



Worcester, Nunnery Wood Primary School

Inspection Report

Unique Reference Number 116754
LEA Worcestershire
Inspection number 279892
Inspection dates 30 January 2006 to 31 January 2006
Reporting inspector David Westall AI

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

Type of school	Primary	School address	Prestwich Avenue
School category	Community		Worcester
Age range of pupils	4 to 11		Worcestershire WR5 1QE
Gender of pupils	Mixed	Telephone number	01905 354154
Number on roll	300	Fax number	01905 354154
Appropriate authority	The governing body	Chair of governors	Ms Joanne Rouse
Date of previous inspection	2 October 2000	Headteacher	Mrs Sue Mason

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

The socio-economic circumstances of most parents, standards of entry to Reception and the overall percentage of pupils with learning difficulties or disabilities are all broadly average. However, the school has 17 pupils with statements of special educational need. Eleven of these are on the roll of a special unit for pupils with speech and language difficulties. These pupils are integrated into school classes and are given extra support from unit staff. The percentage of pupils from minority ethnic backgrounds is low.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a sound school which provides satisfactory value for money and has an accurate view of its effectiveness. Pupils' achievement and the quality of teaching are satisfactory and include some important strengths. Pupils with learning difficulties or disabilities make good progress across the school and children achieve well in the Reception class and in Years 1 and 2 as a result of effective teaching. However, the progress of pupils in Years 3 to 6 is slower than in the earlier years and is only satisfactory. This is because the quality of teaching is variable, with good teaching enabling pupils to do well in Years 3 and 4, but satisfactory, and occasionally inadequate, teaching restricting their progress in Years 5 and 6.

The school is a caring community where every child matters, and pupils' personal development, well-being and attendance are good. The curriculum is well matched to pupils' needs in the Reception class and provides a rich range of learning experiences for pupils in Years 1 to 6.

The leadership and management of the school are satisfactory. The headteacher provides strong leadership, evaluating the school's performance rigorously and providing a clear sense of direction. However, the work of other members of the senior management team is less effective. Improvements have been made to teaching and learning in most year groups but the school has not successfully tackled the comparatively weaker teaching in Years 5 and 6.

The school has made satisfactory progress since its last inspection and is in a sound position to improve further.

What the school should do to improve further

- Reduce the amount of inadequate teaching in Years 5 and 6 to match the good teaching elsewhere in the school
- Improve the effectiveness of the senior management team so it plays a more prominent role in helping the headteacher to set and achieve the school's goals.

Achievement and standards

Grade: 3

Pupils' achievement is satisfactory. It is good in the Reception classes and in Years 1 and 2 but satisfactory in Years 3 to 6. The school sets realistic targets for its pupils, and these are usually achieved.

Most children reach the nationally expected standards by the end of the Reception Year and many do better. Pupils' good progress continues in Years 1 and 2 so that standards are above national expectations at the end of Year 2.

In Years 3 to 6, pupils' progress is more variable because the quality of teaching is not consistent. Pupils make good progress in Years 3 and 4 but their progress plateaus in Years 5 and 6 and is only satisfactory. Pupils' standards in Year 6 are broadly average.

Overall, pupils' achievement in Years 3 to 6 is satisfactory. The most recent tests in Year 6 showed that pupils had made average progress from the results they achieved when in Year 2.

Pupils with learning difficulties or disabilities make good progress and the most capable pupils make satisfactory progress across the school. Pupils from minority ethnic backgrounds generally achieve well.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. The attendance rate is good, and pupils enjoy school and are keen to learn. In an assembly, for example, the whole school was absorbed in a story about trying again and again to achieve success, and then all pupils enthusiastically joined in singing a rousing finale. Pupils' spiritual, moral, social and cultural development is good. Pupils develop positive relationships with others and their behaviour is good. They like and respect their teachers and it is clear that these feelings are reciprocated. Pupils are eager to take responsibility and members of the recently formed pupils' council talk excitedly about what they are trying to do for the school. The council members decide on the use of their budget and this develops their awareness of the economic factors which are important in business and everyday life. Pupils enjoy being involved in regular fundraising activities for both local and national charities. There is a large and successful choir which sings in the local community.

Pupils feel safe, are safety-conscious and understand the importance of a healthy lifestyle. They confidently name foods which are good and bad for them and many recognise that their diets could be improved. They also recognise the importance of regular exercise and are appreciative of the opportunities offered by regular physical education lessons and sports clubs.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory and pupils make sound progress in their learning. In Reception and Years 1 and 2, teaching is good and pupils progress well. In Years 3 to 6, the teaching is more variable and is satisfactory, overall, enabling pupils to make sound progress.

It is good in Years 3 and 4, but pupils' progress slows in Years 5 and 6 where teaching is mainly satisfactory but is occasionally inadequate.

Teachers' planning is good and their explanations are clear. As a consequence, pupils are confident when tackling their work. In Reception, teachers know just when to intervene with well-judged guidance and when to stand back and let children work things out for themselves. Teaching assistants and language unit staff provide good

support, particularly for those who have learning difficulties or who are at an early stage of learning English. In the most effective lessons, pupils are keen to learn because skilful teaching successfully motivates them. In Years 5 and 6, lessons do not always have sufficiently high expectations for pupils. The pace of learning is slower and opportunities are missed to probe pupils' understanding through well-targeted questioning. Very occasionally, these weaknesses are so acute that the teaching is inadequate.

Assessment procedures are good but are used less effectively in the older classes, where pupils' targets are often too vague. Across the school, progress is carefully tracked and pupils with learning difficulties are quickly identified and well supported.

Curriculum and other activities

Grade: 2

Curricular provision is good and statutory requirements are met. Children in Reception are provided with a good range of activities that successfully extend their knowledge, skills and understanding. In Years 1 to 6, whilst a strong emphasis is sensibly placed on the development of pupils' key skills in literacy and numeracy, the school also takes care to provide a broad range of worthwhile learning experiences. Good use is made of information and communication technology (ICT) to support learning across the curriculum.

Good provision is made for pupils with learning difficulties or disabilities, for those on the roll of the language unit and for pupils at an early stage of learning English. Staff ensure that these pupils are fully integrated into the life of the school.

Pupils benefit from a good range of additional activities including clubs, special events such as arts weeks, interesting visits and contributions from visitors to the school.

Care, guidance and support

Grade: 2

Care, guidance and support are good, and pupils feel safe and secure. Although a few said that there was some bullying, pupils are very confident in the adult support they receive and are adamant that they can take any problems and worries to members of staff. Parents are very pleased with the way their children are supported and looked after. Support for pupils with learning difficulties or disabilities is good and the school works effectively with parents and external agencies to meet their needs.

Comprehensive child protection procedures are in place and rigorous health and safety and risk assessment audits are carried out regularly. All staff are trained in child protection procedures and many have up-to-date first aid qualifications.

All teachers know their pupils well and support pupils' personal development effectively. Pupils are generally guided by teachers' accurate assessments of their academic needs. However, in the oldest classes, pupils' targets sometimes lack sufficient precision.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. Sound improvements have been made since the last inspection, and the leadership and management team have the capability to secure further improvements.

The school monitors and evaluates its performance well. This is because the headteacher uses rigorous procedures to keep her finger on the pulse of the school. She has an accurate view of its needs and provides a clear sense of direction. She has good communication skills and is the driving force for school improvement. Good links exist with parents and external agencies which are used well to support the school's work. The management of provision for pupils with learning difficulties or disabilities is good and the work of subject leaders is sound. However, too much responsibility for setting and achieving the school's goals rests with the headteacher and the other members of the senior management team provide insufficient strategic leadership.

The impact of the school's thorough evaluation procedures is variable. The school has improved teaching and learning in most classes. As a result, pupils are now making good progress in Reception and in Years 1 to 4. In addition, improvements to the curriculum and in pupils' use of ICT have been made across the school. However, only limited progress has been made in remedying the less effective teaching in Years 5 and 6. The school recognises that a more rigorous approach is required to this problem. The governors fulfil their roles well. They monitor and evaluate the school's performance rigorously, and hold the school to account.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	3	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	2	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Dear Pupils

Thank you for welcoming us into your school and for being so friendly, polite and helpful.

Here are some of the good things we found out

- You enjoy school, have lots of friends and like your teachers.
- You behave well in lessons and at other times.
- The adults in the school take good care of you and you know who to go to if you need some help.
- Pupils in the Reception classes and in Years 1 to 4 are making good progress because they are taught well.

We also found a few things the school needs to improve. We want the school to make sure that pupils in Years 5 and 6 do as well as others in the school. We also want some of the teachers to play a bigger part in helping the headteacher to make the school even better.

Thank you again for your kindness when we visited you.

Yours sincerely

David Westall Lead inspector