

Wilmcote CofE (Voluntary Aided) Primary School

Church Road, Wilmcote, Stratford-upon-Avon, CV37 9XD

Inspection dates 26–27 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.

- Pupils achieve well, especially in reading and mathematics. Attainment is above average by the end of Year 6.
- The proportion of pupils making good progress has improved over time and now compares well with national figures.
- Children get off to a good start in the Early Years Foundation Stage and become confident and willing learners.
- The quality of teaching is now good, lessons and activities are well planned according to the different ages and abilities of pupils who are taught in the same class.
- Behaviour is good. Pupils are courteous and polite; they say that they feel safe and well cared for.
- The range of subjects taught and the lively programme of visits and visitors contribute well towards pupils' spiritual, moral, social and cultural development.
- The executive headteacher provides clear, determined leadership that has improved the school's effectiveness. Leaders check the quality of teaching rigorously and have made sure the improvements are sustained. The governing body is supportive of leaders and understands the school's strengths and its areas for further development.

It is not yet an outstanding school because

- Some teachers do not change work quickly enough when pupils are ready to move on to something new or more difficult.
- Not all teachers' marking and feedback to pupils is good.
- Progress in writing is less rapid than in reading and mathematics. Tasks involving writing in other subjects are too few to build fully on what is learned in writing sessions.

Information about this inspection

- The inspector observed teaching in 12 lessons, six jointly with the executive headteacher.
- Meetings were held with senior leaders, teachers, pupils, members of the governing body and a representative from the local authority.
- The inspector took into account 16 responses to the online Parent View survey and discussions with parents at the beginning of the school day.
- The inspector considered the views expressed in survey responses from nine members of staff.
- A range of information supplied by the school was scrutinised, including the school's own information about how well pupils are doing, planning documents, checks on the quality of teaching, the school development plan, records relating to behaviour and attendance, and safeguarding procedures.

Inspection team

Lucy Maughan, Lead inspector

Additional Inspector

Full report

Information about this school

- This is a smaller than average-sized primary school.
- Most pupils are White British.
- Pupils are taught in mixed-age classes.
- The school became part of a federation of three schools in September 2012. They share the same executive headteacher and governing body.
- The proportion of disabled pupils and those with special educational needs who are supported through school action is above average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below the national average.
- The proportion of pupils supported by the pupil premium is below average. In this school, this additional funding is for pupils known to be eligible for free school meals.
- The school meets the current government floor standards, which set the minimum requirements for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching by:
 - making sure teachers always check learning during a lesson and change tasks when pupils are ready
 - ensuring teachers consistently provide pupils with meaningful guidance when feeding back to them after marking their work.
- Increase pupils' progress in writing by:
 - enabling pupils to practise and develop writing skills across a wider range of subjects.

Inspection judgements

The achievement of pupils is good

- Pupils make good progress in reading, writing and mathematics across the school. Because of this, attainment is above average by the end of Key Stage 1 and Key Stage 2.
- Children enter the Early Years Foundation Stage with skills that are generally typical for their age. They make good progress in the Early Years Foundation Stage and enter Year 1 with a good level of development.
- In 2013, the proportions of pupils making expected and better than expected progress in reading, writing and mathematics compared favourably to those found nationally. In 2013, progress in mathematics had been below that in reading and writing and pupils did not do well in the spelling, grammar and punctuation test. The school has dealt with these relative weaknesses with speed through a range of effective strategies. Current school assessments and work in books shows that progress is consistently good, although progress in writing is not quite as strong as in reading and mathematics.
- When compared with other groups in the school, assessments show that previous gaps in progress have closed in English and mathematics for pupils supported by the pupil premium. They make good progress in reading, writing and mathematics. There are too few eligible pupils to comment on their attainment in 2013 without identifying them.
- Pupils have the opportunity to read a variety of texts and to read on a regular basis in school and at home. Older pupils spoke confidently about their choice of books to read and all pupils demonstrated an enthusiasm towards reading, which further reinforces the strong attainment of pupils in Key Stage 1 and the good progress of pupils across Key Stage 2, in reading over recent years.
- Pupils show great enjoyment and make good progress in numeracy because they are offered a good variety of ways to learn. For instance, in a mixed Year 1 and 2 class, pupils made good progress working in pairs to devise questions relating to their understanding of numbers.
- Disabled pupils and those with special educational needs make good progress because the school leader responsible works very closely with school staff, parents and other agencies to make sure that their needs are well met.
- Pupils enjoy the increased range of sports available to them and the expert tuition provided through the sports funding. This is already having a positive impact in encouraging healthy lifestyles.

The quality of teaching is good

- The quality of teaching, including the teaching of reading, writing and mathematics, has improved since the previous inspection and is now good overall.
- In the Early Years Foundation Stage, staff work well together to make sure that children are introduced to a wide and interesting range of activities. These are successfully designed to particularly support children to develop their personal, social and physical skills, such as a self registration for different activities to promote children's independence. The teaching of reading,

writing and mathematics is also strong and children are offered different and effective ways to reinforce these skills on a daily basis.

- Teachers make clear to the pupils what they are to learn in each lesson and pupils are keen to explain what their next steps will be to reach the next level.
- Adults work well together and there is strong teamwork in most classrooms, which enable the different age and ability groups within the class to work on tasks that are usually just right for their general stage of development. Teachers and teaching assistants set high expectations of what the pupils' can achieve.
- Teachers and teaching assistants use a range of effective methods to challenge pupils' understanding and to build on pupils' prior learning. Occasionally, teachers do not check pupils' understanding quickly enough within a lesson so that pupils are not always given a new or harder task as soon as they are ready to move on.
- Teachers encourage pupils to develop their writing skills in English lessons. However, plans for writing in other subjects, that might extend pupils' skills, are not well developed.
- The marking of books is regular in all classes and, in the strongest practice, works well in enabling pupils to improve. However, this does not always happen in all classes.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils are keen and eager to learn and describe what they do in lessons as being interesting. There are strong relationships between adults and pupils. For example, in the Early Years Foundation Stage, children have a delightful and trusting relationship with members of staff, enabling them to become independent and try new things.
- The school's work to keep pupils safe and secure is good. For example, the school arranges visitors such as fire officers and road safety officers to talk to pupils about how to stay safe.
- Pupils say they feel safe in school and understand the different forms of bullying they might meet, stating that it rarely happens in school. They also express confidence in staff to deal with any problems that may arise.
- Pupils' attendance has been below average in recent years. Strenuous efforts by the school to reduce absence have been successful in raising attendance levels to broadly average.
- Behaviour and safety are not outstanding because attendance still requires improvement and pupils' behaviour is not always impeccable in lessons and around the school.

The leadership and management are good

- The executive headteacher is well supported by other leaders in the school, who share her clear view of how successful the school can be. The improvement in pupils' progress and in the quality of teaching since the last inspection also confirms the ability of the leadership team to continue to drive improvements further.
- Robust target-setting for teachers together with regular checks on the quality of their teaching

have contributed to the improved quality of teaching since the previous inspection. Partnership with the other federated schools support this aspect well. It has encouraged the sharing of training and the development of a consistently good approach to supporting all pupils' needs, which is understood by all adults.

- The executive headteacher makes sure that teachers are accountable for the progress of pupils in their class and there is a clear link between how effective teachers are and their salary progression.
- The subjects taught suits the needs and interests of pupils well and ensure pupils develop good literacy, numeracy and communication skills. In addition, the school shows it is mindful of the pupils and the families it serves by providing enriching and meaningful experiences in the classroom and through a variety of events and activities outside lessons, which serve well to promote the pupils' spiritual, moral, social and cultural development.
- The school uses the additional sports funding it receives to employ specialist teachers who coach the pupils in different sporting activities and providing professional training for staff. This has led to a greater number of pupils taking part in physical games and entering local sporting events, for example an inter-school hand ball competition.
- Parents are very positive about the work of the school. A typical comment was, 'We could not have chosen a better school'.
- The local authority has supported the school well so that it has a clear view of pupils' progress, the quality of teaching, and the school's strengths and weaknesses.
- **The governance of the school:**
 - The governing body knows the strengths and priorities for the school within the federation. Governors undertake training to make sure that they have expertise to challenge and support school leaders appropriately, for example in interpreting data about pupils' performance. Governors manage the performance of the headteacher and know about the quality of teaching across the school. They also ensure that teachers' progression through the pay scale is linked to performance. The governing body meets statutory requirements, including, those for safeguarding and effective budgetary management, noting the impact of the use of funding, such as the pupil premium and that for sports.

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	125696
Local authority	Warwickshire
Inspection number	431162

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	85
Appropriate authority	The governing body
Chair	Sue Yendall
Headteacher	Sue Ogden (Executive Headteacher)
Date of previous school inspection	12 July 2012
Telephone number	01789 204395
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