

Provost Williams CofE Primary School

Inspection report

Unique reference number	130875
Local authority	Warwickshire
Inspection number	381273
Inspection dates	21–22 June 2012
Lead inspector	Georgina Beasley

This inspection of the school was carried out under section 5 of the Education Act 2005. The registered childcare provision, managed by the governing body, was inspected under sections 49 and 50 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Andrew Simpkins
Headteacher	Moira Holroyd
Date of previous school inspection	16 January 2008
School address	Sodens Avenue Ryton-on-Dunsmore Coventry CV8 3FF
Telephone number	024 76302166
Fax number	02476 301660
Email address	Head3212@we-learn.com

Registered childcare provision	EY408764 The Ark
Number of children on roll in the registered childcare provision	40
Date of last inspection of registered childcare provision	4 July 2012

Age group	3-11
Inspection date(s)	21–22 June 2012
Inspection number	381273



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Introduction

Inspection team

Georgina Beasley

Additional Inspector

Jennifer Taylor

Additional Inspector

This inspection was carried out with two days' notice. Inspectors observed 13 lessons taught by nine teachers. They visited The Ark and held meetings with groups of pupils, staff and representatives of the governing body. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work, and looked at pupils' work and assessment information, school self-evaluation and improvement plans, safeguarding arrangements and monitoring reports. Inspectors received and analysed 93 questionnaires from parents and carers, 98 from pupils and nine from staff.

Information about the school

The majority of pupils who attend this average-sized primary school are from White British backgrounds. The proportion of pupils from Traveller and Gypsy/Roma backgrounds is increasing and is above average. The proportion of disabled pupils and those who have special educational needs supported at school action plus or with a statement is below average. The proportion of pupils known to be eligible for free school meals is below average. Children start in the maintained nursery in the September after they become three and attend a daily morning session. They move to the Reception class the following September. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

The school manages wraparound care in The Ark: a breakfast and after-school club every day for its pupils and sessional childcare for two-year-olds and older every afternoon. It has Healthy Schools status, artsmark gold and has been awarded a green flag for its Eco schools and sustainability work.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key findings

- Provost Williams is a satisfactory school. It is not yet good because learning and progress are uneven across the school and teaching is not consistently good. At the end of Reception and Year 2, more-able pupils are not reaching the levels of which they are capable because activities and tasks lack challenge. Across the school, teachers do not always use time efficiently to ensure pupils have enough chance to complete planned tasks to a high enough level and/or to review learning effectively at the end of lessons. The school’s leaders monitor teaching and the curriculum, and track and analyse pupils’ progress regularly. Its subsequent interpretation of evidence to inform an accurate evaluation of the school’s overall effectiveness is more positive than the evidence indicates. Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit from an Ofsted inspector before their next Section 5 inspection.
- Achievement is satisfactory. Learning and progress in lessons are satisfactory over time. They are good this year in Key Stage 2. Disabled pupils and those who have special educational needs make satisfactory progress. Pupils from Traveller and Gypsy Romany heritages make good progress.
- Teaching is satisfactory overall. It has improved this year in Key Stage 2, where it is currently good. Teachers across the school plan lessons that respond well to pupils’ interests. As a result, most pupils are engaged and motivated to learn.
- Behaviour and safety are good. Most pupils always behave well. Pupils feel safe in school. Instances of bullying are rare.
- Leadership and management are satisfactory. Performance is managed satisfactorily. Improvements in the quality of teaching in Key Stage 2 have led to higher attainment this year. Teaching and the curriculum make an outstanding contribution to pupils’ excellent spiritual development and good moral, social and cultural development.

What does the school need to do to improve further?

- Give more-able pupils in the Early Years Foundation Stage and in Key Stage 1

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appropriately challenging activities and tasks to ensure that they reach their potential in reading, writing and mathematics.

- Increase the proportion of good teaching across the school by ensuring that teachers consistently:
 - use time efficiently in lessons to support and review pupils' learning
 - use assessments to plan and adjust tasks and interventions that meet the needs of all pupils and especially more-able pupils.
- Strengthen the monitoring of teaching and the curriculum to ensure an accurate evaluation of the school's performance as measured by the achievement of all pupils nationally.

Main report

Achievement of pupils

The large majority of parents and carers feel that their children are making good progress. Inspection findings only partly corroborate their views: although pupils currently in Key Stage 2 are making good progress, progress is satisfactory for other pupils and satisfactory over time. Children's knowledge, skills and abilities when they start Nursery have been below age-related levels for the last two years, reflecting lower attainment on entry for children currently in Nursery and Reception than for older pupils in the school. Most reach the levels expected for their age in nearly all areas of learning by the end of the Reception Year. A growing proportion does not, especially in communication, language and literacy which have been below the national average for two years. More-able children do not always reach the levels they are capable of in reading and writing. Attainment in reading, writing and mathematics is average by the end of Year 2. Learning in lessons is satisfactory. More-able pupils make satisfactory progress but few reach the higher Level 3 in reading and mathematics, and particularly in writing.

Pupils' progress in Key Stage 2 had been satisfactory over the last two years; attainment was average in reading, writing and mathematics, from starting points that were within the range typically expected when the pupils entered the school. Learning and progress in lessons for pupils in this key stage have improved this year. Standards have risen and pupils are on track to reach above average levels this year. Pupils particularly enjoy practical, investigative activities. For example, pupils in Year 4 used their understanding of place value to order decimal and whole number amounts accurately. Year 5 pupils learned how to express the remainders from division problems in fractional form.

Across the school, boys' achievement is on a par with girls, an improvement since the previous inspection. Disabled pupils and those who have special educational needs make satisfactory progress. Some make good progress to reach broadly average levels. Pupils from Traveller and Gypsy Romany backgrounds make good progress from their starting points. Pupils' information and communication technology skills have improved well since the previous inspection and are good

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across the school.

Quality of teaching

The overwhelming majority of parents and carers feel that teaching is good. The inspection partly endorses this view; its findings are that teaching is satisfactory over time and that recent improvements have taken place in Key Stage 2. Pupils in older classes feel correctly that they learn a lot in lessons and that adults explain clearly how they can improve their work. In these classes, teachers use assessment information well to target pupils' learning particularly the boys. The teaching of reading and writing is good and boys' achievement has improved as a result. Teachers' comments in pupils' books are focused and specific to each pupil.

The use of assessment to plan and teach lessons that meet the different abilities in all classes is inconsistent. When pupils work in small groups on a targeted task, learning is good. This is particularly so for disabled pupils, those with special educational needs and those from Traveller and Gypsy Romany groups. Teachers of younger pupils do not always plan sufficient challenge for more-able pupils. Across the school, teachers do not always pick up early during lessons whether tasks are too challenging and so pupils waste too much time struggling to complete the task or give up and start to chat with friends.

Teachers sometimes devote too little time at the end of lessons to review learning with enough depth to prepare pupils for learning in the next lesson. Pupils in younger classes sometimes spend too long listening to the teacher or on completing the same activity in a large group. More-able children in Nursery, Reception and Key Stage 1 wait unnecessarily while all children learn what is planned rather than completing a more challenging task. This includes in reading and writing where teaching is satisfactory as a result.

Teaching promotes spiritual, moral, social and cultural development well overall. Pupils have good opportunities to research, reflect, talk and write about characters in stories, people alive today and in the past and the work of charities. As a result, older pupils have a strong empathy with the feelings and plight of others locally and around the world. One Year 6 pupil wrote, 'You should see how many families die from drinking dirty water.'

Behaviour and safety of pupils

The inspection endorses the views of parents, carers, and pupils that behaviour is good. Staff manage behaviour and follow procedures consistently to help pupils' understanding of how to behave. A small number of parents and carers expressed concerns. Sometimes a few pupils are silly when they are not being directly supervised. Behaviour in lessons is good for most of the time and pupils and school records corroborate this. Occasionally, pupils take too long in getting back to class after playtime and physical education (PE) lessons and in getting started on planned independent and group tasks. Pupils welcome those who are new to the school and

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look after them well by becoming their friends and inviting them to join in with their games. As a result, pupils from Traveller and Gypsy Romany heritages are well integrated into the school and follow the school's expectations for good behaviour well. Pupils who go to The Ark at the start and end of the day enjoy the range of activities offered including help with homework activities.

Pupils feel safe in school and their parents and carers agree. Pupils have a good understanding of different types of bullying, including cyber-bullying. Incidents of bullying are rare. Most pupils acknowledge and inspectors agree that when they do occur, adults sort them out quickly and effectively. Pupils like the 'worry box' that gives them good and confidential opportunities to express any concerns. Spiritual development is outstanding. Pupils have numerous opportunities to reflect upon their own and others' feelings and benefit extremely well from the excellent support from all staff when they are upset or have a worry. The green flag award is a just reward for the excellent work by all pupils on looking after and sustaining the environment and in particular for the excellent leadership by members of the eco and road safety committees and the school council. Attendance is above average and pupils arrive at school on time.

Leadership and management

The headteacher, staff and members of the governing body want pupils to do as well as they can. Their commitment to achieve this is reflected in the systematic procedures to identify relevant improvement strategies, to plan staff training to support their implementation and to allocate resources. Teachers are held to account for pupils' progress. However, senior leaders do not always analyse how much progress pupils are capable of making as measured against the progress of all pupils nationally. As a result, expectations have not been as high as they could be and improvements to the quality of teaching have not been fast enough until this year. There have been improvements in Key Stage 2 where standards have risen this year especially for more-able pupils. The school has not concentrated sufficiently quickly on improving the quality of teaching in younger classes and so learning remains satisfactory. Since the previous inspection, boys' achievement and pupils' information and communication technology skills have improved, reflecting the school's satisfactory capacity to improve.

The governing body is fully involved in school improvement planning. It has a clear view of its strengths but not all of its weaknesses. Safeguarding arrangements and arrangements for checking the suitability of staff, visitors and volunteers meet requirements. Health and safety procedures are not always documented clearly. Supervision levels when pupils are outside are good although staff sometimes do not notice incidents immediately such as minor accidents.

The school promotes equal opportunities satisfactorily. Support for disabled pupils, those with special educational needs and pupils from Traveller and Gypsy Romany groups ensures that they are all able to join in relevant activities, but more-able pupils do not always reach their full potential in the Early Years Foundation Stage

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and Key Stage 1. The curriculum is satisfactory and promotes satisfactory learning. Curricular opportunities in Nursery and Reception are led too often by adults, giving children too little opportunity to be creative and to develop curiosity. The varied range of themed days, visits, events and extra-curricular activities and clubs make a good contribution overall to pupils’ good moral, social and cultural development and their excellent spiritual development.

The Early Years Foundation Stage delivered in the registered childcare provision

The Ark provides sessional childcare every afternoon for two-year-olds and older and a breakfast and after-school club for the school’s pupils. Children who attend The Ark every afternoon make good progress in their personal development and ability to learn independently. The multi-purpose room, shared with older pupils from the school who go to the morning breakfast club and after-school club, is well-organised to support purposeful play in all areas of learning. Children have good opportunities to plan their learning and play. Adults interact well to develop specific skills and abilities across all areas of learning. The outdoor area, shared with the school Nursery is well organised to support learning and is used every day if possible. Snack time is a sociable affair. When the children sit as one group around a large table, it inhibits the opportunity for adults to sit and talk to the children individually and in small groups and to develop their conversation and language. All staff are involved in reviewing safeguarding arrangements to ensure the children’s welfare and safety when on site. Procedures for signing children in and out of the sessions are robust and ensure all staff can see quickly when a child has arrived or been collected. To help parents and carers support their children’s personal, social and emotional development and early communication, language and literacy, the school has organised valuable weekly ‘stay and play’ sessions for families with young children.

These are the grades for the Early Years Foundation Stage of the registered childcare provision, inspected under sections 49 and 50 of the Childcare Act 2006

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 for the registered provision	2

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



25 June 2012

Dear Pupils

Inspection of Provost Williams CofE Primary School, Coventry CV8 3FF

I want to let you know the outcome of the recent inspection of your school. Thank you to all of you who spoke to us about your learning and school experiences and who completed a questionnaire. Thank you for inviting us to your Eco-committee meeting. We are impressed with all of the work you do to look after the school grounds and to sustain the environment. We hope the planned Farmer's Market goes well.

We have decided that your school is satisfactory. You make satisfactory progress overall although pupils in Years 3 to 6 are making good progress this year. You reflect carefully about your own and others' feelings which makes an outstanding contribution to your excellent spiritual development. Behaviour is good. You feel safe in school. Incidents of bullying are rare and when it does occur adults always deal with it straightaway and successfully. Your attendance is above average.

We have asked your school to improve three areas. They are to:

- help you all to do your best work in reading, writing and mathematics in Nursery, Reception and in Key Stage 1
- ensure that teachers give you enough time in lessons to complete your work as well as you can, to check that tasks are not too easy or too difficult, and to review learning regularly with you at the end
- check more carefully that you are all making at least as much progress as other pupils make across the country.

You can help by getting back to class quickly at the end of playtimes and after lessons such as PE and by working as hard as you can in lessons. We wish you all well for the future.

Yours sincerely

Georgina Beasley
Lead inspector

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