

Whoberley Hall Primary School

Overdale Road, Coventry, CV5 8AJ

Inspection dates 15–16 November 2012

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement.

- Teaching is not consistently good enough to ensure that all pupils, especially boys, learn the skills they need sufficiently well.
- Pupils' progress is not as good as it could be in most classes.
- The work that teachers set for pupils does not always match their ability closely enough, particularly for those that are most able.
- Teachers' marking of pupils' work does not always provide helpful written comments about how it could be improved.
- Although leaders are tackling weaknesses in the teaching of reading, pupils are not able to link letters and sounds effectively enough to help them learn to read new words as well as they could.
- Current systems for leaders to check the effectiveness of their actions on pupils' achievement are not rigorous enough.

The school has the following strengths

- Teaching is outstanding in Years 5 and 6.
- Pupils feel safe in school. Their attitudes to learning and their behaviour are good.
- Attendance has improved since the previous inspection and it is now in line with the national average.
- The headteacher has promoted a strong sense of teamwork among the staff.
- Teaching is improving because senior leaders have ensured that all staff are able to learn from the most effective practice that exists in the school. Teachers and other adults are keen to take part in training which shows them how they can do better.

Information about this inspection

- Inspectors observed 15 lessons or parts of lessons and one assembly.
- Meetings were held with senior leaders, staff, members of the governing body and representatives of the local authority.
- Inspectors talked with pupils, listened to them read and observed them at play.
- The school’s safeguarding policies, improvement plans, governing body meeting notes and records of pupils’ behaviour were reviewed. In addition, inspectors looked at the work pupils were doing in their books, and at records of their progress.
- The inspector took account of the 23 responses to the online questionnaire (Parent View) and replies from 26 staff questionnaires. The views of parents and carers were sought at the start of the school day as they brought their children to school.

Inspection team

Sarah Warboys, Lead inspector	Additional Inspector
Jonathan Smart	Additional Inspector

Full report

Information about this school

- Whoberley Hall Primary School is smaller than the average-sized primary school.
- An above-average proportion of the pupils are eligible for the pupil premium, which provides additional funding to the school. This funding is based on the number of pupils at the school in local authority care, from forces families or who are known to be eligible for free school meals.
- The percentage of disabled pupils and those who have special educational needs supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is well above average.
- Above-average proportions of pupils come from minority ethnic heritages and speak English as an additional language.
- The school meets the current government floor standards, which set the minimum expectations for pupils' attainment and progress.
- The 'Wise Wizard' before- and after-school clubs, managed by the governing body, provide term-time childcare from 7.30 am to 8.45 am and 3.30 pm to 5.45 pm respectively.
- There have been significant changes in teaching staff in the last two years. Five teachers are at the start of their teaching career.

What does the school need to do to improve further?

- By July 2013, increase the proportion of good or better teaching, ensuring that all staff are:
 - providing pupils with clear and precise feedback when marking their work about what they have done well and what they need to do to improve it
 - setting more demanding work in all lessons for those pupils that are more able
 - increasing the pace of learning and the range of opportunities for pupils to think for themselves
 - ensuring pupils record their independent work more often and preserve it for analysis by their teacher.
- Raise attainment and accelerate pupils' progress in reading, mathematics and, in particular, writing, so that it is consistently strong in Years 1 to 6 by:
 - regularly and systematically using the new systems to teach early reading skills
 - making more use of the successful approach to using speaking and listening skills as a way of organising their ideas before writing
 - ensuring boys are provided with more activities that engage their interest and help them to learn.
- Improve leadership by ensuring that all leaders, including members of the governing body, use more rigorous systems to check the effectiveness of their actions, so that they are better placed to make well-informed decisions to improve teaching and raise pupils' achievement.

Inspection judgements

The achievement of pupils

requires improvement

- Not all pupils make the progress of which they are capable. Good or better teaching is leading to rapid and sustained progress for pupils in Years 5 and 6, but the progress made by other year groups and by disabled pupils and those who have special educational needs, is not consistently strong.
- Children in the Early Years Foundation Stage make good progress from below-average starting points. They make particularly good gains in their personal development and in communication and language skills. Adults interact with children while they play and this allows them to develop speaking and listening skills well. For example, they help children to learn new words such as 'faster' and 'slower' as they play with toy vehicles on a ramp.
- Standards in reading, writing and in mathematics at the end of Years 2 and 6 are average. Although pupils in Year 6 who took their national tests in English and mathematics in 2012 made outstanding progress, in other year groups pupils' progress is not as good. Pupils who speak English as an additional language make consistently good progress and reach above-average levels by the end of Year 6.
- Teachers have improved the way pupils learn to read. Teaching sessions are now short, fast-paced and sharply focused on the links between letters and the sounds they make. As a result, pupils are more accurately and confidently using 'sounding-out' strategies to read and spell unfamiliar words.
- Teaching assistants are used well to provide extra help and support to disabled pupils and those who have special educational needs so that they get more individual attention. Similarly, pupils who speak English as an additional language develop communication skills well because of the extra help they receive. This is because the work they do tackles specific gaps in their knowledge and skills. Good quality resources encourage these pupils and help to maintain their interest.
- Additional funding received by the school has been used successfully to provide one-to-one tuition, reading resources and extra help in lessons for those who are supported by the pupil premium. Consequently, they make good progress. By the time pupils leave the school in Year 6, their attainment in English and mathematics is closing rapidly on that of similar pupils nationally,

The quality of teaching

requires improvement

- Teaching does not consistently ensure good achievement for all pupils, particularly boys, in every year group. The quality of teaching varies too much between classes. There is some outstanding teaching, particularly in Years 5 and 6, where pupils, including disabled pupils and those who have special educational needs, make rapid progress. Progress for similar pupils in other year groups is not consistently strong.
- In some lessons, teachers' expectations of what pupils can do are not high enough. The pace of learning is slow and this limits the amount of time pupils have to work by themselves. In the main, teachers and other adults ask pupils searching questions to find out what they already know and understand. They use this and other assessment information to make sure they set tasks for pupils which closely match their ability. In other lessons, the work that teachers plan for more-able pupils is too easy and limits the progress they can make.

- The best learning happens when teachers have high expectations of learning and of behaviour. They carefully structure activities, build on pupils' prior learning and provide them with the specific skills they need to complete a task. In Year 6, for example, all pupils made excellent gains in their knowledge and understanding of how to ask and respond to suitable questions as they conducted an interview, or were interviewed, for their chosen career.
- In all lessons, adults praise pupils for their efforts. Teachers promote shared working which is successful in allowing pupils to rehearse their ideas with a partner and this helps to clarify their thinking. Such partner work is particularly helpful in enabling pupils to practise their speaking and listening skills so that they can write with greater confidence.
- The work in pupils' books in most year groups is minimal. In lessons, pupils work on whiteboards and immediately erase it. Consequently, teachers are unable to analyse pupils' work to plan activities that correct their errors and misunderstandings. Teachers' marking of pupils' work varies in different classes. The best practice provides pupils with precise written feedback about what they have done well and what they need to do to improve. However, this is not always the case and some teachers miss opportunities to suggest to all pupils their next steps in learning.

The behaviour and safety of pupils are good

- Pupils' show positive attitudes to learning. Predominantly, they are keen to learn and behave well. Occasionally, when the pace of learning slows, a few pupils, especially boys, become restless when listening to teachers' explanations. Typically, pupils are well mannered and courteous around the school. In a whole-school assembly, for example, all pupils listened respectfully and with interest to a visitor explaining what happens to their gifts at harvest time.
- Pupils say they feel safe in school and parents and carers agree. They know how to seek help if they are worried and are confident adults with deal swiftly with their concerns. Pupils from different backgrounds get on very well together. They have a good understanding of different types of bullying, for example name-calling, and are insistent that these incidents are uncommon. Their awareness of how to keep themselves safe on the internet is particularly well-developed.
- Adults manage pupils' behaviour consistently well. Pupils are clear about the school's rewards and sanctions. They told inspectors that behaviour has much improved and is almost always good. In the Early Years Foundation Stage, adults teach children routines to keep themselves safe. They encourage children to make choices for themselves about the appropriate clothing and footwear for outdoor learning.
- Almost all parents and carers who completed the online questionnaire and those who spoke to inspectors say that their children are happy to come to school and are well cared for. As a result of strengthening partnerships with parents and carers, including the establishment of a breakfast club, punctuality has improved. Attendance rates have increased to the national average.

The leadership and management requires improvement

- Leaders have not secured enough good or better teaching to ensure that all pupils make the progress of which they are capable. Although leaders are taking the right actions to improve teaching, it is too early to assess the impact of these measures fully on pupils' achievement.

- The headteacher has secured a cohesive team, clearly focused on school improvement. Staff morale is high. Senior leaders have set about being more systematic in checking whether or not their actions to improve the school's work have been successful. Nevertheless, these checks are not fully integrated into the school's work and opportunities for planning ahead for what the school can offer to pupils are limited.
 - Newly qualified teachers are supported well by more experienced colleagues. Similarly, senior leaders meet regularly with other new teachers to set targets to improve their teaching. As a result, their skills are developing rapidly. More experienced teachers were awarded pay increases based on the successful achievement of their goals. New systems for providing appropriate training are in place and are closely related to the needs of staff and the school.
 - The school's leaders pay due care and attention to ensuring equality of opportunity and tackle discrimination robustly. Senior leaders meet regularly to discuss pupils' progress and ensure that they get the help they need. For example, boys generally reach lower standards than girls. Staff have planned an increasing number of activities which interest them, especially the use of outdoor areas. Attainment gaps are closing because boys are now making progress at a faster rate.
 - Visits and visitors enrich the way subjects are taught and help to develop pupils' spiritual, moral, social and cultural development. A visit by pupils in Years 4, 5 and 6 to a career information event, entitled 'The Skills Show' raised their future aspirations. Older pupils organised cake and face-painting stalls to raise funds for 'Children In Need'. Such activities help pupils to develop important life skills.
 - The local authority has provided effective support to improve teaching and to develop the school's leadership skills, including those of the governing body.
 - **The governance of the school:**
 - The governing body has been reorganised to make better use of the skills and expertise of its members. They have made the most of training opportunities and are now better placed to hold the school to account for its performance. Governors are clear about the school's strengths and which aspects it needs to improve. They are fully involved in making decisions about school organisation so that the most effective teachers can share their good practice. The governing body has managed the finances effectively, including the spending of the pupil premium. They are aware that it is making a positive difference to pupils whose circumstances have made them vulnerable. Governors carry out joint monitoring activities with senior leaders and ensure that the management of staff performance improves teaching and pupils' achievement. They make sure that there are suitable financial incentives for those with additional responsibilities. They regularly seek the views of pupils, staff, parents and carers and ensure that safeguarding arrangements are robust in meeting statutory requirements. Governors are working on strengthening links with subject leaders so that they can make more informed decisions about what happens in school.
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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

Unique reference number	103674
Local authority	Coventry
Inspection number	404887

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	172
Appropriate authority	The governing body
Chair	Christine Morris
Headteacher	Laura Crane
Date of previous school inspection	15 February 2011
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