



# Willenhall Community Primary School

## Inspection Report

**Unique Reference Number** 134745  
**Local Authority** Coventry  
**Inspection number** 294167  
**Inspection dates** 8–9 February 2007  
**Reporting inspector** Diane Wilkinson

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

<b>Type of school</b>	Primary	<b>School address</b>	St James Lane
<b>School category</b>	Community		Coventry
<b>Age range of pupils</b>	3–11		CV3 3DB
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	02476 302004
<b>Number on roll (school)</b>	379	<b>Fax number</b>	02476 307509
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Dave Chater
		<b>Headteacher</b>	Caroline Kiely
<b>Date of previous school inspection</b>	Not previously inspected		

<b>Age group</b> 3–11	<b>Inspection dates</b> 8–9 February 2007	<b>Inspection number</b> 294167
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

Willenhall is a large primary school. It opened in September 2005 as the result of the amalgamation of two primary schools and serves an area of significant social and economic need. Currently on two sites, it is about to move into a new building. Around 13% of pupils come from minority ethnic groups, a small number of whom speak English as an additional language. Attainment on entry is well below that usually found and the proportion of pupils with learning difficulties and disabilities is above average.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

Willenhall provides a satisfactory standard of education with strengths in some areas of its work. The key feature in this new school's development over the past 18 months has been the inspirational leadership of the headteacher. She has brought about cohesion and a shared sense of purpose amongst staff and governors who want the school to succeed. Her analysis of what needed to be done and the effective prioritising of areas for development have successfully eradicated poor behaviour and underachievement. Parents are very appreciative of what she has achieved and one parent wrote, 'My daughter thinks Miss Kiely is the best headmistress in the world.' Leadership and management are satisfactory overall. Self-evaluation is accurate although the impact of some strategies for improvement has yet to be seen. The school also recognises that more needs to be done in some areas, such as improving progress in writing. However, the shared commitment to strive for a better standard of education for pupils, together with the well thought out management procedures put in place to achieve this, give confidence that the school is well placed to improve further.

Care, guidance and support are good. The level of attention given to pupils' welfare is very good and pupils are given effective guidance in their personal development. As a result they feel safe and happy in school, enjoy learning and make good progress in their personal development. Their behaviour is excellent. Academic support and guidance is good although some teachers are better than others at setting targets for improvement.

Pupils' achievement is satisfactory overall. It is good in the Foundation Stage because of the good progress children make in the Nursery. Pupils in Years 1 to 6 have made good progress in reading and mathematics over the last year, but standards at the end of Years 2 and 6 are very low because many pupils had not made enough progress in the past. Pupils with learning difficulties and disabilities are well supported and make good progress. The school has been slower to improve progress in writing. This is now being addressed although the new scheme of work has not been fully implemented in all year groups.

There is some good teaching in all phases of the school, most notably in the Nursery and Year 6, although teaching is satisfactory overall. This is largely because a minority of teachers are not so accurate in assessing the exact stage at which pupils are working. In these classes the targets set for improvement and the activities planned are not as effective as they could be in supporting progress. The curriculum is satisfactory. Improved planning is helping to bring a more consistent approach to learning although more links need to be made between subjects to encourage pupils to use their literacy, numeracy and information and communication technology (ICT) skills. Provision for children in the Foundation Stage is satisfactory.

## What the school should do to improve further

- Ensure that all teachers accurately assess the specific stage at which individual pupils are working so that improvement targets and lesson activities help pupils make the progress of which they are capable.
- Improve pupils' basic skills by:
- Extending the effective programmes of work for developing pupils' writing skills to all year groups.
- Identifying opportunities for pupils to develop their literacy, numeracy and ICT skills in other subjects.

## Achievement and standards

### Grade: 3

Most pupils, including those who speak English as an additional language, achieve satisfactorily. Pupils with learning difficulties and disabilities achieve well as the result of the effective support they receive. The school has significantly decreased the number of pupils who need extra help.

Standards on entry to the Nursery are well below expectations, particularly in literacy and numeracy, with many children having speech and language difficulties. Children make good progress in the Nursery and satisfactory progress in Reception. Overall, standards are below expectations by the time children enter Year 1, but remain well below in key literacy and numeracy skills.

Progress in Years 1 to 6 is satisfactory. There is a legacy of very low standards which resulted from underachievement prior to the new school opening. This has led to standards in the 2006 Year 2 and Year 6 national tests being very low, especially in English. Few pupils reached the higher levels and insufficient numbers reached the expected level in writing. The school's hard work has improved progress, particularly in reading and mathematics, and it exceeded the targets for the Year 6 results. It is well placed to do so again this year. Progress in writing has been slower to improve, but is beginning to be successfully addressed, particularly in Year 6 where pupils are making much better progress due to the effective teaching and new scheme of work.

## Personal development and well-being

### Grade: 2

Moral and social development is very good and relationships throughout the school are especially harmonious. Behaviour is excellent. As a result, pupils feel safe and secure, enjoy school and are keen to learn. They are proud that the school council enables them to make a positive contribution to school life. As one Year 6 pupil commented, 'We are the voice of the school.' Spiritual and cultural development is satisfactory and the school recognizes the need to develop these areas. Attendance levels are slightly below the national average but the school is working hard to address this issue. Regular rewards given to classes for the best attendance help to improve standards in this area.

Pupils talk confidently about how healthy food and exercise help their concentration and energy, and have a good awareness of how to keep themselves safe. Pupils develop a secure range of skills to help them in future life; for example, through learning about the world of work on their visit to the nearby Jaguar car works.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

Teaching and learning are satisfactory overall although some good teaching was seen in all phases in the school. Pupils' good attitudes help them to work hard and when teaching is good they do so enthusiastically and make good progress.

The school's policy of ensuring that the best teachers work closely with weaker colleagues has helped eradicate unsatisfactory teaching. In particular, the school has successfully raised teachers' expectations of what pupils can achieve and this is bringing about better progress. Most teachers provide different work for the general level at which pupils are working. However, not all are precise enough in assessing exactly what pupils need to do to improve so that on a few occasions the work set is too easy or too hard. The teaching of reading and mathematics has improved well over the past year, accelerating the rate of learning. Until recently less had been done to improve the teaching of writing although this is now beginning to be successfully addressed. Teaching assistants make an important contribution to pupils' learning. In particular, their role in mentoring pupils with learning difficulties and disabilities is a key factor in the good progress these pupils make.

### **Curriculum and other activities**

#### **Grade: 3**

The curriculum meets the needs of most pupils. Those with specific learning needs benefit from additional work and gifted and talented pupils gain from special activities designed to bring out the best in them. The activities planned for nursery children encourage their good progress. In other year groups planning has addressed previous underachievement in reading and mathematics and is beginning to do so in writing. However, it does not yet identify opportunities for pupils to use their literacy, numeracy and ICT skills in other subjects, which limits development. The programme to promote pupils' social and emotional development is very effective and contributes to the excellent behaviour of pupils and their determination to succeed. Pupils benefit from a wide range of good quality extra-curricular activities that include music, sport and outdoor pursuits.

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

#### **Grade: 2**

Very good attention is paid to pupils' health and safety, and arrangements for the vetting of staff fully comply with government guidelines. Liaison with other agencies

is particularly effective in ensuring that vulnerable children are very well looked after. Parents very much appreciate the support given to them and their families. Guidance and support for pupils' personal development are good. Excellent procedures to promote good behaviour result in the school's calm and well ordered ethos where pupils feel safe and secure. The school's well thought out assessment policy ensures many pupils benefit from high quality academic guidance which identifies their strengths and gives them clear targets for improvement. However, not all teachers are skilled at pinpointing exactly what pupils need to do to improve. When this happens the targets set are not precise enough to encourage good progress.

## **Leadership and management**

### **Grade: 3**

The headteacher has led the school determinedly since her appointment in September 2005. Her dynamism has nurtured a common sense of purpose amongst staff with an unrelenting focus on improving every aspect of the school. She is well supported by the dedicated senior management team. Parents are very appreciative of the school's efforts to address the problem of underachievement. As one wrote, 'I am very pleased with the way my son is progressing at school; he understands the importance of hard work, which I put down to very good management.'

Systematic monitoring of the quality of teaching and learning contributes effectively to senior leaders' accurate picture of the school's overall strengths and weaknesses and is leading to improvement. Subject leaders carry out their roles satisfactorily. Strategies to bring about further improvements are in place although many of these are fairly recent and have yet to raise standards, particularly in writing.

Governors recognise the need to focus on the priorities for this new school and carry out their duties well. Through their conscientious monitoring and evaluation of the school's work they have contributed effectively to the improving progress, behaviour and attendance. Very careful thought has been given to the best way that the new school's resources can be used to benefit pupils. Consultation with parents and pupils is good and the school has developed productive relationships with many other agencies.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<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	2
Effective steps have been taken to promote improvement since the last inspection	No

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	4
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	2

### 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	1
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>	2

<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.

## 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	2
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	2
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**

Thank you for welcoming us to your school. We were especially impressed by your excellent behaviour and friendliness and I particularly want to thank the school council who gave up their lunchtime to speak with us. We feel that your school is giving you a satisfactory standard of education. However, we also recognise that staff and governors have done a lot of good things since the school opened and know that they are still working hard to make things even better.

This is what we thought was good about the school:

- Your headteacher has organised your new school especially well so that staff are working together well as a team.
- You enjoy school and work hard and the extra activities the school plans for you to do like clubs and visits are good.
- You get on very well with each other and are becoming mature and confident.
- Adults take very good care of you and give you good guidance on how you can improve, particularly in your personal development.
- Those pupils who find learning difficult are making good progress because they receive lots of help and support.

What we have asked your school to do now:

- Make sure that all teachers check your work accurately enough so that they can plan activities and set targets for improvement that will help you to do your best.
- The new scheme of work for writing is helping Year 6 pupils to make better progress and we have asked teachers to use this in all classes.
- Plan more activities to help you practise and improve your English, mathematics and computer skills in other subjects.

Thank you again for all your help and good luck for the future.