

Wilnecote Junior School

Smithy Lane, Wilnecote, Tamworth, B77 5LA

Inspection dates 24–25 April 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.

- Pupils achieve well because teaching is typically good and some is outstanding.
- Pupils make good progress across the school from very low starting points.
- Although Year 6 test results fell last year, the school responded well and the current standards of pupils in Year 6 have risen to be in line with those expected nationally for their age.
- All staff work together well to give good support to pupils, both personally and in their learning.
- Pupils who find learning difficult are given good individual help and guidance so they make good progress.
- Pupils are polite and behaviour in lessons and around school is good.
- Pupils enjoy coming to school. They feel safe and are very enthusiastic about their lessons.
- The school's leaders have successfully improved teaching and learning, particularly in reading.
- The headteacher and senior leadership team, drawn from both the junior and infant schools, work together well. With all the staff, they form a strong team with the drive and skills to make the school even better.
- Governance is good because the governing body has a good grasp of the school's strengths and weaknesses and holds it accountable for pupils' achievement.

It is not yet an outstanding school because

- Not enough teaching is outstanding to ensure that pupils make consistently fast progress.
- Although pupils who are supported by extra 'pupil premium' funding make good progress, they do not all reach the same standards as other pupils, especially in writing.
- Pupils' progress in writing is not consistently good because they are not always given enough opportunities to practise their writing in different lessons and writing activities do not always interest boys.
- Pupils are not always given opportunities to respond to teachers' marking to improve their work.

Information about this inspection

- This inspection was carried out with one day’s notice.
- Inspectors observed teaching and learning in all classes. They visited 19 lessons, one of which was observed jointly with the headteacher. Playtimes, lunchtimes and an assembly were also observed.
- Discussions were held with the headteacher, other staff, pupils, members of the governing body and a representative of the local authority.
- Inspectors took account of 16 responses to the online questionnaire (Parent View) and also sought the views of parents through informal discussions at the start of the school day.
- Inspectors heard pupils read and looked at a wide range of documents, including: the school’s improvement plan and self-evaluation; information on pupils’ progress and attainment; school policies; records relating to safeguarding, attendance and behaviour; teachers’ planning of learning; and work in pupils’ books.

Inspection team

Helen Morrison, Lead inspector

Additional Inspector

Jane Moore

Additional Inspector

Full report

Information about this school

- Wilnecote is an average-sized junior school.
- The headteacher is also the executive headteacher of the local infants' school, which almost all Wilnecote pupils attend before moving to the junior school. The governing body is currently consulting on proposals to strengthen the links between the two schools in a federation.
- Wilnecote works in partnership with five local schools, including the infants' school and the local high school.
- The proportion of disabled pupils and those who have special educational needs supported at school action is well above average. The proportion at school action plus or who have a statement of special educational needs is average. The majority of these pupils have speech, language and communication needs or moderate learning difficulties.
- The proportion of pupils supported by the pupil premium (additional government funding which in this school applies to pupils known to be eligible for free school meals or in local authority care) is average.
- The school meets the government's current floor standards – the minimum standards set for pupils' attainment and progress.
- The school provides two 'nurture groups'. One operates in the afternoons for a small number of pupils who find learning in a larger group difficult, and the other runs at lunchtimes for pupils who need extra help when taking part in social activities.
- The school operates a breakfast club managed by the governing body.
- Independently managed after-school care for pupils operates each day. This is subject to a separate inspection and report.

What does the school need to do to improve further?

- Make more teaching outstanding, and speed up even more the progress pupils make, by:
 - sharing outstanding ways of teaching so all teachers have consistently high expectations of what pupils can achieve and the speed at which they can progress
 - making sure pupils are given enough time to act on the good advice they are given by teachers so they can improve their work.
- Raise attainment and improve progress in writing by:
 - providing pupils with more opportunities to practise their writing skills in other subjects
 - continuing to give extra help to pupils eligible for pupil premium funding so that they catch up with their classmates
 - making sure that writing activities are well matched to boys' interests.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement has improved since the last inspection as a result of leaders' strong and successful focus on improving teaching.
- Although in 2012 standards at the end of Year 6 dipped and were below average, work seen during the inspection shows that standards have returned to the levels achieved in 2011. Pupils make good progress from very low starting points to reach average standards by the end of Year 6, as a result of highly skilled teaching.
- Standards in reading are now average and pupils read with enjoyment and expression. A regular programme for the teaching of reading ensures pupils gain essential skills quickly, and around half of the pupils are making better than expected progress. Pupils talk confidently about authors whose work they enjoy.
- Work in pupils' books shows that progress in mathematics is also good because lessons are carefully planned to deepen pupils' understanding. For example, in an outstanding Year 5 lesson, well-structured teaching and skilful questioning helped pupils to apply their knowledge of times tables so they could confidently identify common multiples.
- Although attainment in writing has risen since the last inspection, standards do not match those achieved in reading. Pupils are not given enough opportunities to use the writing skills learnt in literacy in other lessons, and in some classes the subjects pupils are asked to write about do not engage the boys' interest.
- Senior leaders monitor pupils' progress carefully. They compare the progress made by different groups of pupils, and quickly arrange extra help for those who start to lag behind so that every pupil has a chance to achieve the best they can.
- The school is using the additional pupil premium money to boost pupils' achievement by employing additional staff for small groups and classes and one-to-one teaching. Although test results in 2012 showed that pupils supported by this additional funding were a year behind other pupils, work seen during the inspection shows they are now making faster progress and are catching up with other pupils in reading and mathematics. However, in writing they are not yet making fast enough progress to close the gap and their standards are still two terms behind those of other pupils.
- Extra help for disabled pupils and those who have special educational needs is very well directed. Results and observations of learning during the inspection show these pupils make good progress because of well-chosen support from teachers and their skilled and experienced teaching assistants. For example, pupils receive individual and small-group tuition to make sure work is matched well to their understanding and skills.

The quality of teaching is good

- Since the last inspection teaching has improved. It is now consistently at least good, and some is outstanding. Lessons are carefully planned and are usually pitched at the right level for the range of pupils' abilities. Consequently, all pupils make good gains in their knowledge and understanding.

- Most parents rightly think their children are taught well, and pupils agree that teachers make learning interesting and fun. For example, in a Year 4 mathematics lesson, pupils worked at a fast pace and enjoyed the challenge of using their good knowledge of times tables to double and halve numbers.
- Teachers' classroom management and relationships with their pupils are excellent. Teachers are skilled, enthusiastic and encouraging, so pupils are confident to contribute their ideas. Lessons are carefully planned to answer 'the big question' and pupils are encouraged to persevere with tasks, help one another, and listen to different viewpoints. This approach contributes effectively to pupils' spiritual, moral, social and cultural development.
- Teaching assistants are skilled and work in close partnership with class teachers. Work is carefully matched to the individual learning needs of disabled pupils and those who have special educational needs. These arrangements are successful because staff commitment and care are well directed to help these pupils make good progress.
- Pupils are given opportunities to read every day and this regular practice, together with effective teaching strategies which promote pupils' interest in reading, ensures pupils make good progress. However, in some classes pupils are not given enough opportunities to practise their writing skills across different subjects.
- The pupil premium funding is used well to give additional teaching to particular pupils, either individually or in small groups. Teaching is based on detailed analysis of the learning difficulties these pupils face, and this ensures they are well supported. As a result, they make good progress in reading and mathematics although they are only just beginning to catch up with other pupils in writing.
- Pupils' work is regularly marked. Although teachers often identify the next steps pupils should take in their learning, they are not always given enough time to act on the advice given or to try out the additional questions teachers pose. As a result, pupils do not always make as much progress as they could in improving their work.

The behaviour and safety of pupils are good

- Pupils are polite, treat each other with respect and behave well in lessons and around school. Clear guidelines and effective use of rewards ensure that pupils always know what is acceptable.
 - Pupils with behavioural, emotional and social difficulties, including those supported in the nurture groups, are helped very effectively to manage their feelings and control their behaviour. School records show good improvements in behaviour over time for individual pupils.
 - The school shows strong concern for pupils' welfare. Close and productive links with external professionals such as therapists, together with staff who know their pupils well, help to give sensitive support to pupils and families whose circumstances make them vulnerable and who otherwise might not do well.
 - Pupils have a good understanding of different types of bullying, such as persistent name-calling relating to gender, race, disability or special educational needs, and cyber-bullying. They say bullying is rare and any instances are dealt with well, so they feel safe in school. They are also aware of how to look after themselves out of school, particularly with regard to road safety and when using the internet.
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- The school ensures all pupils are included in its activities, and has suitable policies and procedures for tackling discrimination should it arise. The school's records of the few instances of racist name-calling show it takes firm action to deal with it.
- Pupils enjoy taking responsibility. For example, older pupils look after younger ones on the play equipment, and pupils are proud of how they care for the hens that are owned by the school.
- Attendance has improved and is now average; almost all pupils arrive punctually. Pupils who attend the breakfast club enjoy stimulating, interesting and constructive activities.

The leadership and management are good

- The headteacher and senior leaders have a good understanding of the needs of the local community. Together they have prioritised the importance of good teaching across the junior and infant schools, and as a result teaching has improved and is now consistently good with examples of outstanding practice.
- All staff share a determination to move the school forward, and this demonstrates the school's strong capacity for more improvement. Subject leaders actively seek greater responsibilities, and coaching arranged jointly with the schools in the trust has improved their skills and enabled them to take on additional duties.
- The school has an accurate awareness of its own strengths and weaknesses. This is used as the basis for the school development plan, which sets out the right priorities and targets for improvement.
- Senior staff check the quality of teaching thoroughly and follow up any weaknesses. Teachers' individual targets, set to improve their practice, are linked carefully to evidence of the progress pupils make, and this in turn affects decisions made about increases in teachers' salaries.
- Training is linked well to the school's priorities. The local authority gives good support, for example by providing staff training in the teaching of reading. However, the outstanding teaching found in the school is not always shared with other teachers as well as it could be. Consequently, the good teaching in writing seen in many lessons has not been used enough to make the teaching of this subject consistently good in every class.
- The subjects pupils learn are organised around termly, global themes which give the pupils exciting learning experiences and promote their spiritual, moral, social and cultural development well. Good role models, and high expectations based on UNICEF rights respecting principles, provide pupils with a clear moral and social framework.
- **The governance of the school:**
 - Governors use their knowledge and experience to hold senior leaders to account for the quality of teaching and pupils' progress. They analyse information and data about the school's performance so that they are well informed about pupils' standards and progress. They are careful to ensure that promotion up the salary scale is justified by staff performance and results. They manage and understand safeguarding procedures very well. They undertake training to enhance their skills and, as a result, are well informed about current developments in education. Governors check regularly and ask searching questions to ensure that the use of

the pupil premium funding is justified by the results arising from the work of the additional staff employed with this money, and that eligible pupils are making the progress intended.

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	124157
Local authority	Staffordshire
Inspection number	406215

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	239
Appropriate authority	The governing body
Chair	Terry Pomroy
Headteacher	Jonathan Keay
Date of previous school inspection	28 June 2011
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