



**Office for Standards
in Education**

Inspection report
Willersey Church of England Primary School

Gloucestershire Education Authority

Dates of inspection: 30 September and 1 October 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

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Basic information about the school

Name of school:	Willesley Church of England Primary School
Type of school:	Primary
Status:	Voluntary Controlled
Age range of pupils:	5 to 11 years
Headteacher:	Mrs F Arnison
Address of school:	Church Street Willesley Broadway Worcestershire WR12 7PN
Telephone:	01386 852646
Name and address of appropriate authority:	The governing body, at the above address
Chair of governors:	Mr B Knight
Local education authority area:	Gloucestershire
Unique reference number:	115661
Name of reporting inspector:	Mrs A Baird HMI
Dates of inspection:	30 September and 1 October 2004

Introduction

1. Willersey Church of England Primary School is situated in the village of Willersey close to Broadway. It has 51 pupils on roll, many of whom live close to the school. Its intake is variable from year to year with some year groups being very small. It has two classes: one caters for the pupils who are aged four to seven years; and the other for the pupils aged seven to eleven. Eight of the pupils are entitled to receive free school meals, a proportion which is below the national average. Eight pupils have special educational needs, none of whom has a Statement of Special Educational Needs. No pupils speak English as an additional language or come from minority ethnic communities.

2. The school was inspected in May 2003. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

3. The governors drew up an action plan to address the key issues from the inspection of May 2003. The school was visited by Her Majesty's Inspectors of Schools (HMI) on two occasions to monitor the progress being made.

4. In September 2004, two HMI inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of May 2003.

Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- at Key Stage 1, the school's performance in the National Curriculum tests in 2004 has generally maintained the levels achieved in 2003. In mathematics all the pupils achieved Level 2B and above;
 - at Key Stage 2, the results in the National Curriculum tests in English, mathematics and science in 2004 have risen, reversing the steep decline in 2003;
 - standards of attainment were at, or just above, national expectations in all the lessons. Standards have improved over time and the pupils made at least satisfactory progress in all lessons;
 - the reception pupils make at least satisfactory progress towards achieving the Early Learning Goals. The pupils responded well to the appropriately planned provision;
 - standards in English are at least at the age-related expectations at both key stages. Most pupils have developed appropriate skills in speaking and listening, read with increasing confidence and write for a variety of purposes
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and audiences. The less-able pupils are well supported and their progress is carefully monitored so that they make generally good progress;

- standards in mathematics lessons are satisfactory. Pupils made good progress across the school in mathematics due to the good teaching;
 - the 2004 end-of-Key Stage 2 tests in science, showed an improvement on the previous year, reflecting the development of the pupils' enquiry skills;
 - the provision for the pupils' social, spiritual and moral development is good, but their cultural development is unsatisfactory;
 - the pupils' attitudes and behaviour are good; they behaved well around the school and showed respect for adults and each other;
 - the quality of teaching was satisfactory or better in all lessons, of which six were good. Planning across the school is consistent and takes account of different ability levels. However, the needs of the most able were not always fully addressed;
 - the curriculum is suitably broad and balanced at each key stage; the national strategies for literacy and numeracy are established and the schemes of work for most other subjects draw upon nationally published guidelines. The school has not compiled a register of its gifted and talented pupils;
 - the school has sound systems to assess, track and record the progress the pupils make in mathematics and English; further use of assessment information is appropriately planned;
 - the marking of the pupils' work is increasingly focused on identifying when the pupils have achieved the objective of the lesson or their own targets and identifies how they can improve their work;
 - the pupils who have special educational needs make good progress in lessons; the gains they make in their learning are monitored carefully;
 - the headteacher has worked with vigour and dedication to secure continuing improvement. She provides very good leadership. The subject leaders are developing their roles and are growing in confidence, though much of their work is at an early stage;
 - governance is satisfactory and the chair of the governing body provides a committed lead;
 - the local education authority (LEA) gives good and appropriately targeted support in the areas that the school requires and oversees its progress regularly. It has confidence in the school's ability to sustain the improvements it has made.
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Key issues

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:
- continue to improve standards in all subjects, particularly for the more-able pupils;
 - refine the assessment systems to: track the pupils' progress; inform curriculum planning; and involve the pupils in self-assessment;
 - develop the role of the subject leaders in monitoring and evaluation;
 - improve the cultural development of the pupils.

Inspection findings

Standards achieved by the pupils

7. At Key Stage 1, the school's performance in the National Curriculum tests in 2004 has generally maintained the levels achieved in 2003. In mathematics all the pupils achieved Level 2B and above.

8. At Key Stage 2, the results in the National Curriculum tests in English, mathematics and science in 2004 have risen, reversing the steep decline in 2003. However, the small number of pupils taking the tests each year prevents secure identification of trends of attainment. There has been a marked improvement in each subject in the proportion of the pupils achieving Level 4 or above and in those pupils achieving the higher Level 5.

9. Standards of attainment were at, or just above, national expectations in all lessons. Standards have improved over time and are tracked from the Foundation Stage through to the end of Key Stage 2, ensuring that underachievement is identified and pupils receive targeted support. The pupils made at least satisfactory progress in all lessons, with some groups of pupils making good progress.

10. The reception pupils make at least satisfactory progress towards achieving the Early Learning Goals. The pupils responded well to the appropriately planned provision and the newly established outdoor area was well used, giving the pupils good opportunities to explore their environment and to develop their language skills through structured activities.

11. Standards in English are at least at the age-related expectations at both key stages. Many pupils spoke confidently and used technical language accurately and with ease. Progress in reading is sound; many pupils read fluently and with good expression. Careful planning for the guided reading sessions has had a positive impact. At the end of both key stages, the pupils' ability to organise their writing coherently is better developed and the boys achieve as well as the girls. The pupils present their work carefully and the standard of handwriting has improved. The less-able pupils are well supported in literacy and their progress is carefully monitored so that they make generally good progress.

12. In mathematics, standards are satisfactory. The pupils made good progress across the school due to the good teaching. The detailed analysis of the 2004 end of Key Stage 1 and 2 tests and the optional tests completed by pupils in Years 3, 4 and 5, stressed the need to strengthen the pupils' problem-solving skills and their ability to explain their mathematical approaches. This has influenced lessons. In the Year 3 and 4 class, the pupils made good progress in a practical problem-solving lesson, involving measuring, as the teacher had matched the problem to the needs of the pupils very well. In a Year 5 and 6 lesson, the pupils explained their observations of fraction families and justified their simplifying of fractions.

13. The results in the 2004 end of Key Stage 2 tests in science were an improvement on the previous year, reflecting the development of the pupils' enquiry skills. The analysis of the pupils' test scripts has identified that further work is required in: interpreting results; drawing conclusions, and using scientific vocabulary accurately.

14. Standards in the pupils' books reflected the greater use of scientific enquiry and practical work. The pupils were challenged at a level that matched their ability and they demonstrated a greater understanding of the areas covered. There were gaps in the older pupils' understanding, particularly in applying their knowledge and in their use of key scientific vocabulary. These gaps are being appropriately addressed by targeted teaching. The current arrangement of teaching Years 3 and 4 separately from Years 5 and 6 is helpful. It is timely that the school is looking to introduce end of unit assessments to track the progress made by the pupils.

15. Standards in information and communication technology (ICT) are generally close to age-related expectations. The school carefully logs the progress made by the pupils.

The pupils' attitudes, values and personal development

16. The pupils' attitudes and behaviour are good overall. They were at least satisfactory in all lessons; they were good in seven and very good in three. The pupils were keen and interested; they settled readily to tasks; listened attentively to the teacher and each other; and co-operated and concentrated well. They want to do well and are keen to participate in lessons and whole-school assemblies.

17. The pupils behaved well around the school and were extremely polite and welcoming. The ethos of the school is good. The pupils showed respect for adults and were supportive of each other. The playground provision has been further extended and contains a very good range of activities and resources. The new quiet area in the playground has rules that were formulated by the pupils during whole-school assemblies.

18. The pupils' attendance during the 2003-04 academic year was 95.5 per cent, well above the national average. The unauthorised absence rate is broadly in line with national rates.

19. The school makes good provision for the pupils' spiritual, moral and social development, but their cultural development is unsatisfactory. The whole-school assemblies are effective in promoting the pupils' social, moral and spiritual development. The headteacher led an effective assembly and the pupils responded positively. The diocese has supported the school in promoting greater levels of spirituality in the curriculum. Displays enabled the pupils to reflect on the Beslam tragedy and, in the Key Stage 2 class, the pupils were encouraged to write their thoughts on life after death. The older pupils organised their

classroom for the assembly responsibly; they have developed mature attitudes to life at school.

20. The school has appropriate plans to develop the cultural awareness of the pupils, but they have not been realised. The school is aware that bringing greater cultural diversity into curriculum areas and forging links with contrasting schools in the county will enable the pupils to build an understanding of a more diverse society than most of them experience. A growing number of the pupils take part in the extracurricular activities that the school offers, many with the support of the community. Art, music and sport clubs are well supported by the pupils.

21. In September 2003 and 2004, the headteacher completed surveys of the pupils' views of the school and compared the results. Her useful analysis considered the implications for the school, including reflecting on the gender preferences between subjects and ensuring the pupils know how to succeed in lessons.

The quality of education

22. The quality of teaching was satisfactory or better in all lessons, of which six were good. Planning across the school is consistent, taking account of different ability levels. In the best lessons, the work was well planned to meet the learning objectives and was appropriately matched to the pupils' needs. However, the requirements of the most able were not always fully addressed in the challenge of the work presented. The teachers have gained in confidence, teach competently, and make good use of resources. In the best examples, cross-curricular links and assessment opportunities were identified.

23. All class teachers have had support in the planning for and implementation of lessons in numeracy. The LEA consultant and subject co-ordinator have modelled aspects of good practice particularly using practical resources and extending the pupils' problem-solving skills. All lessons were well planned with clear objectives and introductions and explanations that were informed by assessment of previous lessons.

24. The curriculum is suitably broad and balanced at each key stage; the national strategies for literacy and numeracy are in place and the schemes of work for most of the other subjects draw upon nationally published guidelines. The current arrangement, whereby resources are stored in the local village hall enables the school to deliver the gymnastics curriculum. There is a very wide range of extracurricular experiences. The school has not yet compiled a register of its gifted and talented pupils.

25. The school has developed sound systems to assess, track and record the progress the pupils make in mathematics and English; further use of assessment information is appropriately planned. The teachers are increasingly using the assessment information to inform the planning of lessons.

26. The marking of the pupils' work is becoming focused on identifying when the pupils have achieved the objective of the lesson or their own targets and identifies how they can improve their work. However, it is rare to see the pupils adding their voices to the comments made by teachers. Marking across the school has improved significantly over the last academic year.

Leadership and management

27. The headteacher has worked with vigour and dedication to secure continuing improvement. She provides very good leadership. The subject leaders are developing their roles and are growing in confidence. They are more involved in monitoring and evaluating standards and provision in their areas of responsibility. The staff have responded positively to the changing regime within the school and self-evaluation processes are well embedded.

28. The chair of the governing body provides a committed lead; he and several other governors are closely involved in the life of the school. Governance is satisfactory. The governing body makes effective use of the range of strengths and expertise its members have. The governing body holds the school to account appropriately through its monitoring committee.

29. The LEA gives good and appropriately targeted support and oversees the school's progress regularly. It has confidence in the school's ability to sustain the improvements it has made. Future plans are well focused on continuing to support the school, while ensuring that the school becomes increasingly independent.

Implementation of the action plan

30. The inspection report of May 2003 required the school to address six key issues. These were principally related to: improving standards and the curriculum in Years 3 to 6; ensuring the co-ordination of the work of the teachers at Key Stage 2; strengthening the leadership and management of the school and the work of the governing body; improving the standards of presentation of the pupils' work and of their handwriting; and making sure the provision for the pupils' cultural and spiritual development is extended. Overall good progress has been made on all aspects except the provision for the pupils' cultural development, which remains unsatisfactory. However, secure plans are in hand to improve this provision. The tasks identified in the action plan have been completed conscientiously and to the appropriate time scales.

31. The pupils' entitlement to the whole curriculum has been examined and where there were discrepancies in science and physical education, these are being addressed appropriately. The separate provision for the Year 3 and Year 4 pupils in literacy and numeracy has been maintained and finance has been made available for this to continue in 2004-2005. Staff training on ICT has taken place and the pupils' development of skills in ICT is tracked systematically as they move up through the school.

32. The efforts to co-ordinate the work of the three teachers in the junior class have been successful and appropriate liaison takes place. The teachers are well supported in their professional development and have responded to ideas and suggestions. The teaching arrangements for separate literacy and numeracy provision for the Year 3 and Year 4 pupils have been effective in raising standards across the whole of Key Stage 2.

33. The headteacher provides very effective leadership and the systems to oversee progress such as headteacher monitoring, LEA monitoring, the action plan monitoring group, and the LEA project group together provide a comprehensive overview of progress. The governing body continues to develop well. The role of the subject leaders is being developed appropriately.

34. Much work has been done to improve handwriting and the presentation of work and the impact has been discernable. The governors have been involved in awarding prizes and the parents are kept informed of winners in the school's newsletter.

35. The school, with the support of the diocese, encourages the pupils' spiritual development in both classes and assemblies. Assemblies are well-planned and take some account of cultural diversity as does the religious education programme of study followed by the school. The school has plans to develop links with an inner-city, multi-ethnic school in Gloucester, though these have not yet been realised. The pupils do not have a secure understanding of a diverse society. This aspect is underdeveloped in the school.

Appendix – Information about the inspection

The school was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in May 2003. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in December 2003 and May 2004 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of May 2003.

In September 2004, two HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Ten lessons or parts of lessons, one assembly and two registration sessions were inspected. The pupils were observed at break and lunch times and samples of their work were inspected. Meetings were held with the headteacher, senior staff, the chair of the governing body and a representative of the LEA and informal discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of May 2003 and the action plan prepared by the governing body to address those key issues.