



# Witherley Church of England Primary School

Inspection Report

**Unique Reference Number** 120172  
**LEA** Leicestershire  
**Inspection number** 280752  
**Inspection dates** 10 January 2006 to 10 January 2006  
**Reporting inspector** David Rzeknik HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Church Road
<b>School category</b>	Voluntary controlled		Atherstone
<b>Age range of pupils</b>	4 to 11		Warwickshire CV9 3NA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01827 712198
<b>Number on roll</b>	71	<b>Fax number</b>	01827 712198
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	
<b>Date of previous inspection</b>	11 October 1999	<b>Headteacher</b>	Mrs H Rooke

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 10 January 2006 - 10 January 2006	<b>Inspection number</b> 280752
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors of Schools and one Additional Inspector.

## Description of the school

Witherley is a small voluntary controlled Church of England school in Leicestershire. Sixty per cent of pupils come from outside the school's catchment area, mainly from the nearby town of Atherstone in Warwickshire. The number of pupils who join or leave the school is higher than normal. All pupils are from White British backgrounds and all come from homes where English is their first language. The percentage of pupils claiming free school meals is below average. The proportion of pupils with special needs is broadly average. Attainment on entry varies from year to year but is generally average.

## Key for inspection grades

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

## **Overall effectiveness of the school**

### **Grade: 3**

The overall effectiveness of the school is satisfactory and it provides satisfactory value for money. The school sees itself this way too. Weaknesses in the leadership's self-evaluation and strategic planning have led to senior staff having a more generous view of some aspects of provision than the school outcomes warrant.

Pupils make satisfactory progress. They start school with average skills and make satisfactory progress in the Reception Year because of the sound provision made for them. In 2005, standards were average in Year 2 but above average overall in Year 6. The oldest pupils' progress was good in mathematics and science and satisfactory in English. The more able pupils across the school and those in Reception and Years 1 and 2 could be further stretched. Pupils could perform better in reading and writing. Over the past two years, the targets set for the oldest pupils have been insufficiently challenging.

Pupils enjoy coming to school and their attendance is good. They feel secure and well cared for. Their behaviour and attitudes to learning are good. Pupils' social and moral development is good but their understanding of other cultures and religions is limited.

Teaching, learning and the curriculum are satisfactory. Whilst there is some good teaching, there needs to be more. Inconsistencies in planning and insufficient tracking of pupils' progress mean work is not always appropriately matched to pupils' needs and abilities.

Leadership and management are satisfactory overall. The school has shown the capacity to improve further by raising standards in mathematics and science. Governors are supportive but do not hold the school to sufficiently account for its performance.

### **What the school should do to improve further**

- Continue to raise standards in English and improve the progress of the more able pupils and those in Reception and Years 1 and 2.
- Improve the quality and consistency of teaching and planning, turning satisfactory lessons into good ones.
- Track pupils' progress more effectively and better use the information gained to further raise standards, inform decisions about intervention, and set appropriate targets in Year 6.
- Improve leadership and management through a more rigorous approach to monitoring and evaluation, strategic development planning and through clearer accountability by governors.

## **Achievement and standards**

### **Grade: 3**

The school views pupils' progress as good but inspectors judge it to be satisfactory. The school has a more generous view because its analysis and interpretation of performance data are not rigorous enough.

Results should be treated with caution because of the small numbers of pupils taking national assessments at the end of Years 2 and 6. In 2005, standards at the end of Year 6 were high in mathematics, above average in science and average in English. Pupils' progress in mathematics and science was good and satisfactory in English. The trend in results over the past two years has been above that nationally. In Year 2, standards were average in reading, writing and mathematics and pupils made satisfactory progress over time. The trend over the past three years has been below that nationally.

The pupils currently in Years 2 and 6 are making satisfactory progress, given their original starting points. The more able pupils across the school are making satisfactory progress but could be further stretched. Pupils could be doing better in reading and writing.

Pupils enter Reception with skills that are average and make satisfactory progress in all areas of learning. This is because teaching is sound and the curriculum suitably meets pupils' needs and interests.

Current whole-school targets are realistic and challenging as a result of intervention by the local authority. Until very recently, teachers were setting inappropriate targets because their understanding of pupils' progress was not good enough.

## **Personal development and well-being**

### **Grade: 3**

The personal development and well-being of pupils is adequate overall with some strengths. Pupils enjoy coming to school and this is reflected in their good attendance and punctuality. Pupils are polite and friendly and their behaviour is good. They say they feel safe and there is always someone to turn to if they need help or advice.

Pupils are morally aware and can distinguish right from wrong. Socially they relate very well to each other and show respect for people, property and the school environment. Even so, pupils demonstrate limited skills in their ability to take on responsibility and work independently. Pupils have only a basic understanding of cultures and beliefs different from their own.

Pupils have an adequate understanding of how to keep healthy and engage in regular physical activities both in and out of school. However, not many of the older pupils choose healthy snacks at break-time. Pupils make a positive contribution to the wider community by raising funds for the local church's restoration and 'Red Nose Day' and 'Children in Need'. In contrast, pupils' contribution to school life is limited. They are not actively encouraged to voice their views and there is a lack of involvement in the

decisions that affect their lives. There is satisfactory development of the basic skills required for their future economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory. There is some good teaching but not enough of it. In the most effective lessons, work is challenging for all ability groups, and activities are chosen that excite and motivate pupils. Teachers have a good understanding of the next steps pupils must take to improve. Effective use is made of teaching assistants to support learning. In the less effective lessons, there are some common weaknesses. At times work is not demanding enough for particular groups or individuals. The teachers' expectations are not always high enough, particularly in exacting the best from the brightest pupils. Work is over-directed by the teacher with too few opportunities for pupils to take responsibility and work independently to find things out for themselves.

Assessment systems are satisfactory. Detailed marking, particularly of writing, helps pupils know how to improve but this does not happen consistently across all subjects. Teachers have information about the attainment of each pupil but they do not use it well enough to track pupils' progress or to plan lessons. There are inconsistencies in planning that need putting right if work is to be effectively matched to pupils' needs and abilities.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum is satisfactory overall. The Reception pupils enjoy a range of suitable activities that broaden their experiences and enable them to make sound progress in all areas.

The curriculum gives appropriate emphasis to literacy, numeracy and information and communication technology and helps pupils to make satisfactory progress. This said, the curriculum could better cater for the needs of the more able and further develop pupils' literacy, independence and research skills. Curriculum planning does not take sufficient account of individual needs.

The curriculum is enriched by a suitable range of additional activities, including residential activities, clubs, educational visits and visitors. These help to broaden pupils' horizons and further their interests.

### **Care, guidance and support**

#### **Grade: 3**

The school provides good care and adequate support and guidance. Orderly routines and very positive relationships result in an environment where pupils say they feel

secure and safe. Parents are very pleased with the way in which their children are looked after and with the care they receive. Child protection arrangements are sound and all staff have been appropriately trained in this area as well as in first aid. Staff are watchful and supervise pupils vigilantly.

Individual pupil targets are set in English and mathematics and these are helpful in bringing about further improvement but the oldest pupils do not know the level they are working at or the criteria used to determine levels in national tests.

Pupils feel the school listens to them and values their opinion but there is a lack of support and guidance to provide them with a voice so they can make a real difference. There is a school council but it has only recently been established and as yet has made only a limited contribution to the school's development. Pupils' suggestions to reduce the level of noise in the dining room have yet to be implemented. The school has been slow to encourage pupils to take on responsibility, be independent, and have a say in school life.

## **Leadership and management**

### **Grade: 3**

Inspectors agree with the school's view that leadership and management are satisfactory.

The headteacher has been successful in creating a caring and friendly ethos. The school has the confidence of parents who hold the school in high regard.

The monitoring and evaluation of the school's work is satisfactory but not yet robust or systematic enough. This explains why leaders view achievement, personal development, teaching, care and the curriculum as better than they are. Although progress is being made, for example in the rising trend in performance in Year 6, the steps taken to improve could be more sharply focused and better reviewed. Monitoring of teaching has taken place but the resulting evaluations have not been sharp enough in identifying the impact of teaching on pupils' learning. Identified weaknesses have not been systematically followed up to check if they have been remedied or not. The school development plan is barely adequate. It is too broad and work is not sufficiently focused on the key areas for improvement. It lacks clear quantifiable success criteria and is not fully costed. The school is tracking the attainment of pupils but not their progress over time. Information about performance is not used effectively to plan work or inform decisions about intervention.

The school needs a more coherent approach to self-evaluation than it has at present. Better links need to be made between the different approaches for self-review to more effectively pinpoint what is working well and what requires improvement.

Governors are supportive and ensure the school fulfils its statutory duties. However, they do not hold the school sufficiently to account and rely too heavily on the headteacher to set the educational direction.

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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>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	3	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

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	2	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	3	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	3	NA
The extent of learners' spiritual, moral, social and cultural development	3	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	3	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

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

<sup>1</sup> 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**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	3	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	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
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
<b>The extent to which providers ensure that learners stay safe</b>	
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
<b>The extent to which learners make a positive contribution</b>	
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
<b>The extent to which schools enable learners to achieve economic well-being</b>	
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**

Witherley Church of England Primary School Church Road Atherstone CV9 3NA

11 January 2006

Dear Pupils

Thank you for looking after us when we visited your school. We enjoyed our visit and everyone was welcoming and friendly. We liked talking to you about your work, speaking with your teachers and coming into classrooms to see how well you were progressing. Now we want to share with you what we thought about the school.

These are the things we thought were good:

You told us you enjoyed school and were happy there.

We were delighted that you were regularly coming to school! Many of you had very good records of attendance.

You said you feel safe, secure and there is always someone to turn to if you need help or have concerns.

Relationships between adults and pupils are good.

Your behaviour is good in class and around the school.

But we know everyone wants to do better and we have suggested four things the school must act on:

We think you could be doing better in reading and writing. The brightest pupils and those in Years 1 and 2 could be stretched more. We have asked your teachers and governors to check this is happening.

We want teachers to keep a closer eye on your progress and set appropriate targets for English and mathematics in Year 6.

We want more of your lessons to be good rather than satisfactory and for teachers to better plan to meet your needs and interests.

We want the headteacher, staff and governors to keep an even better check on how the school is doing and where it is going in the future.

Yours faithfully

David Rzeznik Her Majesty's Inspector of Schools