

# Wembrook Primary School

Avenue Road, Nuneaton, CV11 4LU

**Inspection dates** 24–25 October 2012

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Teaching is good. An increasing number of lessons are outstanding.
- The vast majority of pupils make good progress throughout the school in reading, writing and mathematics.
- The youngest children get off to a good start because they benefit from a broad range of activities and an excellent outside area.
- Standards rose in the national tests in 2012 to well above national levels, with an increased number of pupils attaining the higher levels in English and mathematics.
- Pupils enjoy coming to school and this is reflected in their improved attendance which is now above average.
- Pupils' behaviour is exemplary, both in lessons and around the school. They feel extremely safe in school.
- The leadership and management, including that of the governing body, are good. The headteacher is an effective leader, who has created a dedicated staff team.
- Pupils receive an excellent variety of exciting and interesting experiences throughout the year.
- The school has very effective arrangements to support pupils and their families.

### It is not yet an outstanding school because

- Pupils' progress in Years 1 to 5 is not as rapid as in Year 6.
- Phase leaders are not yet fully involved in monitoring their subjects or in tracking individuals' progress robustly.
- Teachers do not always match work to pupils' different abilities. That means that pupils are sometimes given work that is too easy or too hard.

## Information about this inspection

- Inspectors observed teaching and learning in 35 lessons involving 26 teachers.
- They held discussions with school leaders, staff, and representatives from the governing body and the local authority, and met with parents at the start of the school day.
- Inspectors observed the school's work and reviewed documentation, including improvement plans, the systems for tracking pupils' progress, the arrangements for safeguarding pupils and samples of pupils' work. They heard groups of pupils read and spoke with others about behaviour and safety arrangements at the school.
- They took account of the 49 responses to the online questionnaire (Parent View) in planning the inspection, and considered the views of parents spoken to during the inspection.

## Inspection team

Michael Bartleman, Lead inspector

Additional Inspector

Enid Korn

Additional Inspector

David Cousins

Additional Inspector

Sarah Foulkes

Additional Inspector

## Full report

### Information about this school

- This is much larger than the average-sized primary school.
- Most pupils come from a White British background.
- An increasing percentage of pupils come from minority ethnic groups, the largest of which are of Indian heritage.
- The proportion of pupils supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- An above-average proportion of pupils are eligible for the pupil premium, which provides additional funding for children in local authority care and pupils known to be eligible for free school meals.
- A private before-school and after-school club, Kids Club, runs daily. This is separately inspected.
- The school meets the government's current floor standards, which sets the minimum expectations for pupils' attainment and progress.

### What does the school need to do to improve further?

- Raise the proportion of outstanding teaching so that all pupils make rapid progress over a sustained period, by ensuring that:
  - teachers always match activities in lessons precisely to pupils' different abilities
  - learning moves at a consistently rapid pace in all lessons
  - pupils are given more opportunities to learn independently.
- Extend the role of middle leaders so that they:
  - identify quickly when pupils are not doing as well as they could by checking thoroughly information on pupils' progress
  - hold class teachers to account for pupils' progress regularly.

## Inspection judgements

### The achievement of pupils is good

- When children start at the school, their skills and understanding are below the levels expected for their age. Effective procedures for children starting school, including home visits and 'play and stay' sessions, ensure children settle into school quickly. Children make good progress in the Nursery and Reception classes.
- Attainment is above average by the end of Year 6. Standards rose in 2012 national tests with an increased number of pupils attaining the higher Level 5 and making more than expected progress in English and mathematics. Overall progress is good across the school. In other year groups, progress is not as rapid as in Year 6 because the teaching is not as strong.
- In writing, pupils are motivated and make good progress because teachers provide stimulating lessons and make sure pupils understand the purpose of the activities. In Year 5, pupils wrote 'Rap' poems before presenting them to the whole class and in Year 6 they wrote persuasive arguments based on the story of 'Goldilocks'. Pupils are very keen to work on the 'netbooks' that are provided for use at home and school.
- Pupils make faster progress in reading than in writing and mathematics. Pupils of all ages are supported to use a range of strategies that help them to read with confidence. They make excellent use of their knowledge of the sounds that letters make (phonics) to read unfamiliar text and most enjoy reading a wide variety of books.
- All groups of pupils, including those from minority ethnic backgrounds, make good progress.
- Disabled pupils and those who have special educational needs make similar good progress to other pupils, because they are given good support involving well-trained teaching assistants that is managed effectively by the special educational needs coordinator.
- Pupils supported by the pupil premium do well across the school. A range of approaches, such as one-to-one support from teaching assistants, nurture and counselling groups and effective use of the parent support worker is resulting in an increasing number of pupils making good or better progress. The pupil premium is also used to enable eligible pupils to take part in a wider range of after-school clubs, visits, and Saturday sessions and to access additional support.

### The quality of teaching is good

- Lesson observations, scrutiny of pupils' work and the school's monitoring data confirm that the overall quality of teaching is good. Expectations are high. An increasing proportion of teaching is outstanding.
- In the outstanding lessons teachers plan tasks that rapidly build on what the pupils are already able to do and make them think hard. Occasionally in other years, the work does not demand enough of pupils at differing ability levels or give them sufficient opportunities to show how much they know. Pupils' progress is not as rapid when they are given work that is too easy or too hard.
- During the inspection Year 6 pupils confidently discussed how they could improve their African masks. They were self-critical and able to evaluate each other's masks effectively. This self-

assessment is often used with older pupils.

- In some lessons teachers talk for too long which limits the time for independent activities and learning slows. The older pupils say they enjoy lessons and that their teachers will always give them extra help if they need it.
- Scrutiny of work in books shows that most teachers give pupils helpful encouragement about where they have succeeded, as well as feedback about what they need to do next. However, this is inconsistent across the school and between subjects. Not all pupils know how they can improve their work or move it to the next level.
- Reading is taught well. Teachers and teaching assistants confidently and successfully promote the pupils' knowledge and use of the sounds that letters make.
- Teaching in the Early Years Foundation Stage is good. The children are encouraged to become independent, both through teacher-led activities and those they choose for themselves. The outside area is a highly-stimulating and well-used environment.

### **The behaviour and safety of pupils** are outstanding

- Behaviour is exemplary. This is reinforced by warm and trusting relationships between pupils and staff. There is a strong and explicit emphasis on teamwork in the school and pupils respond to this very positively.
- Wembrook is an inclusive and harmonious school. Pupils show interest, enjoyment and have a great desire to learn. This contributes greatly to their good achievement.
- Pupils have a great pride in their school as was shown by a younger pupil's response; 'Wembrook is spectacular. The teachers are amazing. We learn lots'.
- Parents and carers appreciate the close contact they have daily with staff who know the pupils well. Pupils say, 'Everyone's friendly at the school and we help each other.'
- Pupils are polite, and well-mannered. Lunchtimes are social occasions. This was particularly evident in the daily nurture group which runs during lunchtimes where staff and pupils eat together.
- Adults who work in the Early Years Foundation Stage provide good models of correct behaviour and spoken responses. Good relationships are strongly reinforced, and at an early stage of their education children listen attentively to adults and each other.
- Parents and carers have great confidence in the care that the school provides and pupils agree that their children feel happy and safe in school. A parent described Wembrook as 'a school at the heart of the community'. All parents and carers who responded to the online questionnaire or spoke to inspectors judged behaviour to be excellent.
- Discussions with pupils showed they understand about different types of bullying. They said that there is no bullying in school. If it were to occur, staff would deal with it immediately. Pupils have immense trust in the headteacher and all staff.
- The school has close working relationships with a number of outside agencies to support pupils

and their families whose circumstances make them potentially vulnerable. Attendance has improved due to the school's concerted actions and is now above average.

- Pupils and parents greatly appreciate the well-run early morning Kids Club, which provides a calm and sociable start to the school day and support at the end of the day.
- The pupils say they feel safe at school. Pupils know how to stay safe on the internet and demonstrate a good knowledge of how to assess risk and be safe around the school or near roads.

### **The leadership and management are good**

- The relentless ambition of the senior leadership team, driven by the passionate headteacher and deputy headteacher, has brought about considerable improvements to pupils' standards by Year 6. High expectations are communicated and shared by all staff and there is a strong sense of teamwork.
- Relationships across the school and with parents and the local community are exceedingly strong. Parents and carers are pleased with the information they receive. There is good attendance at the meetings for parents to find out about how their child is doing.
- Parents and carers and pupils rightly report that the school is effective in discouraging all forms of discrimination and works vigorously to ensure equality of opportunity for all.
- All leaders have helped to create a safe and caring environment in which pupils are nurtured very well. They ensure that pupils in need of additional support are identified quickly and given effective support to help boost the performance.
- There are good procedures in place to manage the performance of teachers with clear links between the rewards that teachers receive and the progress made by their pupils. However, the procedures are not firmly based around the new teachers' standards.
- Leaders provide well-focused training in order to develop teachers' skills and confidence. Senior leaders regularly check up on the quality of teaching but class teachers are not yet sufficiently held accountable for pupil progress.
- Self-evaluation provides a realistic appraisal of where further improvements are needed. The school improvement plan is focused clearly on gaining outstanding achievement throughout the school and developing subject areas. Members of the governing body frequently visit the school to check on how the improvement plan is being implemented.
- Middle leaders are playing an increasing role in the school's improvement. However they do not as yet monitor teaching in their area of responsibility sufficiently or analyse information on pupils' progress robustly so that they are able to identify underachievement quickly.
- The headteacher has focused successfully on improving standards at Year 6 in reading, writing and mathematics as evidenced by the results in the 2012 national tests.
- Teachers plan rich and memorable experiences to enhance pupils' learning. Visits to local places of interest, for example, Coventry Cathedral, a local park to make dens and themed days make learning active and enjoyable. The range of subjects and activities contribute well to pupils'

spiritual, moral, social and cultural development.

- Learning is enriched extremely well through a wide range of after-school activities and by opportunities for pupils to learn a foreign language and play musical instruments. Residential visits, whole school events, for example, multi-faith week and Wembrook Olympics, opportunities to develop sporting skills and involvement with the children's university add further enhancement.
- As a successful school the local authority appropriately provides light touch support and access to effective professional development for all staff which has contributed to improvements in teaching.
- **The governance of the school:**
  - The governing body requires leaders and managers to explain and account for pupil performance effectively, including in relation to the impact of its pupil premium money. The governing body demonstrates a good knowledge and understanding of the school's strengths and weaknesses through regular monitoring. It carries out its statutory duties effectively, ensuring that procedures for safeguarding pupils are well managed and regularly reviewed.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>



## School details

<b>Unique reference number</b>	130889
<b>Local authority</b>	Warwickshire
<b>Inspection number</b>	403616

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

<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>	686
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	John Evans
<b>Headteacher</b>	Simon Pearson
<b>Date of previous school inspection</b>	11 June 2008
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