

Wellesbourne CofE Primary School

Mountford Close, Wellesbourne, Warwick, CV35 9QG

Inspection dates 12–13 March 2013

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

Summary of key findings for parents and pupils

This is a good school.

- Children in Nursery and Reception classes have a successful start to school and make good progress.
- This good progress continues through the school and attainment is above average overall by the end of Year 6.
- Pupils make outstanding progress in mathematics and attainment is well above average by Year 6.
- Teaching has improved and is now good. Some of the teaching is outstanding.
- Teachers expect pupils to do their best.
- In most lessons, teachers set demanding tasks which promote good learning for all groups of pupils.
- Pupils are enthusiastic learners. They behave well in lessons and around the school.
- Where teaching is outstanding, pupils show exemplary attitudes to learning and first-rate behaviour.
- Pupils feel very safe and well cared for by staff.
- Attendance is above average.
- The headteacher provides strong leadership. Other key leaders play a valuable role in checking performance and making improvements.
- Leaders and managers have raised pupils' achievement and improved teaching since the last inspection.

It is not yet an outstanding school because

- Some teaching requires improvement. In just a few lessons, tasks set are not sufficiently demanding and learning does not always move along quickly enough.
- Although above average, standards in English by the end of Year 6 trail behind those in mathematics. Pupils do not always have enough opportunities to apply their literacy skills in a range of subjects.

Information about this inspection

- The inspectors observed teaching and learning in 25 lessons, and carried out some joint observations with the headteacher.
- They held discussions with the headteacher, staff, pupils, parents, members of the governing body and a representative from the local authority.
- The inspectors took account of responses to the on-line questionnaire (Parent View) from 74 parents.
- Responses to an inspection questionnaire from 42 staff were analysed.
- Inspectors examined school policies, information about pupils' attainment and progress, teachers' plans, pupils' work and the school's planning for improvement.

Inspection team

Derek Watts, Lead inspector

Additional Inspector

Jan Connor

Additional Inspector

Michael Lafford

Additional Inspector

Full report

Information about this school

- This is larger than the average-sized primary school.
- Almost all of the pupils are White British.
- The proportion of disabled pupils and those who have special educational needs supported through school action is below average. The proportion supported through school action plus or with a statement of special educational needs is also below average.
- A below-average proportion of pupils are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those known to be eligible for free school meals or those with a parent in the armed services.
- The school educates all pupils onsite. There is no alternative educational provision off the school site.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school's provision for physical education was inspected by Ofsted in June 2011.

What does the school need to do to improve further?

- Raise standards in English by the end of Year 6 to the well-above-average levels found in mathematics by:
 - sharing the school's very best practice in the teaching of reading and writing
 - extending opportunities for pupils to apply and develop literacy skills in a range of subjects and topics.
- Increase the proportion of outstanding teaching and ensure that all teaching is never less than good by making sure that:
 - teachers always set tasks at the right level for pupils' abilities
 - learning always moves on at a quick pace and that pupils are actively engaged.

Inspection judgements

The achievement of pupils is good

- Since the last inspection, the quality of teaching and use of assessment have improved. As a result, pupils' achievement has been raised from satisfactory to good.
- Children enter the Nursery with knowledge and skills typical for their age. Children in Nursery and Reception make good progress in the areas of learning because of effective teaching and the interesting range of indoor and outdoor activities.
- Pupils continue to make good progress in Key Stages 1 and 2 and, by the end of Year 6, standards are above average in reading and writing. Pupils' progress in mathematics is outstanding and standards in this subject are well above average when pupils leave.
- Disabled pupils and those who have special educational needs make good progress because of the good teaching and the directed guidance and support that they receive.
- Good use is made of funding to teach and support the pupils who are known to be eligible for the pupil premium. In 2012, pupils benefiting from pupil premium funding were just a few months behind the other pupils in reading and eight months behind in mathematics. In writing, they were 16 months behind other pupils in the school. The school's records show pupils supported through the pupil premium are making good progress.
- The more- and most-able pupils are usually challenged and extended in lessons. A well-above-average proportion of pupils reach Level 5 and Level 6 in mathematics, which is above the expected level for their age.
- By Year 6, most pupils are articulate and confident speakers. The numerous opportunities provided for discussion enables pupils to make good progress in speaking and listening.
- Pupils achieve well in reading. They benefit from the well-organised and effective programme for teaching letters and the sounds they make (phonics). Pupils enjoy reading at school and at home. Opportunities are sometimes missed for pupils to apply and extend their reading skills in a range of subjects.
- Positive steps are being taken to raise pupils' achievement in writing, particularly for the boys whose performance has lagged behind that of the girls in the past. Teachers plan topics which inspire and motivate boys. For example, pupils in Year 1 made exceptional progress in planning and writing a fantasy story about dinosaurs. They used interesting openers to begin their story and powerful adjectives to describe the characters and setting. There are good examples of pupils applying their writing skills in subjects other than English but this good practice is not consistent across the school.
- Pupils' achievement in mathematics is a real strength. Pupils apply a range of numeracy skills extremely well to solve practical problems. They possess a wide mathematical vocabulary and use this very well in explaining their learning and methods. In Year 4, pupils made exceptional progress in finding the perimeter of different shapes. Their measurement and explanations were extremely accurate.

The quality of teaching is good

- Improvements to teaching since the last inspection have led to better progress for pupils and higher levels of attainment by the end of Year 6. The pupils commented, 'Teachers make learning exciting,' and 'We learn lots of different things.'
- Expectations of what pupils can achieve, the levels of challenge and the marking of pupils' work have all improved. There are examples of outstanding practice, particularly in Years 1, 2, 4 and 6. There is now only a small proportion of teaching that requires improvement.
- Teachers share the purpose of the lesson with the class so pupils know and understand what they are expected to learn. They also set specific indicators or success criteria to guide pupils' learning.
- In nearly all lessons, teachers make good use of the information about pupils' prior attainment to plan their teaching and to match activities to pupils' different abilities and needs. As a result, pupils find their learning challenging and they make good gains in acquiring knowledge and deepening their understanding. Just occasionally, tasks are too easy or too difficult for pupils and so they do not make the gains they should.
- Essential reading skills are taught well through a well-structured programme. In a highly successful reading lesson in Year 6, a group benefited from the teacher's skilful and challenging questioning about the book. Other groups worked very well on demanding reading and spelling tasks.
- In Nursery and Reception classes, children are provided with an interesting range of activities. There is a good blend of adult-led activities and those chosen by the children. Children make good gains in their learning because of good teaching and support.
- Where teaching is outstanding, pupils are inspired and motivated by the teacher's enthusiasm, sense of humour and strong subject expertise. High-quality explanations and skilful questioning successfully move pupils' learning on. Pupils respond extremely well to the teacher's high expectations and rise to the challenge of the tasks set. No learning time is lost and pupils are fully engaged, highly productive and make rapid gains in their learning.
- In just a few lessons, pupils' learning does not proceed at a quick enough pace. This can happen when teachers' introductions are too long and pupils are not actively engaged in their learning.
- Teachers promote pupils' spiritual, moral, social and cultural development well. They create a positive classroom climate in which pupils can learn. Strong relationships are established and there is a clear emphasis on fostering positive attitudes to learning. Pupils work well independently and collaboratively with others as required.
- Teaching assistants are well deployed and make a valuable contribution to pupils' learning, particularly for those who need additional help with literacy.
- The marking of pupils' work is detailed and helpful. Teachers provide encouragement and praise for good work. Constructive comments help pupils to improve.

The behaviour and safety of pupils are good

- Children in the Nursery and Reception classes settle quickly into the school because of the warm and positive atmosphere created by adults. They enjoy the wide range of activities provided and they learn and play well with the other children.
- Pupils feel very safe at school and well looked after by the staff. They know that there are always trusted adults available if they are worried or upset.
- Pupils are cooperative, considerate and respectful. They show positive attitudes to learning. Behaviour is good in lessons and around the school. Records of incidents show that behaviour has been good over time. Where teaching is outstanding, pupils demonstrate excellent attitudes to learning. They are highly motivated, inquisitive and fully focused on their learning. Behaviour and relationships in these lessons are exemplary.
- Pupils have good understanding of bullying and the different forms it can take, including persistent name-calling, physical bullying and cyber-bullying. They know what to do should bullying occur. Pupils reported to the inspectors, 'There is just a bit of bullying in the school.' Pupils were very confident that should bullying occur, it would be dealt with very quickly and effectively. There are effective procedures for dealing with misbehaviour including bullying.
- Pupils enjoy coming to school and arrive on time. Attendance levels are above average.

The leadership and management are good

- Since the last inspection, the headteacher and staff have been firmly focused on raising pupils' achievement and improving teaching. Considerable improvements have been made in these areas and the school has demonstrated a good capacity to improve.
- Through systematic checking of the school's work, senior leaders and governors have an accurate overview of how well the school is doing and what is needed for further improvement. Planning and action to bring about improvement have been successful.
- All key leaders are involved in checking and improving their areas of responsibility. An experienced and established mathematics leader has been a key factor in the school's particular success in mathematics.
- The local authority has provided appropriate advice and support in helping the school to move forward. This support has been gradually reduced as the school's performance has improved from satisfactory to good. Productive partnerships have been formed with other local schools where experience and expertise among the schools are shared.
- The headteacher and senior staff have placed good emphasis on developing teaching and learning. This process is helped by the fact that key leaders are highly effective practitioners in the classroom. Leaders observe teaching and learning and provide helpful feedback and guidance to teachers. Newly qualified teachers receive very effective coaching and support from experienced staff.
- Procedures for appraising and developing staff have been implemented successfully. Targets set to help staff improve their practice are linked effectively to pupils' progress and to the school's main improvement priorities. Good-quality training in areas such as the teaching of reading and

writing has contributed to improving teaching and raising achievement.

- Decisions relating to staff promotion and salary increases are closely linked to a teacher's responsibilities, the quality of their teaching and the progress that their pupils make.
- The school provides an interesting range of subjects and topics which promote good achievement and enjoyment for pupils. Provision for mathematics is a key strength and the school is taking positive action to raise achievement further in English. There are good opportunities for physical education and sport and this was confirmed by a subject survey by Ofsted. Pupils spoke with enthusiasm about the range of additional clubs and the educational visits on offer.
- All pupils have access to all the activities provided and the staff ensure that different groups of pupils learn and develop as well as they can. Discrimination in any form is not tolerated.
- The pupil premium funding has been used effectively to accelerate the progress of pupils for whom the school receives the funding. Pupils particularly benefit from one-to-one tuition.
- **The governance of the school:**
 - Governance is effective and supportive. The governors have a good understanding of the school's performance and how it has improved. Governors have a clear overview of pupils' attainment and progress and how these compare to schools nationally. The headteacher keeps governors informed about the quality of teaching. They are up to date performance management requirements to help improve the quality of teaching. Governors provide constructive challenge in order to hold the school to account. They check how the pupil premium funding is spent and the impact the actions have on pupils' progress. The governors ensure that all safeguarding procedures meet requirements.

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	125651
Local authority	Warwickshire
Inspection number	402345

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

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	309
Appropriate authority	The governing body
Chair	Larry Granelly
Headteacher	Lindsey Oscroft
Date of previous school inspection	17 November 2009
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