

Limbrick Wood Primary School

Inspection report

Unique Reference Number	133475
Local Authority	Coventry
Inspection number	360517
Inspection dates	10–11 November 2010
Reporting inspector	Anthony O'Malley 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	160
Appropriate authority	The governing body
Chair	Joe Clifford
Headteacher	Nigel Read
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Fourteen lessons and eight teachers were observed. Meetings were held with groups of pupils, representatives of the governing body, the School Improvement Partner and staff. Inspectors observed the school's work, and looked at a wide range of documentation including safeguarding documents, improvement plans, minutes of governing body meetings and records of pupils' progress. Inspectors analysed questionnaires from 40 parents and carers and took account of staff and pupil questionnaires.

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

- How successful are the school's strategies to raise attainment and attendance?
- Does the school make reasonable adjustments to the curriculum to meet the needs of pupils with behavioural, emotional or social difficulties?
- If the overall effectiveness of the Early Years Foundation Stage is satisfactory, what are the barriers to good outcomes?

Information about the school

This school is smaller than average. It serves an urban community with most of the pupils having a White British background, although about a fifth come from other ethnic groups. Just over half of pupils are known to be eligible for free school meals, which is much higher than average. The proportion of pupils with special educational needs and/or learning difficulties is twice the national average. Their needs include a relatively high proportion of pupils with behavioural, social and emotional difficulties. The school has breakfast- and after-school clubs, managed by the governing body. A new deputy headteacher took up her post at the beginning of this school year.

The school holds the following awards: Activemark, Basic Skills Quality Mark, Healthy Schools.

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

This school gives its pupils a satisfactory standard of education. Pupils make satisfactory progress from their low starting points. The pattern of attainment over the last three years has been significantly below the national average. However, it is clear that attainment is improving rapidly. In the 2010 national tests for Year 6 pupils, results were in line with the national average. This was a notable improvement. Attainment in mathematics and reading is consistently higher than in writing. The additional support for pupils with special educational needs and/or learning difficulties is helping them succeed as well as their peers.

Teaching is satisfactory with some examples of good practice. However, inconsistencies in the challenge offered to pupils of all abilities and the quality of marking, and the limited opportunities to apply writing skills in a range of subjects, act as barriers to better progress. Curriculum provision is satisfactory, but the emphasis on improving literacy and numeracy skills leaves too little time for pupils' learning in some other subjects.

A comment by one parent captures the school's good quality of care. 'My daughter arrived from abroad and was made very welcome and helped in every way possible. We are very pleased with the progress she has made.' The school gives highest priority to ensuring the well-being of vulnerable pupils. Highly skilled staff and strong links with partner agencies are helping individual pupils make good progress. Several aspects of pupils' personal development are good. The large majority are polite, have positive attitudes towards their learning and enjoy coming to school. This, together with the bright learning environment, contributes to a positive school atmosphere.

The school's leadership team evaluates the school's work accurately so that it is able to set the right priorities for improvement. However, at all levels, there is a lack of rigour in holding leaders and managers to account for the impact of their work. For example, the school does not check closely enough that all resources, including time, directed towards improving pupils' outcomes are cost effective. The leadership and management roles of subject leaders are at an early stage of development. The monitoring of work in pupils' books is not sufficiently regular to ensure that all teachers have consistently high expectations of what pupils can achieve. All staff who responded to the staff survey indicated full support for the direction that the school is taking, and morale is high. This, together with clear evidence of improvements in attainment and attendance, indicates that the school has a satisfactory capacity to improve.

What does the school need to do to improve further?

- Raise attainment by increasing the proportion of good and outstanding teaching by:

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- monitoring pupils' work weekly to ensure inconsistencies in practice are eliminated
- building on existing good practice to ensure marking helps pupils to improve
- providing all pupils with sufficient challenge to achieve their best.
- Raise attainment in writing by:
 - providing pupils with extended opportunities to write purposefully across the full range of subjects
 - ensuring that high expectations of presentation, punctuation, spelling and handwriting are evident in pupils' written work.
- Improve the curriculum by ensuring that pupils enjoy carefully planned and stimulating lessons across the full range of subjects that systematically develop their skills and knowledge.
- Improve the quality of leadership and management by ensuring that leaders and managers are held responsible for the impact of their work on pupils' outcomes and can demonstrate that all resources, including time, have been used cost effectively.
- Up to 40% of 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**

All pupils, including those from minority ethnic groups, achieve satisfactorily. The improving outcomes, from low levels of attainment on entry to the Nursery class, are the result of better teaching and a high level of additional support for pupils, including one to one teaching, to prevent underachievement. Attainment in reading has benefited from a sharper focus on the teaching of letters and sounds and good quality guided reading sessions. In the most recent national assessment tests in mathematics, the percentage of pupils reaching the expected standard rose from 50% to 89%. This reflected a whole school focus on improving teachers' subject knowledge, making sure pupils knew their mathematics targets and tracking carefully their progress throughout the year. However, strategies to improve standards in writing have not been so fruitful. Consequently, the school is reviewing its practice and is looking to increase the range of opportunities for pupils to write independently and at length. It has also raised its expectations of what pupils in each of the year groups are capable of achieving. However, the pupils' low writing attainment, particularly in the current Year 6 class, is a remaining legacy of the weaker practice. The proportion of pupils with special educational needs and/or disabilities is greatest in the older classes. This reflects the positive impact of the Nurture Unit, based in the Early Years Foundation Stage, and other early interventions. In recent years, these have been increasingly successful at equipping potentially underachieving pupils with the skills and attitudes necessary to succeed in lessons without additional support.

Throughout the school, pupils mix well and adults take great care to manage effectively those who have challenging behaviour. Pupils' social and moral development is good. Projects, such as 'No Outsiders', help them to understand the importance of respecting and including others. There is a strong commitment to caring for those who are less fortunate. However, spiritual and cultural development is weaker. For example, while

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pupils are interested in other people's values and beliefs, their knowledge of religious faiths and the range of cultures in the United Kingdom is quite limited.

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	4
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	2
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	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Inspectors saw effective teaching in both Key Stages 1 and 2; however, the majority of teaching observed was satisfactory. Features in these lessons that prevented better learning were lesson introductions that actively engaged only a small minority of pupils, activities that provided insufficient challenge and questioning that did not promote explanations or reasoning. Pupils showed high levels of enthusiasm and enjoyment in lessons where teaching was effective. For example, in a carefully planned personal, health and social education (PHSE) lesson, set outside, pupils had great fun exploring the environment and following clues to find 'lost' toys. However, often in satisfactory lessons, a narrow range of teaching methods, frequently involving the completion of worksheets, failed to motivate or inspire pupils. It is evident in pupils' writing books that a minority of teachers do not have high enough expectations of the pupils. Too often work is incomplete and handwriting untidy. Marking highlights if pupils have met their learning objectives but only in a small minority of classes identifies next steps in learning. This means many pupils do not know how to improve their work.

The curriculum is having a positive impact on important aspects of the pupils' personal development. For example, learning in PHSE and in Forest Schools is helping pupils

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understand and reflect on their feelings. There is a good range of after-school clubs and a high participation rate. The school checks carefully to ensure that all groups benefit from this provision. It also demonstrates its commitment to vulnerable pupils by modifying the timings of playtimes in the interests of individuals with behavioural problems. Throughout the school, adjustments made to individual pupils' timetables enable them to benefit from the expertise of staff in the Nurture Unit. The school has a good record of helping pupils with complex difficulties succeed in mainstream education. However, the curriculum focus on improving literacy and numeracy skills is limiting the time available to teach other subjects. Leaders of other subjects have few opportunities to ensure that pupils enjoy carefully planned and stimulating lessons that systematically develop subject specific skills and knowledge. Opportunities to apply basic skills across the curriculum are at an early stage of development.

A caring ethos underpins all of the school's work. The breakfast and after-school clubs are popular. They provide safe environments and contribute to the improvement in attendance. Very effective child protection procedures are in place. The school is tenacious in securing an effective response from external agencies when it has concerns about pupils and their families. Staff and pupils get on well together and the school has good systems to reward good behaviour and attendance, which help pupils to feel valued, happy and secure.

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	2

How effective are leadership and management?

There is no doubting the sustained success of the school's leaders and managers in securing the pupils' well-being. However, they have had only satisfactory impact on improving teaching and learning. Currently, checks to ensure that provision is having a positive impact on pupils' outcomes are not sufficiently rigorous to secure consistently good or better progress. However, the new senior leadership team is ambitious and optimistic. It has accurately diagnosed factors that have been acting as barriers to better performance, including inadequate teaching and ineffective strategies to improve writing. It has secured much improved attendance and fostered a good team spirit among staff.

The governing body plays a leading role in discussions around budget plans before the school makes decisions on how to allocate resources to meet priorities. It is also ready to question the effectiveness of the school's procedures, and this approach has helped shape the successful strategies to raise attendance. However, the part played by the governing body in developing the school's statutory policies and then monitoring and evaluating their impact is underdeveloped. Members of the governing body regularly visit school and

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individual governors contribute to the curriculum. However, these visits generally do not link with priorities identified in the school development plan and so do not support the monitoring and evaluation of the plan.

The school's commitment to equality of opportunity and tackling discrimination is strong, both in terms of making sure that vulnerable pupils thrive and in promoting tolerance and welcoming diversity. Recent work to challenge racism and all types of bullying is particularly notable for its impact on both pupils' and parents' attitudes. Procedures for protecting children and keeping them safe are robust and well understood. There are strong partnerships with parents and other agencies, such as the local Children's Centre and the local Youth Centre. The headteacher and the governing body have done much to promote community cohesion within the immediate locality, but the curriculum only satisfactorily develops pupils' awareness of the range and diversity of culture in the United Kingdom and beyond.

These are the grades for leadership and management

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	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	3

Early Years Foundation Stage

Children enjoy their time in the Nursery and Reception classes, and transfer seamlessly between the two. Adults ensure children are safe and healthy so that they are able to enjoy their learning. Children play well together. They cooperate and share when working in groups and take responsibility for small tasks, for example mopping up spills with a paper towel. They concentrate well on activities that absorb their interest. Relationships between the adults and children are very strong because adults skilfully manage the children's behaviour. There is good support for most children when they are learning; however, the level of challenge is not always sufficient for the quicker developers. The provision for children with special educational needs and/or disabilities is particularly effective. The Nurture Unit helps them to make good progress in their social skills and

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confidence. Progress during the Early Years Foundation Stage is satisfactory, although children enter Year 1 with literacy and numeracy skills well below average.

Both indoors and outdoors there are appropriate opportunities for learning. However, at present children do not have free access to outdoor activities and often remain in the classroom unless the weather is fair. There are regular assessments of the children's learning, but adults do not use these routinely to plan activities that closely match the individual child's developmental needs.

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

A quarter of parents and carers responded to the survey. Their views were generally more positive than the inspection judgements. A very large majority expressed complete satisfaction with everything the school does. This reflects the school's very positive relationship with almost all parents and carers, who value highly the education that their children receive. Parents and carers are unanimous in their opinion that the school keeps their children safe and encourages healthy lifestyles.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Limbrick Wood 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 40 completed questionnaires by the end of the on-site inspection. In total, there are 160 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	29	73	8	20	3	8	0	0
The school keeps my child safe	28	70	12	30	0	0	0	0
My school informs me about my child's progress	18	45	21	53	1	3	0	0
My child is making enough progress at this school	23	58	14	35	3	8	0	0
The teaching is good at this school	20	50	20	50	0	0	0	0
The school helps me to support my child's learning	16	40	23	58	0	0	1	3
The school helps my child to have a healthy lifestyle	19	48	21	53	0	0	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)	16	40	24	60	0	0	0	0
The school meets my child's particular needs	16	40	22	55	2	5	0	0
The school deals effectively with unacceptable behaviour	15	38	23	58	1	3	1	3
The school takes account of my suggestions and concerns	12	30	25	63	3	8	0	0
The school is led and managed effectively	13	33	26	65	0	0	0	0
Overall, I am happy with my child's experience at this school	21	53	18	45	0	0	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 Limbrick Wood Primary School, Coventry, CV4 9QT

You may remember that I recently visited your school with two other inspectors. I would like to thank all of you for making us so welcome and being so polite and helpful. We had the chance to talk with many of you and it was pleasing to hear how much you enjoy school.

There are a number of good things in your school. These are some of our main findings. The standards of your work are rising and you are all now making at least satisfactory progress.

You feel safe in school and have a good awareness of healthy living.

You are very well cared for at school.

In order to ensure the school continues to improve, I have asked the school's leaders and managers to do the following things:

- increase the amount of good teaching so that you all make better progress
- help you to become better writers by making sure you have plenty of opportunities to practise your writing in many different subjects
- ensure that you have enough time to make good progress in all subjects, not just English and mathematics
- check carefully how well the actions they are taking to improve the school are working.

Your headteacher, the staff and the governing body want the school to continue to improve. All of you can help too by making sure you come to school as often as possible and by working hard all the time.

Thank you once again for being so helpful.

Yours sincerely

Anthony O'Malley

Her Majesty's Inspector

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