

Provost Williams CofE Primary School

Sodens Avenue, Ryton-on-Dunsmore, Coventry, CV8 3FF

Inspection dates 5–6 February 2014

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.

- Inspirational leadership by the headteacher is moving the school forward rapidly. Staff have worked successfully to improve the quality of teaching and pupils' achievement.
- All groups of pupils now make good progress. Standards are rising in mathematics, writing and reading.
- The headteacher and senior leaders have created a climate where staff are expected to continually improve teaching. Recent improvements are evident in problem solving in mathematics.
- Teaching is consistently at least good, and some is outstanding. Teachers expect the best from their pupils. They set work at the right level of difficulty for pupils' different abilities, including the most able.
- Teaching assistants help pupils to learn and make good progress, especially pupils who need extra support.
- The school offers an excellent variety of activities to enrich pupils' learning, including many opportunities in music, art and sporting activities.
- Pupils' behaviour is good. They work very well together in lessons, supporting each other, and they talk enthusiastically about their learning.
- Parents and carers say that their children are safe at school, and the pupils say that they feel safe and well cared for.
- Governors know the school well and are fully aware of its strengths and areas for development. They ask challenging questions of senior leaders.

It is not yet an outstanding school because

- Not enough teaching is outstanding.
- Pupils have few opportunities to gain an understanding of the diversity of the United Kingdom.
- A number of pupils fall behind because they miss months of schooling.
- Pupils with long absences are not given work to maintain their learning while they are out of school.
- Some teachers responsible for subjects have not yet made checks on teaching to improve learning.

Information about this inspection

- The inspectors observed 13 lessons, one sports-funded session and a dance session. They also made several shorter visits to lessons. Three of the lessons were seen jointly with the headteacher and the Early Years Foundation Stage leader.
- The inspectors spoke formally with one group of pupils and informally with others during work and play.
- The inspectors visited an assembly, listened to pupils read and discussed the work they have been doing in class.
- The inspectors reviewed pupils' work.
- The inspectors observed the school's work and considered a range of information that included: records of pupils' achievement, governing body meetings, and attendance and behaviour; the school's own evaluation of its work; and information on the setting of targets for teachers.
- Meetings were held with the Vice-Chair of the Governing Body and other governors, staff, and a representative of the local authority.
- The inspectors visited The Ark, which provides the school breakfast club and the wraparound care in the afternoon for Nursery-aged pupils.
- The inspector took account of the 46 responses to the online Parent View questionnaire, and spoke informally with parents.
- An evaluation was made of the views of staff, expressed in 19 questionnaires.

Inspection team

Terrance Mortimer, Lead inspector

Additional Inspector

Enid Korn

Additional Inspector

Full report

Information about this school

- This is smaller than the average-sized primary school.
- The large majority of the pupils are White British. A small minority come from mainly Traveller and Romany/Gypsy backgrounds.
- Very few pupils speak English as an additional language.
- The proportion of pupils supported by the pupil premium, which is extra government funding for particular groups, including pupils known to be eligible for free school meals and looked after children, is around the national average.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average and the proportion supported at school action plus or with a statement of special educational needs is below average.
- The school runs The Ark, which provides wraparound care for children.
- There have been several changes to staffing since the previous inspection, including the appointment of a new headteacher in September 2013.
- 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?

- Increase the amount of outstanding teaching across the school by:
 - ensuring that marking gives pupils clear guidance on what they need to do to improve and reach their targets
 - insisting that the presentation of pupils' work is good in all subjects
 - sharing the very best practice in teaching more widely.
- Improve the effectiveness and impact of leadership and management on achievement by:
 - subject leaders monitoring teaching to improve its impact on pupils' achievement
 - creating more opportunities through the curriculum to prepare pupils for life in modern Britain
 - making arrangements that help Gypsy Romany and Traveller pupils continue with their learning if they are taken out of school on a long absence.
- Raise the attendance of pupils who only come to school for part of the year.

Inspection judgements

The achievement of pupils is good

- Achievement is better than at the time of the previous inspection. The attainment and progress of pupils who attend school all year are above average.
- Decisive actions taken by the headteacher, supported by staff and governors, have improved teaching, sharpened the accuracy of assessment of pupils' achievement and raised the expectations for pupils. As a result, progress is accelerating rapidly.
- Children start in the Nursery with skill that are below typical levels for their age, particularly in their communication and language. Good-quality care and skilful teaching ensure that they gain confidence and make good progress in developing their early reading, writing and mathematical skills.
- Attainment at the end of Key Stage 1 is broadly average, a big improvement since 2012. In 2013, standards at the end of Key Stage 2 were broadly average in mathematics and writing, though below in reading. This was due to the unexpected long-term absence of their class teacher at a crucial time in the year, with a succession of temporary teachers to cover the absence. The school has taken effective action to improve pupils' attainment in reading and writing. Its reliable assessment information shows that in all subjects, most pupils now make good progress.
- Learners get a good foundation in the sounds that letters make (phonics) which prepares them well to read at a good standard as they move through the school. Results in the Year 1 phonics screening check are average. Recent investments in new library books and imaginative strategies to encourage reading, both in school and at home, are raising reading standards further. Current school data show that progress is accelerating in reading.
- Progress in mathematics is accelerating. The strong emphasis placed on mental mathematics, problem solving and the encouragement for pupils, especially in Key Stage 2, to get involved in competitive homework activities accessed online are bearing fruit. Pupils are acquiring a secure understanding of essential mathematical ideas and increasingly gaining the confidence to apply them to solve mathematical problems.
- In writing, standards are improving across the school as progress accelerates. By the end of Key Stage 2, pupils are exceeding nationally expected progress and their attainment is rising. Effective initiatives are successfully improving the skills of pupils. For example, 'Exciting Writing' involves pupils in working with the characters of a story and calling on their developing skills of reason and imagination to continue the story. Pupils write more frequently and in a wider variety of subjects than before. Basic skills of English grammar, punctuation and spelling are improving by Key Stage 2. By the school's own admission, handwriting and presentation are not yet good or consistent enough.
- Disabled pupils and those who have special educational needs make good progress toward their individual targets. This is because of good-quality support and effective teaching in lessons. Teaching assistants are skilled at accelerating pupils' progress through small-group work and one-to-one tuition.
- The overall statistics for the achievement of pupils are reduced by the attainment and progress of those who only attend for part of the year.

- As part of its commitment to equality, the school ensures that extra teaching support is given to the sizeable group of Gypsy/Romany Traveller pupils when they attend the school to help raise their attainment. However, because their families travel, many of these pupils are absent for long periods of the year. This has an adverse effect on their standards and progress. In 2013 their attainment was below average, but when they are attending school for the five or six months of the year, they make good progress in catching up.
- Pupils known to be eligible for the additional pupil premium funding now make good progress alongside their classmates. The starting points of many of these pupils are low. Half of the eligible pupils are those who do not attend for the full year and this affects the attainment of the group. There were too few eligible pupils in Year 6 last year to comment on their attainment without identifying them. Pupil premium funding is used well, with extra staff being employed to support small groups of eligible pupils. This is successfully helping eligible pupils to make good progress in their time at the school.

The quality of teaching

is good

- The quality of teaching and its impact on learning have improved significantly since the previous inspection. Teachers and teaching assistants thrive on the positive guidance and clear expectations set by the headteacher, and give good support to vulnerable groups and individuals during lessons. A parent commented that the teaching team had been 'revitalised' over the last two terms and that school was now fun for their child and their progress was much better.
- Pupils are punctual to lessons and eager to learn. Teachers plan activities that motivate pupils and build well on their enthusiasm. Relationships between teachers and pupils are very positive; all of the pupils spoken to during the inspection commented on how much they liked their teachers and appreciated their work. One said, 'I love this school, it makes me learn a lot.'
- Classrooms are well organised, with displays and resources that support learning well. For example, each room features a 'working wall', which displays key vocabulary or key mathematical processes to give pupils examples of what they are learning. They also feature examples of pupils' work that demonstrate key issues and are relevant to the current teaching.
- The teaching of literacy and mathematics is good. It has improved because of sharply focused training for staff, especially on how best to teach problem solving in mathematics. Teachers make their explanations of new learning clear and understand their subjects well. Pupils regularly practise their reading and mathematical skills in other subjects, supporting their improved progress. The scope for pupils to write more regularly has been increased through the introduction of 'Exciting writing', which is raising standards.
- Pupils' attention very rarely strays from the task set. A key strength of their work in lessons is the way that they choose to work together, providing support and help for each other and discussing the learning in much detail. For example, in a mathematics lesson on problem solving, pupils used their own initiative to compare answers to questions and to talk about the methods they had used. The teacher kept a close watch on their work, helping them to correct errors where necessary, and giving clues to help them tackle more difficult questions. As a result, all made at least good progress.
- Where pupils make fastest progress, teaching provides them with clear and precise guidance as to the expectations for their work. In such cases, pupils' views are valued and they have opportunities to debate and work out their ideas together.

- Where teaching is outstanding, pupils make rapid progress because they are engrossed in the engaging activities set by the teacher. In one such physical education lesson, teachers and support staff worked exceptionally well together as a team, building on what pupils had found out for themselves, and giving advice and guidance to take the learning even further. In this lesson, pupils were gripped in the creation of a sequence of movements using skills just learned. They proudly explored a range of movement techniques and shared them with a partner by teaching them the sequence. In so doing, they deepened their understanding of movement techniques and the way the body could move.
- All teaching assistants work closely with the class teacher. They typically work with a number of different pupils, asking questions to help develop thinking skills and checking that pupils' work, including their spelling, punctuation and grammar, is accurate. They also give very good support to disabled pupils and those who have special educational needs, pupils eligible for the pupil premium, and others identified for extra support, to fully involve these groups of pupils in lessons. This helps them make good progress.
- Good teaching in the Early Years Foundation Stage enables children to make good progress. Staff ensure that learning is fun and engaging. Across the Early Years Foundation Stage and Key Stage 1, the teaching of phonics is now more effective. Recent improvements to the way pupils are grouped according to ability have boosted achievement further.
- A new marking policy has recently been introduced but it is not being followed consistently by all staff. The best written feedback gives very clear guidance that is extremely helpful to pupils and is valued by them. Pupils then take teachers' advice on board and move their learning on. Where teachers are not following the marking policy, they typically write only short comments that are of limited value to pupils because they do not tell them what they need to do to improve their work.
- Teachers do not always expect high standards for the presentation of pupils' work. Some work is presented neatly but some is untidy. For example, pupils' writing is scruffy and sentences do not have capital letters or full stops. In mathematics, pupils add numbers incorrectly because they are not lined up correctly. This inconsistent approach to the standard of presentation is holding back the pupils' progress and standards.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils take great enjoyment in their learning and enjoy coming to school. Attitudes to learning are positive overall and disruptions to lessons are very rare.
- Pupils are keen to learn and conduct themselves well at all times. Pupils are proud of their school and show great respect for the school environment, including the playground, helping to keep it neat and tidy.
- All visitors to the school are made to feel extremely welcome by the pupils, greeted with smiles and offers of help. When inspectors visited classrooms, pupils were keen to talk about their learning, and keen to share examples of their written work. Pupils are polite and courteous and show respect for and good relationships with all school staff.
- The school's work to keep pupils safe and secure is good. Pupils say that the school is a safe place to be and they understand how to keep themselves safe, including when using the internet. Pupils are secure at all times and pupils and parents report no concerns.

- Pupils have a good understanding of the different forms of bullying, including homophobic and racist attitudes. They say that this is not an issue at their school, saying that it is 'a friendly and caring place'. School records confirm that any type of bullying or harassment is very rare. Pupils know that any incidents would be dealt with quickly and effectively by the staff, and they know who to approach if they have any concerns.
- Pupils have good levels of spiritual, moral, social and cultural development. Their willingness to take on responsibilities within school prepares them well as good citizens of the future. Older pupils are keen to be 'buddies' to the younger ones or dinner-time monitors, and to support others during lunchtime.
- Good access to an increasing range of educational visits, including residential trips, enhances considerably pupils' social development and enables them to develop good or better skills of working with others.
- The school's policy for improving attendance and ensuring pupils arrive on time for school is having a positive impact on those pupils who attend all year. The attendance of these pupils is above average. Attendance is below average overall due to the group of pupils who only attend for half the year. The school uses the local authority service to attempt to improve the attendance of this group.

The leadership and management are good

- The headteacher has a clear vision for the school's future. He has had a significant impact in bringing about improvement since he was appointed. Plans are focused on bringing about more improvement to the quality of teaching and pupils' achievement, especially in communication, reading and writing. The dip in achievement in 2013 has now been reversed.
- The headteacher has accurately evaluated the school's strengths and weaknesses, and he has acted to tackle these. Governors, parents and staff are wholly supportive of the focus on raising achievement. The self-confidence of the staff is high and they recognise the support and guidance that the headteacher has given them.
- Leaders' accurate evaluation of data identifies appropriate priorities and informs the school's improvement plan. The plan has had a positive impact because it has led to well-focused training for teachers. This has resulted, for example, in better teaching of phonics across the school, which in turn has sped up pupils' progress in both reading and writing. Training in problem solving in mathematics is helping teachers to confidently provide a wider range of learning activities to develop pupils' mathematical skills.
- Key leaders monitor planning and have carried out analyses of pupils' work in books and performance data. However, other than the English leader, who is the headteacher, they have not yet undertaken lesson observations in order to help colleagues to improve and share their practice and so accelerate pupils' progress further.
- Teachers' performance is managed well. All teachers and teaching assistants have targets, linked to priorities for school improvement, to help them improve their skills. The headteacher and governing body ensure that teachers' pay rises depend on their pupils making good progress. All staff say that they are proud to work at the school and feel well supported.
- The school provides an interesting curriculum, which involves pupils in determining some of the topics they study. It is being reviewed to address the requirements of the new National

Curriculum.

- The curriculum and the school's values underpin provision for spiritual, moral, social and cultural development. This is enhanced by a range of trips and visitors to the school and learning about world religions. The impact of its drive for equality of opportunity can be seen in the support for disabled pupils and those who have special educational needs, pupils eligible for the pupil premium and others identified for extra support. However, pupils have few opportunities to gain an understanding of life in Britain's diverse society today beyond their own community. Also, the school has not addressed the issue of how to support the learning of one significant group of pupils when on long-term absence.
- The school has used the additional government sports funding on a number of initiatives, including a professional sports coach and a dance teacher for pupils, who provide training in sports coaching and dance for staff. It also helps to provide a wide range of additional activities for pupils, including basketball.
- Pupils take part in many local tournaments and sporting events, such as netball, and athletics. The school also uses its own budget to fund a number of sporting opportunities for pupils, such as the marathon that the children run, both before school and during lunchtime, around a 200m circuit where pupils' laps are recorded and build up to a half or full marathon. The impact of all this work in sport was highlighted by one pupil, who said, 'When you have a go, it is great fun.'
- The local authority and the diocese provide effective support, which has included training for governors and regular monitoring of achievement and teaching. The local authority offers an objective view of the school's performance through its visits and reports.
- Parents are very positive about the school's leadership and nine out of ten parents who completed the Parent View questionnaire would recommend the school to others.
- **The governance of the school:**
 - Governors know the school well and have a very clear understanding of how its performance compares to others, both within the local authority and nationally. They know what the areas for improvement are. They are able to use information on pupils' performance to discuss strengths and weaknesses with senior leaders and are fully aware of how judgements about the quality of teaching are made. Since the previous inspection, governors have been provided with support and training to enable them to carry out their roles with confidence. Minutes of governing body meetings show that governors do not shy away from asking challenging questions of senior leaders. They are involved in discussions on how funding is allocated, including the pupil premium, and insist that they are kept up to date on the progress of eligible pupils. Governors ensure that all safeguarding requirements are met.

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	130875
Local authority	Warwickshire
Inspection number	431161

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	186
Appropriate authority	The governing body
Chair	Andrew Simpkins
Headteacher	Jason Henderson
Date of previous school inspection	21 May 2012
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