

Wychbold First and Nursery School

Inspection report

Unique Reference Number	116762
Local Authority	Worcestershire
Inspection number	358023
Inspection dates	10–11 November 2010
Reporting inspector	Clive Lewis

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

Type of school	First
School category	Community
Age range of pupils	3–9
Gender of pupils	Mixed
Number of pupils on the school roll	80
Appropriate authority	The governing body
Chair	Alison Gleave
Headteacher	Rachel Hughes
Date of previous school inspection	9 November 2007
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Introduction

This inspection was carried out by two additional inspectors. They observed six lessons taught by three teachers and held meetings with members of the governing body, staff and groups of pupils. They observed the school's work, including a sample of pupils' books, teachers' planning documents, and tracking and assessment data. Inspectors analysed questionnaires from 48 parents and carers, 18 pupils and six staff.

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

- Is there variation in the quality of teaching and learning across the school?
- What are the quality and rigour of the school's new tracking and assessment systems?
- What impact have subject managers and curriculum coordinators had on teaching and learning?

Information about the school

This is a smaller than average school serving a semi-rural area near Droitwich. The headteacher and the three class teachers have all joined the school since the last inspection. Most pupils come from the local village and from a range of social and economic backgrounds and most are from White British heritage. The proportion of pupils known to be eligible for free school meals is below the national average. Children are taught in three mixed-age classes: an Early Years Foundation Stage with Nursery and Reception children, a Key Stage 1 class and a Key Stage 2 class with Year 3 and 4 pupils. The proportion of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is below average. A children's centre recently opened on the school site. This organisation will be the subject of a separate inspection and the report will be available on the Ofsted website. The school has achieved National Healthy School Status and the Bronze Eco Schools award.

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

Wychbold First and Nursery is a good school. It has a number of outstanding features. The headteacher, strongly supported by all the staff team, provides a clear sense of direction, which is linked well to school improvement. Parents and carers are extremely supportive of the school. One parent, typical of many, commented: 'Wychbold is a friendly, open school with enthusiastic teachers who are dedicated to the children. We are delighted with the progress our child has made.' Children get off to a good start in the Early Years Foundation Stage. Provision for the youngest children in the mornings-only Nursery and the Reception class is good and, as a result, children make good progress. Throughout Key Stages 1 and 2, all groups of pupils, including those with special educational needs and/or disabilities, make good progress. As a result, attainment by Year 4 is above expectations.

Parents and carers say their children enjoy coming to school and pupils agree enthusiastically. Pupils have a good understanding of how to keep safe and of the need for healthy lifestyles. A strong moral code is implicit in the school's ethos and this is reflected in pupils' excellent behaviour. This in turn has a positive effect on the good progress pupils make in most lessons. They work hard and conscientiously, both independently and collaboratively, without the need for constant adult intervention. Arrangements for the evaluation and monitoring of teaching and learning are good and the quality of teaching is good in most lessons as a result. The curriculum ensures that pupils receive a good variety of exciting activities and experiences through visits, residential stays and visitors to school. Excellent care, guidance and support ensure that all pupils are able to learn and develop confidence, regardless of their individual circumstances. The school places the promotion of equality of opportunity at the heart of its work and its aspirations are understood and acted upon consistently at all levels. Pupils' progress is tracked carefully and data analysed rigorously to ensure any pupil falling behind is identified quickly and support is provided. However, staff who have recently taken on responsibility for individual subjects are not yet making enough use of data analysis or classroom observations to identify how teaching and the curriculum might be improved further in their areas of responsibility. The school is highly committed to working in partnership and takes a leading role in a range of activities. It has very good links with groups and schools in the local area but realises it needs to do more to develop links further afield, in the United Kingdom and overseas, in order to further develop pupils' understanding of other cultures and lifestyles. The school has a good understanding of how well it is doing and what needs to be done next. It has improved well since the last inspection and has a good capacity to improve further.

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What does the school need to do to improve further?

- Broaden the school's impact on community cohesion and further develop pupils' appreciation of cultural diversity by strengthening links with other schools and organisations, nationally and globally.
 - Enable subject leaders to have a greater impact on improving teaching and learning and to develop a better overview of standards in their subjects by providing opportunities for them to observe teaching and analyse performance data.

Outcomes for individuals and groups of pupils

2

Pupils achieve well in their time in the school, progressing steadily from broadly average standards on entry to the school, to above average standards by the end of Year 4. This is confirmed by the significantly above average results achieved in the latest national tests for Key Stage 1 pupils. In one outstanding numeracy lesson on analogue clocks and time, the teacher's very good subject knowledge and enthusiasm motivated pupils exceptionally well. Skilful use of questioning allowed her to gauge understanding and misconceptions, and extend pupils' learning as the lesson progressed. Progress was further consolidated by the very good pace and the good teamwork with the skilled teaching assistant who supported less able pupils well and challenged the more able pupils to do more. As a result, all pupils made excellent progress in the lesson. Pupils with special educational needs and/or disabilities make good, and sometimes excellent, progress because of the strong support provided by class teachers, teaching assistants and outside agencies.

Although the great majority of pupils really enjoy school and attend regularly, overall levels of attendance are only satisfactory due partly to the extended holidays taken by a small minority of families. Pupils understand what constitutes an unsafe situation and are confident that issues they raise will be dealt with promptly and effectively by staff. Their excellent behaviour makes a strong contribution to the good progress that they make in most lessons. They behave considerately towards each other and respond quickly to any additional guidance from staff about how to conduct themselves. Pupils are interested in the school's health promotion strategies and understand the main threats to their health and how they can be avoided. They willingly take on responsibility and, through the school council, play a constructive role and have a positive influence on decisions about school life. Pupils' spiritual, moral, social and cultural development is good. They are curious about the world around them and embrace new experiences which broaden their understanding. Pupils have a developing insight into similarities and differences between their own and others' cultures, and are learning to appreciate cultural diversity and challenge racism.

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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	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
The extent to which pupils feel safe	2
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	2
Taking into account:	
Pupils' attendance ¹	3
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?

Teaching and learning are good across the school. Strategies for managing the behaviour of pupils are very effective so that lessons are calm and purposeful, and pupils work hard. In most lessons, carefully targeted questioning draws out pupils' ideas and develops their thinking and reasoning skills. Pupils who need extra help are supported well and those who find learning easy are given more challenging tasks. This helps all pupils to learn successfully. Clear targets are set to help pupils reach the higher standards of work and pupils from Year 1 upwards are able to recall their individual writing and numeracy targets when asked.

The good curriculum meets pupils' different needs and interests successfully. Carefully adapted activities ensure that all groups of pupils in the mixed-age classes experience success and staff are beginning to link subjects to make learning more meaningful. The wealth of extra-curricular activities, all of which are much enjoyed by pupils, considerably enrich learning. Collaboration with other schools and extended services provide more opportunities to extend pupils' learning.

The quality of care, guidance and support for all pupils is outstanding. The family ethos throughout the school ensures that every pupil is known by all staff and valued and cared for as an individual. One parent of a child with special educational needs wrote, 'The care and inclusion of children with disabilities and special educational needs is wonderful at Wychbold.' Excellent, very well targeted support for pupils, who find themselves in

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vulnerable circumstances, enables them and their families to make the best of the opportunities provided by the school. This gives pupils the confidence to learn and enables those new to the school or those with special educational needs and/or disabilities to make the same good progress as others.

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?

Since she joined the school, the headteacher has consistently communicated to the staff her high expectations about continuing to improve provision. The result of this is clearly evident in the significant improvements made. With the support of a very enthusiastic, committed and well-motivated staff team she has identified and has rigorously and successfully tackled areas requiring improvement. All staff work very effectively together and regularly take advantage of professional opportunities to enhance their work. As a result of regular monitoring and support by the headteacher, teaching is good across the school and planning is founded on robust evidence and based on good quality data. However subject co-ordinators are relatively new to their roles and are not yet monitoring or supporting teaching regularly or rigorously enough. The governing body is influential in determining the strategic direction of the school and fully and systematically involved in evaluating its work. They discharge their duties effectively. School leaders and governors have a good understanding of safeguarding procedures and have good systems to ensure that pupils and staff are safe. The school adopts recommended good practice for safeguarding pupils across all areas of its work.

The school has a highly positive relationship with parents and carers. This effective liaison with parents and with other partners contributes significantly to improvements in pupils' achievement and well-being. The school promotes equality of opportunity in all its work and is constantly alert to any variation in achievement. It is pro-active in devising initiatives to overcome any weaknesses. The school promotes community cohesion within its own and the local community very effectively. It is aware, however, that pupils' awareness of cultures other than their own in their own country is more limited and has plans to further develop links with schools in more urban environments and overseas. The school makes good use of all its resources and provides good value for money.

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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	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Provision for the youngest children is good. Children clearly enjoy being in school. They have settled into the routines well and were seen playing happily together or on their own, delighting in learning new things. Pastoral care and welfare arrangements are good. Consequently, children are safe, well cared for and aware of how to be healthy. Children with special educational needs and/or disabilities are identified quickly, are supported well and are integrated effectively into all activities. Staff have excellent relationships with parents and carers, initially through home visits and then through daily contact at the start and end of each day. Children in the Nursery and Reception classes undertake a variety of whole class and group activities indoors and out. Provision for the outdoor learning activities is good. The classrooms have free access to a spacious, well-resourced and secure outdoor area. There is a good range of adult-led and free-choice activities both indoors and out and the weekly visit to the school's 'Forest School' site is particularly effective in allowing children to explore things and develop their curiosity. It encourages them to make decisions for themselves, solve problems and develop their reasoning skills. There are good systems for the long-term assessment and tracking of children's progress. Staff monitor and record children's progress on a day-to-day basis and this information is used well to plan work carefully to match children's needs and enhance their rates of progress. Leadership of the Early Years Foundation Stage is good and self-evaluation secure. Adults have a good knowledge of the learning development and welfare requirements and the guidance for the Early Years Foundation Stage.

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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 response to the questionnaire was in line with that found nationally in primary schools. The overwhelming majority of parents and carers who responded to the questionnaire have positive views of the school and are extremely satisfied with it, reflecting the school's excellent links with them. All parents and carers who sent in questionnaires agreed that teaching is good at the school, that the school keeps their child safe and that it keeps them informed about their child's progress. Almost all either 'strongly agreed' or 'agreed' with all the other statements including that their child enjoys school and is making enough progress, that the school is led and managed effectively, that the school makes sure that their child is well prepared for the future and that they are happy with their child's experience at the school. Only three parents and carers expressed concerns about the school; one would like the school to offer hot lunches, one would like an after school wrap-around service and one felt that there were too many supply teachers. The inspection team discussed these issues in detail with the headteacher and found that the school is doing all it can to respond to parents' and carers' views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wychbold First and Nursery 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 48 completed questionnaires by the end of the on-site inspection. In total, there are 80 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	37	77	10	21	0	0	1	2
The school keeps my child safe	32	67	16	33	0	0	0	0
My school informs me about my child's progress	28	58	20	42	0	0	0	0
My child is making enough progress at this school	27	56	20	42	1	2	0	0
The teaching is good at this school	30	63	18	38	0	0	0	0
The school helps me to support my child's learning	28	58	18	38	2	4	0	0
The school helps my child to have a healthy lifestyle	26	54	20	42	2	4	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)	27	56	16	33	0	0	0	0
The school meets my child's particular needs	27	56	19	40	1	2	0	0
The school deals effectively with unacceptable behaviour	26	54	19	40	2	4	0	0
The school takes account of my suggestions and concerns	24	50	23	48	0	0	0	0
The school is led and managed effectively	29	60	18	38	0	0	0	0
Overall, I am happy with my child's experience at this school	31	65	16	33	1	2	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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

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 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 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. 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 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.



12 November 2010

Dear Pupils

Inspection of Wychbold First and Nursery School, Droitwich, WR9 7PU

I would like to thank you for your help during the recent inspection of your school. My colleague and I very much enjoyed our visit. I enjoyed watching lessons and talking to some of you. You attend a good school that is a happy and friendly place. It is like this because your headteacher and staff are leading the school well. They give you good support to enable you to learn and enjoy your lessons. They make sure that you understand how to look after yourselves, be healthy and keep safe. It was good to hear from the school councillors about how you are helping to improve the school. You told us that you really like your school and there are lots of things to do and enjoy. We agree with you. Your behaviour is excellent and you work hard and try to succeed in all that you do. Well done!

We have asked the staff and governors to do two things that we feel will help to improve your school.

Make links with schools in other parts of the United Kingdom and overseas so that you can learn more about the lives of children from different backgrounds to your own.

Give teachers in charge of subjects, opportunities to observe lessons so that they can find ways of making teaching and learning even better.

I wish you well in your future education. You can all help the school to improve further by ensuring you always attend school punctually.

Yours sincerely

Clive Lewis

Lead inspector

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