



Wilmcote CofE (Voluntary Aided) Primary School

Inspection Report

Unique Reference Number 125696
LEA Warwickshire
Inspection number 281980
Inspection dates 14 March 2006 to 14 March 2006
Reporting inspector Peter Callow AI

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

Type of school	Primary	School address	Church Road
School category	Voluntary aided		Stratford-upon-Avon
Age range of pupils	4 to 11		Warwickshire CV37 9XD
Gender of pupils	Mixed	Telephone number	01789 204395
Number on roll	97	Fax number	01789 204395
Appropriate authority	The governing body	Chair of governors	Mr J Howles
Date of previous inspection	20 September 1999	Headteacher	Ms J Forsyth

Age group 4 to 11	Inspection dates 14 March 2006 - 14 March 2006	Inspection number 281980
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is a smaller than average primary school where the majority of pupils live in the village and are White British. The percentage of pupils with learning difficulties is a little higher than average, but there are no pupils with statements of special educational need. There have been a significant number of staff changes in recent years including the headteacher. At the time of the inspection, she had only recently returned to work after five months' absence through ill-health.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Wilmcote is an improving school which makes satisfactory provision for its pupils and provides satisfactory value for money. The school's effectiveness is improving as there is an increasing number of good features and pupils making good progress, particularly in Reception and Years 1 and 2. The school's evaluation of its own effectiveness is accurate.

Provision for the Foundation Stage is satisfactory. Pupils' progress is mainly satisfactory but it is good in reading. They leave reception with standards that are broadly average overall. Although standards are above average in Years 2 and 6, pupils' overall achievement is satisfactory because a significant number of higher attaining pupils are not making enough progress as they move through the school.

Pupils' personal development and well-being are good. Pupils are responsible, show mature attitudes and are happy coming to school. They respond with enthusiasm to the opportunities provided in sport and music.

Teaching is satisfactory overall. The teaching of reading is good in Reception and writing is taught well in Years 1 and 2. Not all planning takes full account of pupils' previous learning or expects enough of what different groups of pupils can achieve. Teachers' marking is good in some respects but pupils are not given enough guidance about how to improve their work.

Satisfactory progress has been made since the last inspection. Standards at both Year 2 and Year 6 improved rapidly following the appointment of the present headteacher as a result of her good leadership and high expectations. She and the staff and governors are committed to improvement but they are not yet looking carefully enough at assessment information and pupils' targets to ensure that all pupils make the progress of which they are capable. The headteacher has demonstrated her ability to bring about successful change and the school has a secure capacity to improve further.

What the school should do to improve further

- Make better use of assessment information to ensure that planned activities meet pupils' needs and lead to good progress, particularly by higher attaining pupils
- Check systematically to ensure that pupils' targets are sufficiently challenging and that they are making the progress of which they are capable
- Give regular feedback to pupils on how they can improve their work and help them to assess their own progress.

Achievement and standards

Grade: 3

The achievement of pupils is satisfactory. Standards have risen as a result of the good leadership of the headteacher, who has high expectations of both teachers and pupils. Although the results of national tests are generally above average in Years 2 and 6, too few pupils throughout the school, particularly the most able, are making the

progress they are capable of, especially in Years 3 to 6. This is because the targets that are set for pupils to achieve are not sufficiently challenging, given the standards they achieved previously. The introduction of some good strategies to raise standards further, for example in punctuation in writing, is already leading to better progress. Pupils with learning difficulties make satisfactory progress overall, but a few make good progress as a result of clear targets in their plans.

When pupils start school they have the knowledge and skills expected for their age. They make good progress in reading and satisfactory progress in writing and mathematics and reach standards that are broadly average by the end of Reception. Progress is satisfactory and improving in Years 1 and 2 as the result of higher expectations of what all pupils can achieve.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils have a well-developed awareness of right and wrong and mature attitudes. They are polite and show good manners.

They feel safe in school and are free from bullying. Relationships between pupils and staff are good and pupils are confident to ask questions or seek help. They enjoy coming to school and as a result their attendance is good. Pupils apply themselves well in lessons and sustain concentration even when they are not challenged in their learning. Behaviour in lessons is good but a small number of boys show a lack of self-discipline and awareness of others when playing outside.

Pupils are aware of the need to adopt healthy life-styles. They readily explain what constitutes a healthy diet, and they recognise the importance of physical activity. They know what they should do to keep safe.

Pupils enjoy taking on responsible roles such as those of House Captain and many become actively involved in the local folk and music festivals. Pupils' mature attitudes, combined with good standards of literacy and numeracy, ensure that they are well prepared for the next stage of their education.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and improving. There is good teaching of reading in Reception which results in pupils having a good understanding of letters and word building. The good teaching of writing in Years 1 and 2 results in pupils' confident and accurate use of punctuation.

Relationships between adults and pupils are good in all classes. Pupils maintain good attitudes to their work even when tasks do not challenge them. Teachers' planning does not always build sufficiently on pupils' previous learning so that expectations of

what different groups of pupils can achieve are not high enough. This is starting to be addressed, for example in pupils' writing, by teachers planning activities which meet pupils' needs much more accurately, particularly those attaining at a higher level. Together with skilful questioning by teachers which develops pupils' understanding, this is leading to better progress.

At the start of each lesson, teachers make very clear to pupils what they are expected to learn. This helps pupils to know how well they are doing, especially as teachers often refer to it again when they mark pupils work. However, teachers' marking often doesn't show pupils clearly how they could improve their work.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and there are some good features. More effective links between subjects are making learning more relevant and interesting for the pupils. For example, art and religious education have been brought together for pupils in Years 3 and 4 whilst making a model of a Sikh Temple. The curriculum makes a good contribution to pupils' personal development and promotes safe and healthy lifestyles. Provision is satisfactory in the Foundation Stage and good use is made of the outdoor environment for learning.

Arrangements for promoting literacy, numeracy and ICT skills are satisfactory. The curriculum is not sufficiently well-structured to provide activities which enable pupils to make consistently good progress, particularly the more able. Pupils with learning difficulties and disabilities are identified at an early stage and work is usually matched to their needs.

Despite its small size and the limitations of the accommodation the school does well to provide a good range of musical and sporting activities which pupils enjoy.

Care, guidance and support

Grade: 3

The quality of care, guidance and support is satisfactory. Staff are committed to ensuring pupils' welfare and this is reflected in robust procedures for health and safety and child protection. The school works well with parents and carers and uses other agencies to support pupils when necessary. Personal and social education lessons provide good guidance for pupils and promote good personal development.

Pupils' progress is regularly assessed but the information is not yet used effectively by teachers and senior managers to ensure that planned activities fully meet pupils' needs and lead to good progress. Target setting has started, but not all pupils are sufficiently aware of their targets and of how they can improve their work. Education plans for pupils with learning difficulties are satisfactory overall. Some are good because they contain clear targets that are used effectively to promote pupils' personal development as well as their academic progress.

Leadership and management

Grade: 3

The leadership and management of the school are satisfactory. Before her absence, the headteacher was successful in her drive to raise standards as a result of her high expectations of both staff and pupils. Although the pace of improvement slowed while she was away, momentum has now picked up again because of her good leadership. For example the headteacher, the literacy coordinator and governors are working together to enable pupils to proof read their work more carefully. This follows an initiative which improved pupils' progress in writing by focusing on the accuracy of their punctuation. These examples, together with the satisfactory progress made in tackling the issues from the previous inspection, illustrate the school's capacity to continue to move forward and raise standards still further. However, leaders are not yet evaluating the effectiveness of improvement strategies by checking the level of challenge in individual pupils' targets and whether pupils are making sufficient progress.

The governors play an important and effective role within the school and are fully involved with its self-evaluation. The school's knowledge of itself is good in some areas of its work, but it has an over-generous view of its own effectiveness in others because it hasn't sufficiently considered the impact of its actions on pupils' progress. The school enjoys the good support of parents and takes account of their views in its self-evaluation, for example when developing the healthy snack policy.

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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?	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

How well do learners achieve?	3	NA
The standards ¹ 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

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	2	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?	3	NA
How well are learners cared for, guided and supported?	3	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	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	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

Thank you for answering all our questions when we visited your school recently. You were very helpful and we were impressed by your politeness and good manners.

What we liked most about your school

•The standards of your work are improving. •The headteacher is working hard with your teachers, governors and parents to improve your school further. •You have good attitudes to your work and behave well in class. •The youngest children are taught to read well and those in Years 1 and 2 are beginning to make better progress in their writing. •You appreciate the opportunities that you have to take part in music and sport and go on visits. •The adults care for you and make sure that you have a happy and safe school in which to learn.

What we have asked your school to do now

•Make sure that you are given work that helps you to make as much progress as you can •Check whether the targets you are given are challenging enough and that you are making good progress •Tell you what to do to improve your work and help you to judge for yourself how well you are getting on.