



Wollescote Primary School

Inspection Report - Amended

Unique Reference Number 103800
Local Authority Dudley
Inspection number 286766
Inspection dates 11–12 September 2006
Reporting inspector David Cox

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

Type of school	Primary	School address	Drummond Road
School category	Community		Stourbridge
Age range of pupils	3–11		DY9 8YA
Gender of pupils	Mixed	Telephone number	01384 818500
Number on roll (school)	404	Fax number	01384 818501
Appropriate authority	The governing body	Chair	Soraya Rowlands
		Headteacher	Steven Eales
Date of previous school inspection	15 October 2001		

Age group	Inspection dates	Inspection number
3–11	11–12 September 2006	286766

Amended Report Addendum

Report updated to resolve formatting inconsistency

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Wollescote Primary School is a larger than average primary school. The majority of pupils are of Pakistani heritage and one quarter of pupils are of White British heritage. The proportion of pupils eligible for free school meals is above the national average. The percentage of pupils who have learning difficulties is broadly average. When children start school in the Nursery, many have poor social and language skills. The proportion of pupils that joined the school in the last academic year other than at the normal admission time is higher than normal.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school provides a satisfactory education. It considers itself to be more effective than this because of the many strategies that have been introduced since 2004, following two years of falling standards. However, these strategies are not sufficiently embedded throughout the school and so pupils do not make consistently good progress, particularly in Years 3 to 6.

Pupils' achievement is satisfactory as a result of satisfactory teaching overall. Younger children, however get off to a flying start. The exciting curriculum and the good teaching in the Nursery and Reception enable them to make rapid progress, although many struggle to achieve the goals expected for their age. This good achievement continues in Years 1 and 2 because the teaching continues to be effective. Standards are broadly average but are below average in mathematics. Teachers know their pupils well and adapt their methods to meet the needs of individual pupils.

By Year 6, standards are below average. Nevertheless, this represents satisfactory progress because these pupils entered Year 3 with below average standards. A small minority of boys make inadequate progress because they are disaffected and do not find the tasks enjoyable. Teachers do not always use the information available to them to plan activities that challenge the more able pupils. This results in these pupils not making the progress they should.

The school provides good care, guidance and support and most parents agree. Pupils feel safe and well cared for. The school works hard to promote healthy lifestyles through extensive sports and health programmes. Pupils' personal development, including their spiritual, moral, social and cultural development, is satisfactory. Most behave well, although some boys are occasionally disruptive. Pupils are encouraged to express their opinions; they say that they enjoy school, are treated equally, and teachers and other adults are always helpful. Their concern for others is demonstrated by the many charity events they organise and their positive contribution to the local and wider community. Pupils are developing satisfactory literacy and numeracy skills needed for the next stage of their education and their future life. The school employs many worthwhile strategies in an attempt to improve attendance but the level of attendance is below average overall.

The leadership and management of the school, including governance, are satisfactory. The headteacher, together with the deputy headteacher, have shown that they can, and are, moving the school forward. The school has correctly identified that in Years 3 to 6, the monitoring and evaluation of teaching and achievement are not rigorous enough.

What the school should do to improve further

- Raise standards in Years 3 to 6 by ensuring that teachers make more effective use of assessment information to set more challenging and inspiring work, especially for more able pupils and for boys.

- Take a more rigorous approach to monitoring and evaluating the quality of teaching and the progress that pupils make in Years 3 to 6.
- Improve attendance.

Achievement and standards

Grade: 3

Standards are below average by the end of Year 6. This represents satisfactory progress for these pupils because their standards were below average at Year 3. Also, the high proportion of pupils who joined the school throughout the year has led to standards fluctuating over recent years. There was a significant improvement in overall standards in 2005 from a low point in 2004 for pupils in Year 6 because the school set challenging targets. The achievement of pupils is satisfactory.

When children start school in Nursery, many have poor language skills with a significant proportion having only a limited understanding of spoken English. By the end of Reception, they are able to hold a conversation, although many do not achieve the goals expected of children of this age. As a result of the good teaching, this good progress continues in Years 1 and 2. This is reflected in the standards of pupils' current work and the results of the Year 2 tests in 2005 which were average in reading and writing but below average in mathematics.

In Years 3 to 6, a small minority of boys make inadequate progress because they do not always find some of the tasks enjoyable and have poor attitudes to work. More able pupils are not always challenged enough because some teachers do not make effective use of information about their previous progress to provide tasks that stretch them.

Personal development and well-being

Grade: 3

Most pupils have positive attitudes to learning and enjoy coming to school. Pupils are polite and work well together. They are confident and voice their views through the 'Pupil Voice' forum. They contribute well to the school and local community, organising fund-raising activities; they recently achieved the Rotary Community Award. Pupil's spiritual, moral, social and cultural development are satisfactory overall.

Attendance is below average, mainly as a result of some parents taking their children out of school for extended holidays. This interrupts and sometimes restricts progress.

Most pupils behave well. Occasionally, the challenging behaviour of a small minority of boys adversely affects the learning of others. Pupils say that they enjoy coming to school and feel safe. A Year 6 pupil said 'this school is successful because we achieve something every day'. Pupils are encouraged to select healthy options at lunchtime, but not all follow the guidance provided. Pupils develop a good awareness of the dangers of smoking, solvent and drug abuse through the programme for personal, social and health education. By the time they leave school, pupils develop satisfactory skills needed for their future economic well-being.

Quality of provision

Teaching and learning

Grade: 3

In the Nursery and Reception, the interest and enthusiasm of teachers, with the good support of other adults, motivates the younger pupils to make good progress. Well planned learning activities that use information about pupils' progress ensure that their needs are catered for effectively. The sharing of the lesson's focus enables pupils to understand what is expected of them. Their behaviour is managed skilfully by staff and they respond positively to the praise and encouragement they receive. The good teaching continues in Years 1 and 2.

In Years 3 to 6, whilst there are examples of good teaching, most is satisfactory. It does not inspire pupils and occasionally this leads to some boys becoming disaffected. Teachers do not make the most effective use of assessment information which results in the more able pupils not being challenged enough.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory overall. In the Nursery and Reception it is good, and emphasises English language development through a range of well planned and exciting activities in all areas of learning. A good example of this was the recent role-played 'wedding' in the Reception class, conducted by the local vicar.

The curriculum through the rest of the school is satisfactory. Current curriculum plans, particularly in Years 3 to 6, do not always meet the diverse needs of the pupils and senior leaders are accelerating plans to develop the curriculum. Art, information and communication technology and health education are areas which are already benefiting from this new focus, and good examples of this work are widely displayed in public areas. Exciting learning opportunities through visits to places such as Astley Burf and Hanbury Hall support pupils' personal development.

Pupils in Year 6 also talk enthusiastically of their recent experiences listening to, and working with, well known authors, which is helping to improve pupils' basic language skills. Pupils enjoy the many opportunities for sport, where the school is constantly encouraging the enthusiasm and competitiveness of the pupils. In a short discussion one older girl said how much she enjoyed swimming, which the school promotes strongly.

Care, guidance and support

Grade: 2

Child protection procedures meet current government requirements and staff know how to raise any concerns. Risk assessments and checks on personnel are carried out correctly. Children and families in difficult circumstances are supported well by the school. This has a positive impact on pupils' learning. As a health promoting school

there is a strong emphasis on developing healthy lifestyles. Milk is provided for younger pupils and regular dental checks and follow-up treatment are organised by the school. Pupils are provided with regular opportunities to exercise.

Learning assistants and a wide range of external agencies provide satisfactory support to pupils with learning difficulties. New systems for monitoring pupils' personal and academic development identify individual pupils' needs and provide appropriate support, often through learning mentors. Links with secondary schools are good and help to ensure a smooth transition for the pupils.

Leadership and management

Grade: 3

The headteacher has a sound grasp of the strengths of the school and areas that need to be improved. The school's own evaluation of its strengths and weaknesses and its priorities are the right ones. The deputy headteacher supports the headteacher well and has been instrumental in bringing about significant improvements which have resulted in a firm foundation for moving forward.

In recent years, numerous new strategies have been introduced which have led to an improvement in standards in the Nursery, Reception and Years 1 and 2. However, these strategies are not applied consistently in Years 3 to 6. The monitoring and evaluation of teaching in these years are not rigorous enough and the headteacher recognises this.

Parents give satisfactory support to the school although they could do more to help the school in its endeavour to improve attendance. Their views are sought and acted upon. For example, following requests from parents, 'Play' sessions have been provided during holidays for the youngest pupils.

Governors give the school satisfactory support and make sure statutory requirements are met. Although the school has a considerable budget surplus, most of this has already been allocated for improvements to the Reception block. The school provides satisfactory value for money.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

As you know, we visited your school recently to find out how well Wollescote is doing. We would like to thank you for looking after us so well. We enjoyed talking to so many of you during playtime and lunchtime about your school, the work you have done and how much you enjoy coming to school.

What we found that is really good about your school

- You say that you enjoy being at Wollescote and that you feel safe. Teachers and other staff in the school look after you well.
- You take part in lots of exciting activities such as swimming and enjoy your visits to places such as Astley Burf and Hanbury Hall.
- Many of the younger pupils do well because of the good teaching.
- The people who run your school know what it does well and what needs to be improved to make it even better.

What we have asked your school to do now

- Help some of you to reach higher standards by making better use of the information the school has about you to set work which you enjoy and challenges you to do your best.
- Help those in charge of the school to make sure they really know how well you are doing.
- Help some of you to come to school more regularly.

Thank you once again for your help.