

# Warton Nethersole's CofE (C) Primary School

Inspection report

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<b>Unique Reference Number</b>	125650
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	293318
<b>Inspection date</b>	20 March 2007
<b>Reporting inspector</b>	Doris Bell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	136
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	F Austin
<b>Headteacher</b>	M Knuckey
<b>Date of previous school inspection</b>	7 May 2002
<b>School address</b>	Maypole Road Warton Tamworth B79 0HP
<b>Telephone number</b>	01827 894182
<b>Fax number</b>	01827 894182

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

This small school has an above-average proportion of pupils with learning difficulties. In 2006, that proportion was well above average. A small proportion of pupils, very few of whom are at the early stages of learning to speak English, come from minority ethnic backgrounds. Attainment on entry to the school is as expected for the children's ages. The school has a silver Eco award. It is working towards the Green Flag award. The present headteacher took up her post on 19 February 2007. The school had an acting headteacher following the previous headteacher's retirement in 2006.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

The satisfactory quality of education provided by this school is already showing signs of improvement under the new headteacher. Achievement is satisfactory and standards are average in Year 6. However, the more able pupils are not always sufficiently challenged, especially in mathematics, and the work given to less able pupils is sometimes too hard for them. The curriculum and the quality of teaching are satisfactory. Overall, planning meets the needs of pupils in different age groups but it does not always meet pupils' different stages of learning. The school is working hard to address these issues. In the Foundation Stage, standards, progress and the quality of provision are all satisfactory.

Pupils are satisfactorily cared for, guided and supported. The good pastoral care and support they receive contribute greatly to their good personal development and well-being. As a result, behaviour is good, pupils feel safe and they enjoy school. They have a good understanding of how to keep safe, fit and healthy, and they make a good contribution to the community. Academic guidance is less well supported. Pupils have targets to improve their work in English and mathematics. However, they do not understand their targets well enough and are not fully aware of how to use them to improve their work.

Leadership and management are satisfactory overall. The school's own evaluation of its effectiveness is accurate. The new headteacher's very clear view of what needs to be done has enabled her very quickly to establish the right priorities for further improvement. While there are clear plans to develop performance management systems, they are currently inadequate. Nevertheless, the strong teamwork evident in the school, and the signs of improvement so far, show that the school's capacity for further improvement is satisfactory.

### What the school should do to improve further

- Provide more challenging activities for more-able pupils, especially in mathematics, and ensure that all pupils are given work at the right levels.
- Make better use of assessment information to set pupils' targets and help pupils to understand their targets and the steps they need to take to reach them.
- Re-establish performance management procedures and extend the roles of staff with management responsibilities to ensure that teaching and learning are adequately monitored, evaluated and improved.

## Achievement and standards

### Grade: 3

Achievement is satisfactory overall, including in the Foundation Stage. Here, children reach the nationally expected standards. Standards are average by Year 6. They are above average overall in Year 2, mainly because pupils do particularly well in reading, and also reach above-average standards in mathematics. Pupils make better progress in Years 1 and 2 than in other year groups. This is because teaching is better matched to their individual needs.

Progress is steady in Years 3 to 6 but more able pupils did better in English and science than they did in mathematics in 2006. In mathematics, the work given to more-able pupils does not fully stretch their thinking or their ability to solve increasingly complex mathematical problems. Conversely, planned activities are sometimes too challenging for less able pupils and their learning slows because they frequently have to wait for help so they can continue. The school

has started to tackle these issues, initially in Years 5 and 6, and progress in mathematics is beginning to improve in those two year groups. Pupils with learning difficulties or disabilities make satisfactory progress overall, as do the small number of pupils from minority ethnic groups.

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

### **Grade: 2**

Pupils' spiritual, moral, social and cultural awareness is good. Pupils successfully learn to behave well, share, take turns and care for each other and the environment. From the moment they start school, they listen carefully to their teachers and to each other and usually work hard in lessons. They do, however, become restless when their work is too hard or too easy. Pupils know their views are valued and they willingly accept responsibility, for example, on the Eco committee, as school councillors, and as 'peer mediators', helping other pupils to avoid conflict. This contributes to their good awareness of how to keep themselves safe, and how to contribute to the community. Pupils have a good understanding of the importance of eating healthily and taking regular exercise. Their attendance is satisfactory and their sound basic skills ensure they leave the school satisfactorily prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The good relationships between teachers and pupils ensure the pupils' good behaviour and contribute to their personal development and well-being. Well-briefed teaching assistants support pupils' learning, adding to their enjoyment and achievement.

Teachers engage pupils well in whole-class sessions, assessing their learning and building on their responses. This good practice does not always extend to group activities. Here, teachers' planning takes good account of the different age groups in each class but it does not always take enough account of pupils' different stages of learning. The relatively new systems for tracking pupils' progress are providing teachers with a good basis for doing this. Pupils' work is usually marked. However, with the exception of writing, teachers rarely give pupils pointers for improvement. The new headteacher recognises these things and has made tackling them one of the school's priorities.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum promotes pupils' health, safety and well-being effectively. It is successfully enriched and enhanced by a good range of visits, visitors and well-attended extra-curricular activities, and by the school's good links with other schools and external agencies. These cover, for example, sport, the arts and information and communication technology (ICT). The provision for pupils with learning difficulties and disabilities is satisfactory. The individual education plans (IEPs) for these pupils do not always show the criteria against which their progress is to be measured. This limits their value as a tool for teachers to use when assessing individual progress.

The curriculum for the Foundation Stage is satisfactory but it does not provide enough opportunities for child-initiated activities. As a result, children do not develop independent skills as quickly as they might. Literacy and ICT skills are promoted well throughout the school.

## Care, guidance and support

### Grade: 3

Care, guidance and support for pupils are satisfactory overall and procedures for safeguarding pupils are good. Teachers and other adults know pupils well and pupils state confidently that if need be, they can turn to any adult for help and they will get it. The vast majority of parents are pleased with what the school does. A small minority have concerns about how the school deals with behaviour. The behaviour policy has recently been reviewed. Relevant incidents are recorded properly, and pupils understand and appreciate the systems of rewards and sanctions, saying that they encourage everyone to behave better. Pupils have targets to improve their work in English and mathematics. However, they do not have a clear enough understanding of their targets, or of how they can use them to develop their own learning. This limits the usefulness of targets in accelerating progress.

## Leadership and management

### Grade: 3

The new headteacher has quickly gained the respect of the staff, successfully involving them in reaching a shared understanding of what needs to be done to improve achievement. The evaluation is accurate and perceptive and articulated well in a new improvement plan outline which has the right priorities and gives the school a clear and well-founded educational direction. This has been achieved in a very short time and is the result of good teamwork amongst staff and governors. Governors have a good understanding of their roles and responsibilities and the school has improved since the previous inspection.

As it awaited the arrival of the new headteacher, the school started to track the progress of individual pupils. Much remains to be done to meet the learning needs of all pupils fully. However, a sound start has been made on developing ways of analysing and using the information more effectively to meet pupils' different learning needs. The curriculum is also rightly under review to address this. Additionally, there are well-focused plans for monitoring, evaluating and improving the quality of teaching and learning.

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## Annex A

## 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>
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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
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
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

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
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	2
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

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

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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	4
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us to your school and for talking to us about your work. You told us how much you enjoy school, and how you prefer it when you have to work hard. We found that your school is satisfactory overall. This means that it has a number of good points but there are also some areas that need a bit more work. Here is a summary of the good points.

- Most of you make satisfactory progress.
- You are polite and well behaved at all times. You know how to keep yourselves safe, fit and healthy.
- You clearly enjoy the visits and after-school clubs that your teachers arrange for you.
- Through your Eco work, you gain a good understanding of the importance of caring for the world in which you live.
- Your school is led and managed properly. The new headteacher and governors know how to make it even better and all of your teachers are working hard to do this.

We have asked your school to help you make even better progress by:

- giving harder work to those of you who can manage it, especially in mathematics, and ensuring that all of you have work at the right level for you
- making sure that all teachers make the best use of what they know about how well you are doing, to help you make faster progress
- re-establishing the systems it used to use to check how well you are taught and how effectively you are learning.

We hope that, as a result of these improvements, you will make better progress in the future and that you will continue to enjoy learning now and throughout your lives.