

Wilden All Saints CofE Primary School

Wilden Lane, , Stourport-on-Severn, DY13 9LP

Inspection dates 23–24 January 2014

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

Summary of key findings for parents and pupils

This is an outstanding school.

- Pupils love their school and love learning. They have excellent attitudes to work and at all times strive to do their best.
- Pupils in all year groups make outstanding progress. The standards they attain by the end of Year 6 are above national averages and have been so since the previous inspection.
- Teaching is outstanding. Teachers have very high expectations of what pupils can achieve. They plan exciting work which inspires pupils to learn.
- Pupils use their reading, writing and mathematics skills exceptionally well in all aspects of learning.
- Pupils' attendance is high and their punctuality is good. They arrive at school ready to learn and frequently remain after the school day has ended to engage in additional activities.
- Behaviour in and around the school is exemplary. Pupils feel very safe in school. They represent their school very well by being, at all times, courteous and polite. Visitors to the school are made to feel welcome.
- Pupils are proud of their school. They respect the school community and willingly take on roles and responsibilities.
- Leadership at all levels and governance are highly effective. The headteacher leads by example. She has worked successfully with her leadership team to bring about lasting improvements to pupils' achievement and the quality of teaching.
- Pupils' spiritual, moral, social and cultural development is supported well. Pupils and parents comment favourably on this aspect of education at the school.
- Standards in reading for more-able pupils, although good, are not as consistently strong as they are in mathematics and writing.

Information about this inspection

- Fourteen lessons were observed as part of this inspection. These included an observation of the teaching of phonics (knowledge of letters and the sounds they make) in Year 1. Most lessons seen were jointly observed with the headteacher and deputy headteacher.
- Meetings were held with the headteacher and deputy headteacher, staff with special responsibilities, the special educational needs coordinator and the teacher in charge of the Early Years Foundation Stage.
- Inspectors also met with the Chair of the Governing Body and three other governors, a group of pupils from Key Stages 1 and 2 and a representative from the local authority.
- Examples of pupils' work in their books, their 'learning journals' and on public display were examined.
- Pupils from Year 1 read to one of the inspectors.
- Pupils were spoken to informally during their break times, at lunch and as they moved around the school at various times of the day. Inspectors attended a whole-school assembly.
- Account was taken of the 38 responses to the online questionnaire (Parent View), the 17 responses to the voluntary staff questionnaire and comments shared with inspectors by parents at the start of the school day.
- The range of documentation examined included the school's self-evaluation and improvement plans, policies and procedures relating to safeguarding, school checks on the quality of teaching, minutes from governors' meetings and records of visits made by the local authority.

Inspection team

Judith O'Hare, Lead inspector

Additional Inspector

Wendy Hanrahan

Additional Inspector

Full report

Information about this school

- This school is smaller than the average-sized primary school.
- Most pupils are of White British heritage.
- The proportion of pupils who are eligible for the pupil premium, which provides additional funding for pupils in local authority care, those from service families and those known to be eligible for free school meals, is low.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average, but the proportion supported at school action plus or with a statement of special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- There is a Nursery on site which is the main point of entry to the school. Pupils in the main school are taught in seven single-age classes from Reception through to Year 6.

What does the school need to do to improve further?

- Apply the already successful school strategies used in mathematics and writing to ensure more-able pupils achieve the highest possible standards in reading.

Inspection judgements

The achievement of pupils is outstanding

- Achievement across the school is outstanding. The standards pupils reach from their different starting points are considerably above national averages and are higher than at the time of the previous inspection in reading, writing and mathematics.
- Children start in the Nursery Year with skills which are, generally, those expected for their age. They make rapid progress throughout the Early Years Foundation Stage thanks to outstanding teaching. Interesting and carefully planned activities ensure children's interest remains captivated yet challenge them to succeed. They leave Reception with a good level of development in all areas.
- High-quality teaching throughout both Key Stages 1 and 2 ensures pupils continue to make rapid progress. Over the last three years, the results pupils have attained at the end of Year 2 have been consistently above national averages in reading, writing and mathematics. Results achieved by pupils in Year 1 in each of the last two phonics screening checks have also been significantly higher than national results.
- In Key Stage 2, the school ensures that pupils continue to achieve standards considerably ahead of national results. Year 6 pupils leave the school with results in the national tests which are markedly above average and have done so for a number of years.
- Attainment in mathematics, reading and writing is consistently higher than national results. Pupils make better progress in all subjects than that seen nationally. In 2013, attainment at Level 4 and Level 5 in all three subjects was above average. However, while more-able pupils went on to reach Level 6 in mathematics and writing, they did not match this impressive performance in reading.
- Disabled pupils and those who have special educational needs make outstanding progress and achieve significantly better than similar groups nationally. This is because of the high-quality support they receive both in lessons and in other supportive situations.
- The small numbers of pupils eligible for the pupil premium achieve as well as their classmates. There was barely any difference in Year 6 results in mathematics, reading and writing in 2013. Eligible pupils' achievement is high, with all making outstanding progress from their starting points.

The quality of teaching is outstanding

- As a result of teaching which is consistently outstanding and never less than good, all pupils, including those of high ability, make exceptional progress.
- Pupils always strive to do their best in response to the outstanding teaching they receive. As one pupil said, 'Unless you try hard, you will never do well.' Excellent attitudes to learning are evident in all classes and in all subjects.
- Teachers and teaching assistants are highly skilled and have excellent subject knowledge. The lessons they plan inspire pupils to learn and the topics they cover are extremely engaging. Typical comments from pupils are, 'We're really good at science in this school; it's such a lot of

fun.'

- All groups of pupils achieve highly with the help of the well-skilled staff. Disabled pupils and those who have special educational needs and those for whom the pupil premium provides support benefit from the support and guidance they receive to make excellent progress.
- Pupils are expected to listen attentively in class and concentrate well. In a Year 3 geography lesson, for example, pupils were successful because they used ideas that they had considered in discussion very effectively to help them to write interesting comparisons between life in England and life in a rainforest zone.
- Lessons get off to a brisk start and there are no interruptions to learning. As children in Reception reminded each other, 'We need to be ready to learn' – before moving swiftly and rapidly to the mathematics counting and sorting activity they had been directed to complete.
- Impressive teaching helps pupils to become reflective learners. They think carefully about tasks they have been set and how they will achieve these successfully. They are helped to use support materials effectively as prompts and pay special attention to the correct use of spelling, punctuation and grammar when completing their work. Careful checking before handing their books in for marking ensures accuracy is maintained. Pupils say this is very important. Only in reading are the more-able not challenged to the utmost.
- Teaching in the Nursery and Reception is outstanding. Class learning areas are stimulating environments. The very good balance between indoor and outdoor activities ensures that children learn to use and apply key skills while developing a natural curiosity about the world around them. Parents appreciate the opportunities they have to review their children's progress. 'Learning journals' are very detailed and include accurate and helpful information.
- Pupils appreciate the many opportunities available to extend their learning. Participation rates in out-of-school clubs are high. Activities include extra reading, writing and mathematics clubs as well as sporting and other fun activities. Pupils also enjoy completing home-learning tasks. They say these help them to practise and improve on the work they complete in class.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is outstanding. They wear their uniforms with pride and respect and uphold all school rules. Such positive attitudes and behaviour result in a learning environment where all pupils can achieve their best.
- One major reason why pupils achieve so well is because of their exceptionally positive attitudes to learning. One pupil explained this when he said, 'It's really good here; learning is enjoyable because everyone tries hard so we can do our best.'
- Pupils are, at all times, polite and courteous. They welcome visitors to the school in a friendly manner and talk with confidence about the work they do. Their enjoyment of learning is plain to see and is infectious.
- Lessons proceed in an orderly way because pupils arrive promptly to class. They settle quickly to work without the need for special instructions.
- Pupils take great care with their presentation of work. This can be seen in the high quality of work in their class books and on public display in and around the school. During break time, a

pupil in Year 2 asked an inspector to return to a lesson observed to see what she had achieved. She said, 'I got all my punctuation right; you're going to be very pleased to see this.'

- Pupils have wide and varied opportunities to take on roles and responsibilities. They appreciate this aspect of school life and wear their badges of office with pride. Opportunities include fund-raising activities and local community projects.
- The school's work to keep pupils safe and secure is outstanding. Leaders and managers have policies and procedures to ensure the highest levels of safety for all pupils are maintained. Entry to the school is well managed and safety within is a high priority throughout the school day. Staff are checked rigorously for their suitability. Pupils understand what behaviour is expected of them and feel totally safe in school with no concerns about others' behaviour. Their confidence in the school as a safe place is fully endorsed by parents' responses to the online questionnaire Parent View.
- The school ensures pupils have an excellent understanding of bullying in all its forms. They say this never happens at school. 'If it ever did happen,' Year 6 pupils explained, 'you could share this with any of the teachers and they would sort it out for you at once.'
- Attendance is high. Punctuality is good. There are clear systems known to all with which to follow up any absence from school. There have been no exclusions for a very long time and there are no recorded incidents of any significant behavioural issues such as racism, violence or bullying.

The leadership and management are outstanding

- The headteacher is an inspirational leader. She is supported very well by a really effective leadership team. Their dedication and commitment have ensured all pupils achieve their very best. This is evident in a sustained pattern of year-on-year improvements in pupils' attainment and progress across the school.
- Management of teachers' performance and pay is closely governed by pupils' progress. Leaders make sure that teachers work well together and feel valued. They support all staff who also support each other through shared planning, lesson observations and feedback.
- Careful allocation of management roles and responsibilities across the school has enabled all staff members to have an equal say and influence over change. A consequence of this empowering approach by leaders is a key reason why teaching is consistently outstanding and never less than good.
- Leaders and managers below senior level lead their areas of responsibility effectively. They work closely with senior leaders and are well supported and guided in their leadership and management roles.
- The curriculum has been carefully planned to ensure pupils have frequent and meaningful opportunities to extend their learning and is inspiring pupils to learn. Pupils are very keen to learn because the curriculum content is exciting. There is a clear focus on using and applying essential skills in real-life situations, and a reason why pupils understand how to learn and the importance of learning.
- Provision for pupils' spiritual, moral, social and cultural development enables them to become responsible and exceptionally well behaved. They accept responsibility for each other and their

mature attitudes are reflected in the enthusiasm and determination with which they approach learning.

- Leaders' checks on pupils' progress are frequent and rigorous. Where there is any danger that pupils will fall behind in their learning or when gaps between the progress of different groups appear, support is immediately put into place and then monitored and evaluated carefully to ensure positive outcomes are achieved.
- Leadership and management of the Early Years Foundation Stage are outstanding. Close partnership working with the Nursery team ensures a smooth transition into the Reception class – hence there is no loss in learning time.
- Pupil premium funding is used effectively to support all eligible pupils. Funding has been used to provide additional support time from specialist teachers and teaching assistants, as well as extra learning resources to support home learning. The impact of this spending is evident in eligible pupils' achievement in line with that of other pupils within the school. Eligible pupils are achieving significantly higher than similar pupils nationally.
- Careful plans have been devised and implemented to maximise use of the new funding for primary sport as well as to ensure this is effective. The newly appointed physical education teacher provides coaching for staff and coordinates inter-school tournaments. Evidence of impact on pupils' sports skills and well-being can be seen in the increased range of available activities as well as the high uptake across the school. Pupils are very positive about the work they do with this new teacher. One said, 'We are taught to do sports safely. I'm trying the javelin for the first time. I didn't think I could before but it's easy and fun.'
- **The governance of the school:**
 - Governors are clear in their understanding of how the school performs and how pupils' progress and attainment compare with performance in other schools nationally. They regularly engage in school activities such as active participation in lessons and attendance at parent meetings. Governors undertake regular training through the local authority programme, which has included extensive training in data analysis of school performance. They set challenging targets for the headteacher, and regularly assess those targets set for the performance of all other staff at the school. They know what the quality of teaching is across the school and they are rigorous in ensuring teachers must be effective in enabling pupils to achieve successfully for them to be financially rewarded. Their systems for dealing with school finances are very competently managed. Arrangements for checking on staff who are recruited, appropriate procedures for health and safety and safeguarding all meet requirements. Governors' careful management of funds available has enabled the school to invest in additional resources, such as new computers and enhanced outdoor learning and play areas. The governing body knows how the pupil premium funding has been spent and the difference this has made to pupils' performance. Governors are equally aware of how and why the new additional primary sports funding is being used and its impact on pupils' sporting skills and well-being.

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	135043
Local authority	Worcestershire
Inspection number	431539

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	188
Appropriate authority	The governing body
Chair	Sarah Allin
Headteacher	Joy White
Date of previous school inspection	26 February 2009
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