

Wilnecote Junior School

Inspection report

Unique Reference Number	124157
Local Authority	Staffordshire
Inspection number	363973
Inspection dates	28–29 June 2011
Reporting inspector	Judith Matharu HMI

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	220
Appropriate authority	The governing body
Chair	Terry Pomroy
Headteacher	Jonathan Keay
Date of previous school inspection	23 June 2010
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. They observed 16 lessons taught by 8 teachers and looked at pupils' work and school documentation, including lesson plans, school development plans, records of teaching, the school's progress records and health and safety information. Inspectors also considered 21 staff and 96 pupil questionnaires together with 27 parental questionnaires.

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

- Inspectors looked at the progress being made by all pupils, particularly in English and specifically writing.
- The quality of teaching and whether this is suitably challenging for pupils of all abilities was pursued.
- Inspectors also considered the effectiveness of leadership and management at all levels in driving school improvement.

Information about the school

This is an average size school. The vast majority of pupils are of White British heritage with a very small number from minority ethnic backgrounds. Most pupils are from the surrounding area of Wilnecote. The school is an 'Access School' with facilities that can meet the needs of a wide range of pupils. The proportion of pupils known to be eligible for a free school meal is above average. The proportion of pupils with learning difficulties and/or disabilities is above average, as is the number with a statement of special educational needs. The school holds an Eco Award, Dyslexia friendly status Level 1, Healthy Schools status and the Artsmark Silver Award. The school was last inspected in June 2010 when it was served with a Notice to Improve

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

2

Main findings

In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

This is a satisfactory and rapidly improving school with a number of key strengths emerging. Inspirational leadership from the headteacher and a determined effort from the wider staff team have brought about many important improvements; consequently, several key aspects of the school's work have rapidly improved. For example, the consistent attention paid to improving teaching over the last 12 months and a newly-introduced, interesting curriculum have now started to prompt improvements in pupils' progress. Although progress has been satisfactory overall, pockets of better progress are now emerging, as noted at inspection where good progress was observed in lessons due to improved teaching. However, this has yet to be sustained at a consistently good level over time. The progress made by pupils with special educational needs and/or disabilities is good. Some of these pupils have acute difficulties and a variety of complex needs. The level of support provided in meeting their needs is having very good impact on their success rates in school. School leaders recognise there is more to do to raise attainment and ensure that all pupils routinely make and sustain good progress. In particular, higher ability pupils are not always fully challenged and could work at a faster pace at times. Although liaison with feeder infant schools has improved over the past two years, further work is desirable to support continuity and progression in pupils' learning.

The attention to consistent and appropriate behaviour management by all staff has improved pupils' behaviour significantly. The vast majority of pupils behave well and are courteous and polite in school. They are eager to learn and clearly enjoy life in school, working well together and displaying considerable enthusiasm for their activities. They contribute well to the life of the school.

One of the school's strengths is the robust assessment system and rigorous attention paid to tracking pupils' progress. This information is now routinely used by staff in their regular progress reviews to identify progress, plan the next steps in learning and put intervention programmes in place to tackle any underachievement.

Pupils' attendance and their basic skills are satisfactory. They demonstrate good personal and social skills and the ability to cooperate well with each other. Consequently, their work-related skills for their futures lives are satisfactory and improving. Procedures for safeguarding are good and robustly implemented. Pupils, parents and carers indicate that the school makes considerable efforts to keep pupils safe and strongly supports their personal development and well-being. Pupils are very well known as individuals with their needs, strengths and abilities considered by members of staff in planning provision.

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The cornerstone of the school's steady improvement rests on the good quality leadership and management throughout the school. The headteacher provides purposeful, vigorous leadership in pursuit of a clear vision for the future direction of the school. He is supported well by his staff; they understand the school's priorities and share his determination to raise attainment and improve progress. Consequently, both the morale and teamwork evident across the whole school are impressive. The attractive, well-maintained school environment is indicative of the level of commitment from grounds and maintenance staff in supporting this whole-school effort. There is clear understanding of what needs to be done; self-evaluation is accurate, if a little modest at times.

Given the track record in driving and securing significant improvement across the school and the well-focused plans for consolidation, the school's capacity for further improvement is good.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Increase the drive to raise attainment and progress through:
 - strengthening liaison with feeder infant schools on shared approaches and curriculum content
 - providing further opportunities for high quality writing across the curriculum
 - ensuring that the level of challenge is consistently appropriate, especially for more-able pupils.
- Improve teaching to the next level by:
 - ensuring that the activities used in lessons are most appropriate in achieving the desired learning
 - ensuring that time is not wasted on unnecessary activities
 - disseminating the school's best practice to all teachers.

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

Attainment reached by the end of Year 6 in both English and mathematics is broadly in line with national averages and has remained so for some time; this represents satisfactory progress from pupils' starting points on entry. There have been concerns previously over progress in writing as this was barely satisfactory. Some improved attainment is now emerging in English, particularly in writing, the main focus of the school's improvement actions in the last 18 months. This is beginning to have a positive impact on the quality of work seen in literacy. The school's progress information, work in pupils' books and lessons seen at inspection, together with some high quality displays around the school, provide evidence of good quality writing emerging in all year groups. However, there is still work to be done across the wider curriculum to reinforce writing of a high quality in different contexts.

Pupils demonstrate good understanding of how to keep themselves safe. They report that bullying is rare and they have confidence in staff to deal with this effectively, should it occur. Pupils are keen to improve their health and take positive action to make good

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choices in risk management, eating and physical exercise. They respond well to the range of opportunities provided to take responsibility in school and make good contributions to the wider life of the school. Joint initiatives undertaken with the High School such as the anti-bullying ambassadors' scheme support transition into Year 7 and help pupils to feel part of a wider school family.

In typical lessons, pupils are lively, keen to do well and there is a buzz of learning activities. Pupils cooperate well with teachers and each other and enjoy taking the lead in learning. For example, Year 5 pupils worked with confidence in their literacy lesson; they were on the edge of their seats in attempting to respond to their teacher's questioning, suggesting improvements based on their growing understanding of using 'wow words' in imaginative writing.

Pupils respond well to the recognition they receive for good work from their teachers and peers through a range of useful strategies used to support this. For example, a Year 6 pupil positively glowed when the whole class gave a large, 'Whoosh!' aloud in unison in recognition of his excellent contribution in a literacy lesson.

Attendance is average. The school is rigorous in its efforts to promote good attendance and most families respond well. A small number of pupils have very low attendance levels and are resistant to this. Pupils cooperate well with others and are thoughtful in their comments regarding right and wrong. They have reasonable awareness of world faiths and different cultures but their understanding of the diversity of the United Kingdom is more limited.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
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?

The school has made strides forward in improving provision in the last year. The support for ongoing professional development has energised teachers and provided a solid platform for the school's recent improvements. Typical teaching is characterised by a number of key strengths. These include: positive relationships with pupils which creates a climate where pupils' contributions are valued; well-structured, detailed lesson planning with the required learning made clear for all pupils; a variety of approaches and activities used in order to meet different pupils' needs; consistent attention to the success criteria of the lessons so pupils are well aware of what they need to do, and high expectations of what pupils can and should achieve.

Teachers demonstrate good subject knowledge and are skilled in using technology to support teaching and learning. In the majority of lessons, they choose suitable activities for the learning that they are seeking to promote and are flexible in their approaches, adapting these as necessary in order to move pupils on swiftly if they become stuck at any point. Teaching assistants provide effective support and are a key ingredient in successful lessons in supporting individuals and small groups. Some highly effective support was observed at inspection, ensuring that all groups of pupils were able to make progress with their learning.

When teaching is most effective, pupils have opportunities to think for themselves, make good contributions to the lessons and lead learning at suitable moments. For example, in

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an outstanding literacy lesson, Year 6 pupils worked with maturity and independence. Encouraged by their teacher's sharp questioning, they were eager to respond, maintaining their focus very well as they checked their own and each others' persuasive writing to see how it might be improved. Their comments and suggestions were of a thoughtful nature, indicating good understanding of literary devices in effective writing. The teacher was able to work with individuals in turn as the aptitude and focus of the whole class was excellent. Consequently, pupils made good progress and learning was rapid.

When teaching is occasionally less effective, the level of challenge drops, some time is wasted on activities that do not accelerate learning and pupils become restless.

The curriculum has been transformed over the last 18 months. It is relevant, imaginative and well-organised, providing a variety of suitable experiences to enhance both academic learning and health and well-being aspects. Good tracking enables effective ongoing adjustments to be made to short-term plans. Pupils enjoy a range of enrichment activities, trips and visits that enrich their learning in school.

Another of the school's strengths is the nurture and care provided for pupils to support both their academic learning and their well-being. Close liaison with a range of external partners supports this effectively in minimising many of the barriers to learning. This is a happy school where pupils can express themselves and have fun while they are learning.

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	2

How effective are leadership and management?

The headteacher provides good direction and strong leadership for the school. He knows the children well, maintains a visible presence around school and works hard to create a positive atmosphere for both pupils and staff. The headteacher is ably supported by a confident senior team who share his enthusiasm and drive for improvement. The clear commitment to develop the capacity of staff as leaders has been very successful. Subject coordinators are supported well to take responsibility in their curriculum areas; for example the numeracy leader has worked alongside the headteacher over the past year in a training capacity and is now ready to assume responsibility for mathematics.

The detailed attention paid to tracking pupils' progress is extended to all aspects of provision. Routine monitoring and evaluation of provision and outcomes are consistent, detailed and highly analytical; the approach is meticulous and gets to the heart of issues, providing a very secure evidence base from which to build the school's future improvement plans. The improvement actions to be taken are conveyed to staff with clarity and followed up rigorously. Good attention is paid to staff development;

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consequently staff members feel valued and able to contribute strongly to the school's ongoing improvement.

The sustained focus on improving teaching has been highly successful. The approach taken has been of a supportive coaching programme; using internal expertise together with support from the local authority.

The governing body has a clear understanding of their role and responsibilities and a good grasp of the school's strengths and areas for development. They are well organised in order to discharge their duties and provide a good level of both support and challenge to school leaders. Safeguarding procedures are comprehensive and robustly followed; all staff receive good training and support in discharging their safeguarding duties.

The school works hard to promote equality of opportunity, minimise barriers and close the achievement gap for those pupils whose circumstances may render them vulnerable. These pupils are very well supported by a range of one-to-one interventions or booster sessions which are proving successful in raising aspirations, boosting confidence and helping them to achieve well. The school's work in supporting community cohesion is satisfactory. There is evidence of successful partnerships being established in the local community and further afield, for example, with a Birmingham school. This contributes to pupils' understanding of their roles and responsibilities in the wider community and how they might contribute as they grow older, but it is at an early stage yet and requires consolidation.

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	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

Views of parents and carers

A very small number of parents and carers responded to the parental questionnaire at inspection. The majority of these were positive, but for some, their major concern

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surrounded the school's management of poor behaviour. Inspectors maintained a focus on behaviour throughout the inspection. While a very small number of vulnerable pupils have acute needs and display challenging behaviour at times, this was consistently well managed by staff so that this did not represent a threat to the learning of others. Indeed, the vast majority of the school's pupils behave well at all times.

The school's own evidence of its work and consultations with parents and carers indicate that communications are good. Parents and carers are mostly positive about the school's work and that several of the school's useful initiatives to support learning, such as parental workshops, although taken up by a small number of parents and carers, are well regarded with very favourable feedback received on these.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilnecote Junior 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 delete as appropriate: inspection team received 27 completed questionnaires by the end of the on-site inspection. In total, there are 220 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	44	14	52	1	4	0	0
The school keeps my child safe	14	52	12	44	0	0	0	0
My school informs me about my child's progress	13	48	11	41	1	4	0	0
My child is making enough progress at this school	7	26	17	63	2	7	1	4
The teaching is good at this school	8	30	16	59	1	4	1	4
The school helps me to support my child's learning	11	41	13	48	2	7	0	0
The school helps my child to have a healthy lifestyle	10	37	14	52	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)	12	44	12	44	1	4	0	0
The school meets my child's particular needs	9	33	15	56	1	4	0	0
The school deals effectively with unacceptable behaviour	8	30	10	37	8	30	1	4
The school takes account of my suggestions and concerns	8	30	15	56	2	7	0	0
The school is led and managed effectively	12	44	12	44	2	7	0	0
Overall, I am happy with my child's experience at this school	11	41	12	44	2	7	1	4

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



30 June 2011

Dear Pupils

Inspection of Wilnecote Junior School, Tamworth, B77 5LA

Thank you for your warm and friendly welcome when we inspected your school recently. It was good to talk with many of you about your work in school.

We found that your school is rapidly improving and several strengths are now emerging. We were also pleased to note the real determination evident from everyone in the school to continue to improve your education.

The vast majority of you work and behave well and enjoy school life. All of the staff members at school are working hard to make learning interesting for you and the teaching you receive is now good. We noticed how well most of you respond to the support and encouragement you receive. Many of you told us how much you enjoy the variety of interesting activities provided and how well you are looked after.

Your headteacher leads the school very well; he is building a strong staff team who are absolutely determined to continue improving your learning. With that in mind, we have asked them to:

- continue improving the progress you make in mathematics and English, and particularly in your writing
- make sure that all teachers consistently challenge you with appropriate activities in lessons, especially those of you who find learning quite easy, so that more of you achieve a Level 5 by the end of Year 6.

You can support this by listening carefully, helping each other and making sure you always give your very best.

We hope you continue to enjoy school and wish you very success in the future.

Yours sincerely

Judith Matharu

Her Majesty's Inspector (on behalf of the team)

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