

Wolverley Sebright Primary School

Franche Road, Wolverley, Kidderminster, DY11 5TP

Inspection dates 19–20 September 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.

- The hard work and strong leadership of the headteacher, well supported by a much improved governing body and an effective staff team, have led to significant improvements in the quality of teaching and pupils' achievement since the last inspection.
- Standards by Year 6 are in line with those usually found nationally in English and mathematics.
- Teaching and learning are good across the school. Thanks to leaders' thorough checks on teaching, followed up with effective training, teachers demonstrate good subject knowledge and promote learning well.
- Pupils' good behaviour makes a strong contribution to the successful learning in all lessons. Pupils say they feel 'very safe' in school. They are aware of the different forms of bullying, including cyber-bullying, how to avoid it and what to do should it occur.
- The high quality of care, coupled with good teaching and effective planning, ensures that children achieve well in the Early Years Foundation Stage Reception class. Children respond well to the stimulating activities provided, including regular 'Forest School' visits, and are inquisitive about the world around them.
- Pupils enjoy a good variety of exciting additional activities throughout the school year, usually linked to their current topic focus. These include visits, visitors to the school and residential stays from Year 4 upwards.
- Pupils enjoy coming to school and this is reflected in their above-average rates of attendance and punctuality.
- The school accurately evaluates how well it is doing and what needs to be done next in order to improve further.

It is not yet an outstanding school because

- Occasionally, teachers do not provide sufficiently challenging work for the range of abilities in the mixed-age classes.
- Standards in mathematics, while improving, are not yet as high as in reading and writing.

Information about this inspection

- The inspector observed nine lessons, of which four were observed jointly with the headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- The inspection took into account the 24 responses to the online questionnaire for parents and carers (Parent View).
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is smaller than most other primary schools. Most pupils are taught in mixed-age classes.
- The proportion of pupils for whom the school receives the pupil premium, government funding for pupils known to be eligible for free school meals, is below the national average.
- The proportion of pupils from minority ethnic groups is well below average.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below average, although the proportion supported at school action plus or with a statement of special educational needs is broadly in line with the national average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Further raise the overall quality and consistency of teaching by ensuring that teachers provide appropriate work for the wide range of ability within each class and ensure suitably challenging work is set for pupils of higher ability.
- Improve achievement in mathematics by ensuring that pupils are provided with more opportunities to practise their numeracy and calculation skills in other subjects.

Inspection judgements

The achievement of pupils is good

- Good teaching leads to good progress throughout the school for pupils from all backgrounds and abilities. This good progress was reflected in the good quality of learning in lessons observed during the inspection and confirmed by the work in pupils' books.
- Children's experiences and skills on entry to the Early Years Foundation Stage vary from year to year but are generally below those typically found for this age group. Children get off to a good start in the Reception class and make good progress during their first year in school.
- In the Foundation Stage and Key Stage 1, pupils quickly learn the sounds letters make to support their writing. Pupils in Key Stage 2 continue to build on these good achievements and, by the time they leave the school at the end of Year 6, attainment in writing is in line with the national average.
- Pupils make particularly good progress in developing their reading skills. This starts by teaching younger pupils to read by linking letters to the sounds that they make (phonics). The teaching of reading, through daily phonics lessons and regular guided reading activities, continues through all age groups. As a result, pupils throughout the school read confidently and well, and older pupils read fluently and with a good understanding of their texts.
- Current standards in mathematics are broadly in line with national expectations. Attainment in mathematics has been lagging behind that in English, particularly at the higher levels, but is improving rapidly due to the school's focus on improving the curriculum and the quality of teaching of mathematics. Despite this progress, however, pupils are not provided with enough opportunities to practise their calculation skills across the curriculum.
- The small number of pupils eligible for the pupil premium make at least as good progress as their peers. Their needs are fully identified and the school uses the funding very well to provide carefully matched additional support, for example, through frequent small-group or one-to-one work. It also allocates extra resources to ensure that they can join in extra activities made available to all other pupils. The small numbers in each year group mean that it is not possible to make meaningful comments about gaps in performance.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.

The quality of teaching is good

- Good teaching enables pupils of all backgrounds and abilities to learn successfully. Lessons are well planned and have clear learning goals that are shared with the pupils. Marking is regular and typically gives pupils good guidance about how to improve. Good use is made of resources, including technology, to motivate pupils and enhance their learning.
- Skilled teaching of physical education in Years 3 and 4 and by specialist staff motivates pupils very well so that they enjoy and look forward to their lessons and make good progress.

- In one good mathematics lesson for pupils in Years 5 and 6, focusing on using a written method for multiplication, the teacher set a very good pace, which was maintained throughout the lesson. Subject vocabulary and key facts were constantly reinforced and activities were changed frequently to maintain pupils' interest. The teacher used questioning skills very effectively to gauge and guide pupils' learning. Challenging tasks, appropriate to pupils' age and ability, motivated and inspired pupils well so that enjoyment and learning were good throughout.
- Teachers plan lessons and subjects with imaginative activities that excite and interest pupils. Good links are made between different subjects and to previous learning. This helps to promote pupils' confidence and enjoyment in learning as well as their spiritual and cultural development.
- Teachers are very well supported by a strong team of teaching assistants, who provide good support for groups and individuals within classrooms and make a particularly effective contribution to the daily whole-school phonics activities.
- Strategies for managing the behaviour of pupils are very effective with the result that pupils work in a calm and orderly atmosphere. Pupils work hard and remain on task without the need for constant adult intervention.
- Teaching and planning in the Early Years Foundation Stage are good. Good progress has been made in improving all-weather access to the well-resourced and secure outdoor area. Children make good progress in all the areas of learning.
- Teachers have a clear focus on teaching pupils to read. Regular phonics sessions and guided reading activities for all age groups further support the development of pupils' reading skills and a love of books.
- All pupils' progress in reading, writing and mathematics is checked rigorously and tracked as they move through the school. Half-termly meetings between the headteacher and individual class teachers about pupils' progress are held to discuss the information gained. These meetings ensure that teachers have a good understanding of how well pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets. Pupils know their individual targets and, as one pupil noted, 'These ensure that we get pushed.'
- Teaching is not yet outstanding overall. The best learning occurs when activities are planned to meet the wide range of abilities in each mixed-age class. However, occasionally, teachers do not ensure that the work set is appropriately challenging for all groups of pupils, so that, for example, older and more-able pupils have to wait or repeat work while activities are explained to younger, less-able pupils.

The behaviour and safety of pupils are good

- Behaviour, both in lessons and around the school, is typically good and a major factor in the good progress pupils make in lessons. At times, outstanding behaviour was observed, as in a whole-school assembly and a lesson for pupils in Years 5 and 6, although pupils' attention occasionally wanders when the pace of learning slows.
- The school has an effective system of rewards and sanctions, well-understood and supported by pupils, one of whom stated that behaviour had improved massively. The system ensures that any poor behaviour is dealt with effectively and promptly.
- Pupils say learning is enjoyable and they are enthusiastic about their education. They talk

animatedly about how their teachers make learning 'fun' and greatly appreciate the educational visits and broad range of after-school extra-curricular activities. They have a firm understanding of different types of bullying, including that which might be encountered through internet sites.

- Pupils say they enjoy coming to school and this is demonstrated in their consistently high levels of attendance. Pupils in Year 6 said they will be sorry to leave the school in the summer.
- Pupils understand the need for healthy lifestyles and exercise. They have a good understanding of how to keep safe, and say that they are confident that any issues they raise will be dealt with promptly. Through the school council and the Eco Warriors group, pupils demonstrate their pride in the school community and take their responsibilities very seriously.

The leadership and management are good

- The headteacher provides strong and dynamic leadership. Her high expectations, coupled with the very good relationships with parents and carers and the strong and committed staff team, are a significant factor in the good improvement made under her guidance. As a result of these improvements, most aspects of the school are now good and school self-evaluation has correctly identified appropriate areas for further development. Staff are well motivated and demonstrate a shared sense of responsibility and commitment to the school's continued improvement.
- Teaching is well led. As a result of regular monitoring and support, teaching is now good across the school. Leaders are aware of the need for more teaching to be consistently outstanding. Together with careful tracking of pupils' progress, the detailed information about teaching that comes from checks on teachers' work ensures that planning for improvement is founded on good evidence and accurate data.
- Although at the time of inspection, the school had yet to receive its primary sport funding, the school was providing all pupils with weekly physical education lessons led by skilled sports trainers. Systems are fully in place for the evaluation of the provision at a future date.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. The school's promotion of equality of opportunity in all its work is good. Leaders are constantly alert to any variation in achievement and searching for new ways to overcome any weaknesses.
- Fully supported and monitored by the governing body, the school makes full and effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that the small group of eligible pupils make good progress in their time in school.
- The school provides high-quality care for its pupils. The small size of the school ensures that families and pupils are known very well by staff. The school's extremely positive relationships with parents and carers, and the very good links with a range of partners such as the behaviour support team, speech therapy services and family support services, contribute significantly to improvements in pupils' well-being and achievement.
- Staff ensure that pupils benefit from a good balance of interesting and exciting activities. The recent strong focus on supporting literacy and mathematics across the school, tied in with a revised programme of topics with imaginative links developed between different subjects, has had a positive effect on pupils' progress, enthusiasm and ability to learn and work on their own. Pupils enjoy regular Forest School activities and weekly Spanish lessons. However, pupils do not currently have enough opportunities to use in all subjects the skills they learn in mathematics

lessons.

- The school carries out a thorough evaluation of its performance and produces an action plan to show how priorities, which accurately match the school's needs, will be tackled. Effective leadership ensures that actions have a clear impact on progress and teaching and has led to an improved and improving school with good capacity to move forward.
- The local authority has been helpful in supporting the school to improve since the last inspection. It has arranged training for both governors and leaders and assisted the school in checking that they are accurate in their measurement of standards.
- **The governance of the school:**
 - The governing body provides strong support and challenge for leaders and managers in order to ensure that the school continues to improve and move forward. Governors gather, check and discuss a wide range of reports about the school as well as visiting regularly to see for themselves how the school is operating and being led. As a result, they have an accurate view of the strengths and weaknesses in teaching. Governors are rigorous in checking that safeguarding systems are secure and that they meet all current regulatory requirements. The governing body has been effective in overseeing the arrangements for relating teachers' pay to performance. It plays a fully active role in the school's self-evaluation, monitoring and improvement planning processes. It understands the data on how well pupils do, and the comparative performance of the school in relation to schools nationally. It asks probing questions and knows what is happening in the school. It is aware that provision is currently good and is ambitious for the school to become outstanding.

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	135059
Local authority	Worcestershire
Inspection number	427026

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	105
Appropriate authority	The governing body
Chair	Derek Hughes
Headteacher	Shelley Reeves-Walters
Date of previous school inspection	9 February 2012
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