on the school roll	291
Appropriate authority	The governing body
Chair	Grant Moss
Headteacher	Christine Millward
Date of previous school inspection	30 April 2008
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Age group	4–9
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 18 lessons and observed 11 teachers. Meetings were held with members of the governing body, staff and pupils. Inspectors observed the school's work, and looked at a wide range of documents including the school development plan, school assessment and tracking data and pupils' work. Two hundred and eleven questionnaires from parents and carers were received and analysed.

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

- How effective are leaders and managers at all levels, and governance in securing improved teaching and pupil progress across the school?
- To what extent is teaching challenging pupils, particularly boys and the more able, to achieve well?
- To what extent is pupils' learning supported by the revised curriculum?

Information about the school

This is a slightly larger than average school. Most pupils have White British backgrounds. A number of minority ethnic groups are represented in the school but the numbers of pupils in each group are very small. A very few pupils are in the early stages of learning English as an additional language. An average proportion of pupils have special educational needs and/or disabilities. The school has achieved the Healthy Schools, Eco School and Green Flag awards together with the Activemark Gold Award and the Sports Mark. During term time the school provides before and after school care and runs an under-fives group providing morning and afternoon sessions.

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. Improvement since the last inspection has been good. Pupils in Years 3 and 4 make good progress in mathematics and the changes made to the curriculum provide increased relevance for pupils' learning. Across the school pupils make good progress and achieve well. Attainment at the end of Year 2 and Year 4 is average and rising as the improvements secured in teaching and curriculum planning are having a positive impact on pupils' learning and their progress. The school works exceptionally well with parents and carers and values their partnership highly as it makes a very significant contribution to pupils' learning and well-being. Comments such as 'staff do a fantastic job' and 'I've never had any concerns and both of my children enjoy school every day' were typical of those recorded on the parents' and carers' questionnaire. The school's exemplary safeguarding practice ensures that pupils feel extremely safe at school and parental confidence in this respect is high. Pupils receive exceptionally good levels of care, guidance and support and families too are supported very well. These factors, together with pupils' positive attitudes and good behaviour contribute significantly to their good progress.

Under the strong and focused leadership of the headteacher, staff and governors are working together well to move the school forward at a good pace. Their high levels of commitment, enthusiasm and willingness to modify their practice to better meet the needs of pupils is a key factor in the school's successes to date. Self-evaluation is largely accurate and based on a good range of monitoring evidence. Aspects of the school's work that could be improved further are identified and action plans are generated to bring about the change needed. These plans do not always clearly identify the improved outcomes expected as a result of the action taken. Consequently it is not always possible for the school to evaluate or quantify with confidence the impact of its improvement work. A willingness to engage in professional development and effective teamwork ensures that leaders and managers at all levels support the headteacher well. They play an effective role in monitoring the school's work. The school's past track record and strengths in leadership and governance demonstrate that it has good capacity to improve further.

Pupils enjoy their lessons and learn well because of good teaching and a curriculum that engages their interest in a meaningful way. They are keen to complete tasks, work hard and want to do well. Teachers' assessment of pupils' work is used effectively to set pupils their next step targets for improvement. Pupils talk confidently about what they need to learn next to make their work better. This awareness helps them to assume some responsibility for their own learning. Teachers plan meticulously to ensure that work is well matched to pupils' needs and this ensures their learning moves forward at a good rate. When pupils are challenged to investigate and pursue their own ideas to find solutions to problems or questions their learning is extended and they often make rapid progress. Planning for pupils of all abilities to engage in opportunities such as these is not

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systematically integrated into whole school practice. Throughout the school the support staff work in close collaboration with teachers and make a significant and valuable contribution to pupils learning in lessons and to their personal care and welfare.

Reception children get off to a good start because teachers engage their interest through the wide range of stimulating activities provided. They receive the same outstanding level of care as pupils in the rest of the school and quickly grow into confident and independent individuals.

What does the school need to do to improve further?

- Raise attainment in reading, writing and mathematics by:
 - ensuring school improvement action planning identifies specific success criteria against which the school's progress can be precisely evaluated
 - providing pupils with more opportunities to extend their learning through open-ended challenges.

Outcomes for individuals and groups of pupils

2

Reception children start with skills that are broadly at the level expected except in aspects of their communication, language and literacy which are typically below the levels expected. In all year groups boys and girls and the more able make equally good progress in lessons. This is also the case for pupils with special educational needs and/or disabilities and those learning English as an additional language. School assessment and pupil progress tracking data indicate that the rate at which pupils are making progress is accelerating and this is lifting attainment across the school in reading, writing and mathematics. Pupils' positive attitudes and a strong sense of purpose in lessons ensure they are productive and respond well to the adult guidance and support they receive. They work hard and derive considerable pleasure from completing the tasks they are set to a good standard. This was evident in a Year 2 lesson where pupils worked diligently to construct a glossary and index for non-fiction books they had written to support their science work on forces. They worked well together and tried very hard to produce definitions for words such as 'friction' and 'float'. Linked to their project on Pirates, Year 4 pupils helped each other to make decisions as to how they might sort pictures of pirates using two or three criteria. Pupils enjoy their lessons so any disruption is very uncommon. They understand and accept the school's clear expectations for good behaviour.

Pupils are keenly aware of how they can help themselves to stay safe and say they feel extremely safe in and around the school. They are very confident that they are very well looked after and receive the help and support they need when they ask for it. They respect each other and reflect thoughtfully to arrive at a shared view when working collaboratively. Pupils have a well-developed sense of community and are keen to take on responsibilities such as play leaders, peer mediators and school councillors. These roles help them to develop as individuals while also supporting other pupils and the school overall. They understand the important factors that contribute to leading a healthy lifestyle, and particularly enjoy being active. Pupils' good attendance reflects their positive enjoyment of school and together with their sound academic and good personal skills ensures they are well prepared for the next stage of their education.

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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	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

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?

Staff reflect on the quality of their teaching and are committed to further improving their skills. Teaching across the school is consistently good. A number of very strong aspects of teaching that have a significant impact on the quality of pupils' learning are evident in the vast majority of lessons. These include the very trusting and supportive relationship between adults and pupils that ensures pupils are well managed and lessons to move at a good pace. Teachers and skilled support assistants know pupils very well and work together as a strong collaborative team. Support assistants are well briefed about the lesson expectations and so are able to provide pupils with effective help and guidance. The use of open-ended and often probing questioning guides and encourages pupils to extend their thinking and use what they already know to solve problems. This was evident in a Year 3 mathematics lesson where through questioning the teacher helped pupils to identify equilateral, scalene and isosceles triangles. Teachers' planning takes good account of pupils' different starting points and is generally effective in meeting their needs. At times lessons are managed too tightly. This limits the opportunities pupils have to develop independent learning skills by working to solve problems and challenges for themselves. Resources are varied and used well to stimulate pupils' interest and to sustain their concentration. Teachers' marking is understood by pupils and provides them with clear information about what they already know and can do, and guidance about what they need to do to improve.

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The quality and success of the implementation of the recently reviewed curriculum are reflected in pupils' enthusiasm in lessons. Topics are based around pupils' interests and constructive links are made to literacy and numeracy. This helps to enhance pupils' skill development in these key areas and to ensure that their learning has relevance. Pupils are involved in planning their topics and positive comments such as 'It's much better because we can contribute by identifying what questions we want answered' and 'It's more fun this way' were typical of those made. Boys and girls are equally enthused by the topics chosen because they have ownership of them. The provision made to support pupils' personal development is effective and helps them to grow into personable and confident individuals. The school's Forest School work, visits, visitors and a good range of after school clubs provide pupils with additional experiences that extend and enrich their learning well.

All pupils including those with special educational needs and/or disabilities benefit from the school's outstanding provision for care, guidance and support. Pupils' confidence and contentment at school are testament to the extremely close attention that is paid to safeguarding and welfare procedures that ensure their safety and well-being. The school provides pupils with a calm and welcoming environment in which they thrive. Staff care deeply for pupils. They know them as individuals and their specific needs are understood by all. Tailored support ensures pupils, and at times their families also, get the support they need to overcome significant barriers and challenges. Induction arrangements into the Reception classes and transition arrangements within the school and to the middle school are managed very well.

The school's additional under-fives provision is effective and enables the young children who attend to experience a positive start to their time at school. Those pupils who attend the before and after school provision are well catered for and experience a calm and enjoyable start or end to their day at school. They enjoy each other's company and the activities organised for them at these times.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

The headteacher has established and communicated a clear vision for the school's future tied to a clear expectation of improvement. Staff and governors are well-motivated and are driving hard to realise these shared goals by energetically tackling aspects of the school's work identified for improvement. They work closely together and seize opportunities to enhance their skills and improve their work. Middle leaders and managers are developing the skills necessary to monitor and evaluate their areas of responsibility.

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Planning for improvement is followed through but the imprecise nature in which the expected outcomes are expressed means it is difficult for the school to evaluate its true level of success in some areas. Governors are well-informed and provide constructive and decisive support. This helps the school to make changes efficiently and to maintain the momentum of good improvement. Governors and all school staff have an excellent understanding of safeguarding procedures. School practice exceeds the recommended good practice guidelines in a number of areas, for example in the quality and extent of staff training completed. The impact of this is clearly evident in the very high level of confidence parents and carers have that their children are safe at school, and also in pupils' very strong sense of being safe at school. The extremely positive relationship that the school has with parents and carers contributes significantly to pupils' enjoyment and achievement at school. Partnership links to the middle school and support agencies make a strong contribution to pupils' achievements and welfare. Pupils' academic performance and their progress are tracked very closely and the information is used well to plan for needs of individuals and groups of pupils. This ensures that the school is inclusive and all pupils are able to take advantage of what it has to offer. The school is a cohesive community that reaches out well beyond its walls to local, national and international communities. Links to Pakistan, Japan and Africa are established and contribute well to pupils' knowledge and understanding of ethnic and cultural diversity beyond the school. The school makes good use of all its resources and deploys its support staff particularly well to help pupils achieve well and so provides good value for money.

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	2
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	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Adults have a good knowledge of how young children learn and how to meet their welfare requirements. Teamwork is strong and relationships are warm and very caring. The curriculum takes good account of children's experiences and interests so motivates them

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to become involved, and to investigate and experiment with confidence. Good teaching and careful planning based on a wide range of assessment information ensure children make good progress during their time in Reception. They make very good progress in their communication, language and literacy because of the wide range of activities provided each day. Short focused sessions help children to extend their vocabulary and other key literacy and numeracy skills. Practical activities then enable them to practise and consolidate their learning. For example when weighing food from Red Riding Hood's basket children increased their understanding of the vocabulary linked to weight and their ability to use mathematical equipment. The use of large pictures also prompted children to consider the personal characteristics of the main characters in the Red Riding Hood story. Children worked hard to write independently but lacked the strategies to enable them to confidently attempt to write some words without adult support. Children's play is particularly supportive of their learning when adults get involved. For example when acting out the story of Red Riding Hood, children were encouraged to think about what else might happen. This resulted in a policeman arriving to arrest the wolf for eating granny. Well-prepared resources appeal to children although activities are at times mismatched between the inside and outdoor area with the result that fewer children choose to work outside. For example, opportunities for children to express themselves freely when working with very large brushes was restricted by working in a small space inside using a relatively small size of paper. Very productive relationships with parents and carers enable children to settle quickly and enjoy school. Extremely effective care, welfare and safeguarding arrangements ensure children feel very safe and are able to work and play together happily. The Early Years Foundation Stage is well led and managed. Development planning is based securely on self-evaluation evidence and identifies the next areas for development.

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

Views of parents and carers

The number of questionnaires returned was exceptionally high at over twice the usual return rate for primary schools. Parents and carers who returned the questionnaire indicated their high level of satisfaction with many aspects of the school's work. They recognised the exceptional quality of the school's procedures to keep pupils safe and are very confident that their children enjoy school and make good progress. The school's ability to meet their children's needs is praised highly and they feel well informed. A number of parents and carers whose children have special educational needs and/or disabilities commented in particularly appreciative terms of the school's provision and the high level of care and support they and their children receive. Support for the leadership

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and management of the school is very strong. Inspection evidence supports these positive views, including that the vast majority of children are very happy at school. A very small minority of parents and carers expressed concerns and most of these were specific to individuals. A very few were concerned about the way the school deals with unacceptable behaviour. Inspectors found that the school's behaviour management systems are extremely robust and implemented very consistently. This ensures that pupils' behaviour is typically good and at times outstanding.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Webheath First 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 211 completed questionnaires by the end of the on-site inspection. In total, there are 291 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	144	68	66	31	0	0	1	0
The school keeps my child safe	150	71	61	29	0	0	0	0
My school informs me about my child's progress	88	42	114	54	8	4	0	0
My child is making enough progress at this school	105	50	102	48	3	1	1	0
The teaching is good at this school	129	61	79	37	2	1	1	0
The school helps me to support my child's learning	115	55	86	41	8	4	1	0
The school helps my child to have a healthy lifestyle	117	55	86	41	6	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)	107	51	89	42	0	0	0	0
The school meets my child's particular needs	112	53	94	45	1	0	0	0
The school deals effectively with unacceptable behaviour	122	58	78	37	5	2	2	1
The school takes account of my suggestions and concerns	87	41	107	51	8	4	0	0
The school is led and managed effectively	128	61	75	36	3	1	2	1
Overall, I am happy with my child's experience at this school	137	65	70	33	2	1	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.



11 February 2011

Dear Pupils

Inspection of Webheath First School, Redditch, B97 5RJ

Thank you very much for making us so welcome when we visited your school. We very much enjoyed visiting your lessons and watching you at work and play. Thank you for taking the time to talk to us and for telling us about the things you enjoy doing at school.

We think that Webheath is a good school. Here are some of the things that we found were especially good about your school.

You are making good progress and your attainment is improving.

You feel very safe at school because adults work hard to make sure that your school is an extremely safe place for you to be.

The adults in school ensure you receive exceptionally good levels of care, guidance and support and this helps you to behave well and do your best.

You are taught well and your teachers plan interesting things for you to do.

You are enjoying your new topics and being able to contribute your ideas about what you want to find out.

Your headteacher, all the staff and governors work very well with your parents and are striving to make your school even better.

Here are the things we have asked your school to improve to help your attainment to rise further.

Make sure that when plans are made to improve something at school very clear goals are identified so the school will be able to tell how well it is making progress towards reaching them.

Provide you with more opportunities to solve challenges for yourselves.

You can help by continuing to work hard and by giving your teachers your ideas about what you would like to investigate and find out through your topics.

Thank you again for your help.

Yours sincerely

Alison Cogher

Lead inspector

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