

# Wollescote Primary School

## Inspection report

---

<b>Unique Reference Number</b>	103800
<b>Local Authority</b>	Dudley
<b>Inspection number</b>	382268
<b>Inspection dates</b>	28–29 November 2011
<b>Reporting inspector</b>	Andrew Cook HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	450
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Christopher Fonteyn
<b>Headteacher</b>	Joanne Quigley
<b>Date of previous school inspection</b>	22 March 2010
<b>School address</b>	Drummond Road Wollescote Stourbridge DY9 8YA
<b>Telephone number</b>	01384 818500
<b>Fax number</b>	01384 818501
<b>Email address</b>	jquigley@wollescote.dudley.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection date(s)</b>	28–29 November 2011
<b>Inspection number</b>	382268

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011



## Introduction

This school became subject to special measures following the inspection which took place in March 2010. This meant the school was not providing an acceptable standard of education for pupils and leaders and managers of the school at that time did not have the capacity to make the necessary improvements. Since the inspection in March 2010 there has been a significant turnover in staff. A new headteacher took up her post in January 2011.

The school received three monitoring inspections following being placed in special measures in March 2010. This inspection was carried out at no notice by one of Her Majesty's Inspectors and an additional inspector. Inspectors made 23 lesson observations and observed 18 teachers. Meetings were held with groups of pupils, governors and staff. They observed the school's work, checked arrangements for safeguarding and looked at planning and monitoring documents. As this inspection was carried out at no notice parental questionnaires were not issued. However, inspectors took note of the results of parents and carers questionnaires the school had distributed.

The inspection team reviewed many aspects of the school's work. It looked in detail at the key areas for improvement the school was left with following the inspection in March 2010 which were to:

- Ensure that the quality of teaching is good or better and eliminate all inadequate teaching so that all pupils make good or better progress throughout both key stages, but particularly in Key Stage 2
- Strengthen the quality of leadership and management.

## Information about the school

The number of pupils who attend this school makes it larger than the average sized primary school. The school serves an urban, culturally diverse population with a large majority of Asian heritage. A large majority of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above the national average. The proportion of pupils identified as having special educational needs and/or disabilities is below the national average although the proportion with a statement of special educational needs is above average.

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

### Main findings

In accordance with section 13 (4) of the Education Act of 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. This is an improving school whose overall effectiveness is now satisfactory. The quality of teaching is good and pupils are increasingly enjoying learning. The school environment has improved. For example, vibrant classroom displays celebrate the pupils' achievements and outside the 'trim trail' offers pupils an exciting place to climb and play. Pupils have responded well to all of these improvements, not least in their attendance which is now good.

Pupils make at least satisfactory progress in their learning. There is convincing evidence that increasing numbers of pupils are making good progress especially in Key Stage 2. Pupils' attainment is low. However, because of good teaching and faster rates of progress the gap is closing between their attainment and the average for all pupils nationally.

Parents and carers support the work of the school. They have shown their support, for example, through attending workshops on reading and working with the school to promote good attendance. The school values the good partnership it has with parents and carers.

The school has embarked on a new way of teaching subjects such as geography and history through topics and early signs prove that the pupils are enjoying their lessons. Trips, for example to a space centre, have generated within pupils an increasing fascination in learning. What remains missing in the topic approach is an attention to ensuring that expectations are always high enough and pupils are given work that matches their own ability.

Over the last 11 months the headteacher has taken decisive action that has put the school back on a steady course of improvement. The deputy headteacher has modelled outstanding teaching to other colleagues. He has led the work to improve the quality of teaching through an extremely effective coaching strategy which is now being used across the school. 'Phase leaders', who are members of the senior leadership team, have benefitted from the support and guidance of the headteacher and deputy headteacher. This support has provided monitoring systems and records that they are beginning to use. As phase leaders grow in confidence the support and guidance they need is gradually reducing. Taking into account the work of leaders at all levels, the good leadership and management of the headteacher and deputy headteacher and the growing effectiveness of phase leaders, there is evidence to show that capacity for further improvement is satisfactory.

About 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?

- Raise standards in English and mathematics to at least the national average by the end of Key Stage 2.
- Ensure phase leaders take increasing and collective responsibility for school improvement by:
  - embedding the systems across the school to ensure consistency in delivery of the whole school teaching and learning strategies
  - measuring the impact on pupils' progress and attainment of a range of monitoring activities in order to collectively build on areas of strength
  - ensuring robust data collection at all levels in order to systematically tackle areas of weakness.
- Apply the good practice evidenced in literacy and numeracy lessons to the wider curriculum by ensuring:
  - activities and tasks always appropriately challenge pupils of different abilities
  - teaching in lessons constantly adapts to how well pupils are learning.

## Outcomes for individuals and groups of pupils

<b>3</b>
----------

Pupils' attainment at the end of Year 2 improved very little when compared to the 2010 results and was significantly below the national average. The proportion of Year 2 pupils who attained above average results was very low. The tests taken by Year 6 pupils in the summer term showed that their attainment was significantly below the average for all pupils nationally and few attained at levels that were above average. Although attainment at the end of Year 6 was significantly low there had been an improvement when compared to the results in 2010.

Much of the attainment across the school highlights the lack of progress made by pupils in the past. Things are different now; pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress with many making good progress. This improving picture of pupil progress is raising the levels of attainment. For example, in one Year 5 mathematic lesson pupils made outstanding progress because:

- the work they were given matched their different abilities
- the mathematical challenge captured their interest
- pupils concentrated and were keen to achieve
- they used the knowledge and skills they had already acquired

In another lesson in Year 6 pupils made outstanding progress because they were

engrossed in their work to produce a short biography of William Shakespeare. Groups of pupils worked at different levels of difficulty and challenge, and all knew exactly what they had to achieve. Pupils enjoyed finding out, for example, that 'In William's will he had promised his wife his second best bed'.

Underpinning the improvement in pupils' progress is their good behaviour. Pupils are eager to learn. They are considerate towards each other. Pupils say they feel safe in school. They feel the playground has become a safer place now there are different zones for different activities and ages of pupils.

Pupils wear their new school uniform with pride as they know they have contributed to its design. Other opportunities to contribute to the school community include the roll of pupil volunteer which, for example, involves being a playtime buddy for younger children.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	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
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

## How effective is the provision?

The improved quality of teaching has been a key factor in ensuring the school now provides an acceptable standard of education. Teaching is good and as a result pupils are beginning to make good progress in lessons. In the best lessons teaching:

- enthusiastically explains what pupils need to learn
- ensures activities are well matched to pupils' different abilities
- gives pupils opportunities to discuss, work in teams and so they can develop their speaking and listening skills
- keeps on checking how well pupils are learning and when things slow teaching is adapted to speed up progress.

---

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The school’s focus on improving literacy and numeracy has led to the majority of lessons in these subjects being finely tuned to meet the different learning needs of pupils. There has been a greater focus on ensuring the curriculum is balanced and promotes an enthusiasm in learning.

The school effectively provides pastoral care for pupils and works well with other agencies. The school’s work to improve attendance has been very effective. For example, when inspectors monitored the school in June 2011 they reported how the parents’ and carers’ group had arranged for a message to be called during Friday prayers at the local mosque. The message encouraged parents and carers to ensure their children came to school every day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

The headteacher’s good leadership has ensured that improvement work has been focused and determined. Her tenacious approach has provided appropriate levels of support and challenge for all staff. Work to improve the attainment of all groups of pupils has demonstrated the school’s resolve to promote equal opportunity. The deputy headteacher’s good leadership has led the improvements to teaching and learning which have been fundamental to the schools success. The headteacher and deputy headteacher have provided good planning and monitoring systems firmly grounded in a realistic view of the school’s strengths and areas in need of development. As a result staff confidence is high.

The work of phase leaders is beginning to replicate the effective work of the headteacher and deputy headteacher. They are using the planning and monitoring systems now set up and have introduced a number of initiatives to improve the quality of teaching and learning. For example, effective work has taken place to promote and improve the way reading is taught.

The school has very successfully engaged parents and carers in working together. The school has sought the views of parents and carers on important decisions. Examples of how the school has promoted parental engagement and works with parents and carers include:

- extremely high attendance at parent meetings about attendance, reading and regular meetings for parents and carers to discuss their children’s progress
- action taken by parent governors to reassure the local mosque and parents and carers that school dinners serve Halal meat

■ the very well attended workshop when school staff offered guidance and support for parents and carers of Year 6 pupils in completing the on-line application for secondary school places.

Governors recognise the effective work that has taken place and are now providing a satisfactory level of challenge and support as they monitor the work of the school. Governors are asking pertinent questions about the quality of teaching and pupils’ attainment. A core group of members of the governing body has closely monitored the school while it has been in special measures.

The school’s safeguarding procedures are satisfactory. For example, the school is diligent in keeping the school site a safe place. There is a tangible feel in the school that reflects the cohesion between different pupils. Pupils have a greater sense of belonging to their school. Senior leaders appreciate that there is now a need for pupils to experience and work with other children beyond the school community.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school’s engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children enter the nursery with skills and abilities that are lower than expected. They make satisfactory progress while they are in the Nursery and Reception classes. As in the rest of the school improvements have taken place. Recent work has improved teaching and learning. There is now a much better balance of teacher led activities and activities that children can choose to do. All activities have a learning purpose to them. For example, in the Reception class children wore pirate hats and eye patches and then delved into the sand tray to find pieces of card with words on that they had to read. What was especially effective was the way the word cards were matched to the children’s different abilities.

Teaching observed in the Nursery and Reception classes was good and recent improvements are beginning to ensure this is becoming a more common feature. Up



to now children have made satisfactory progress; improvements in the quality of teaching are beginning to increase rates of progress.

The Early Years phase leader is a good role model. She has benefitted from the support of the deputy headteacher who has worked closely with her and staff in the nursery. He has led work on coaching good teaching and ensuring that the Early Years Foundation Stage leader is ready to extend coaching practice with other staff.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
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

## 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



1 December 2011

Dear Pupils

### **Inspection of Wollescote Primary School, Stourbridge, DY9 8YA**

As you know I have been visiting your school a number of times with other inspectors. This time I am pleased to tell you some very good news. After a lot of hard work your school is now a much better place and is providing you with a satisfactory standard of education. In lessons you are benefitting from more good teaching which is helping you to make better progress. We agreed with you when you told us about the things that have improved. You told us about how:

- the new uniforms, outdoor play areas and classrooms make you feel proud to be a pupil at Wollescote
- teachers make learning fun
- you feel you are making better progress in lessons
- your school is a safe place to be in.

Inspectors judged your behaviour and attendance to be good. Well done. They also found that the school staff and your parents and carers work closely together to encourage you to make better progress.

The inspectors have pointed out what your school needs to do now so that it can become a good school. The standards you achieve in English and mathematics need to improve. The exciting topic lessons you have need to always give you work that challenges you to do your best. And, finally, all of the teachers in your school with extra responsibilities need to make sure things keep improving.

Thank you for the way you have made me feel so welcome at your school. Keep enjoying your lessons and work hard to achieve your targets. I wish you all the best for the future.

Yours sincerely

Andrew Cook  
Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**