

# Wilden All Saints CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	135043
<b>Local Authority</b>	Worcestershire
<b>Inspection number</b>	319600
<b>Inspection date</b>	26 February 2009
<b>Reporting inspector</b>	David Carrington

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	200
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Tim Berry
<b>Headteacher</b>	Joy White
<b>Date of previous school inspection</b>	Not previously inspected
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Wilden Lane Stourport-on-Severn DY13 9LP
<b>Telephone number</b>	01299 822 638

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<b>Age group</b>	3–11
<b>Inspection date</b>	26 February 2009
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**Fax number**

01299 828 065

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## Introduction

The inspection was carried out by two Additional Inspectors. The inspectors evaluated the overall effectiveness of the school and investigated the following issues:

- the work of senior leaders to improve pupils' achievement, especially in writing
- the match of work to pupils' abilities and the challenge provided for the most able
- the effectiveness of assessment and how pupils are encouraged to assess their own learning.

Evidence was gathered from:

- published assessment data
- the school's own records
- parents' questionnaires
- observations in all classes
- discussions with pupils, staff and governors
- observations of the breakfast and after school clubs and the wrap around care provision.

Other aspects of the school's work were not investigated in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

## Description of the school

Wilden All Saints CofE Primary School was opened in September 2007 and has not been inspected before. The school is sited in buildings previously occupied by the First School of the same name. There were significant changes to staffing at the start of this, its second year. The school provides government funded wrap around care for eight children. There is also extended school provision in the term-time breakfast and after school clubs and the holiday scheme, with a maximum of 32 places. There is Early Years Foundation Stage provision in Nursery and Reception.

Most pupils live outside the local area. All of them speak English as their first language and nearly all are from White British families. An average proportion of the pupils have learning difficulties and/or disabilities, including behavioural and emotional, and speech and language needs.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Wilden All Saints CofE Primary is a good school. It has had a very successful first eighteen months and pupils' achievement is accelerating well. Children start in Nursery with the expected levels of skills and knowledge for their age and make good progress through the Early Years Foundation Stage to reach most of their learning goals. Standards are above average, with just over half of the pupils expected to reach the higher levels in English and mathematics before they leave Year 6. Standards in writing were a little lower than those in reading last year but improvements in provision made since summer 2007 are already showing through in higher standards and faster achievement. Pupils' progress is now consistently good in all classes in reading, writing, mathematics and science. Staff have high expectations and challenging work is provided for all pupils, especially the more able.

The pupils relish being in school and attendance levels are above average. There is infectious enthusiasm and much enjoyment of work and play. There are many innovative things for pupils to share. Early Years Foundation Stage children choose from activities including mechanical diggers to excavate soil, tasks in the Forest School setting where they plan and build plank bridges for the Billy Goat Gruff family to cross and, wearing their protective clothing, splash and slide in snow, water and mud alike. Such fun helps them to discover the world around and to solve practical problems that are meaningful for them.

Welfare provision is first class for Early Years Foundation Stage children and, for older pupils, care and support are very effective in ensuring they are happy, settled and stress- and worry-free. Vulnerable children are nurtured with compassion, care and understanding. Procedures to safeguard pupils meet current statutory requirements. The out-of-hours breakfast and after school clubs continue this guardianship very effectively. The wrap around care session during the afternoon is very thoughtfully planned to link into some of the topics followed by children in school. The school upholds the conditions of its registration for both extended school and government funded early education fully.

School self-evaluation is accurate and is rooted in well thought out systems to track pupils' progress and to check that teaching quality meets the school's good expectations. The school ranks pupils' personal development amongst its most conspicuous successes. Its evaluation here is spot-on. Pupils are extremely well behaved; they help each other to do well in school, are polite and considerate and are proud of their work and that of their many friends. Parents and carers recognise the successes of the school in meeting pupils' personal, social and health needs. The pupils themselves have thorough understanding of how to keep safe and healthy and they report that the hot meals deserve a good food award for their variety, health and taste.

The school is very much at the heart of the community, which encourages the pupils to learn about the needs and aspirations of people outside school. They have ample opportunities to contribute to community events. The choir has a very well deserved reputation locally and more widely through its radio broadcasting. There are also well established links with children in India and, through its partnership with the parish church, with Peru. In this way, the school fosters community cohesion well. Pupils' spiritual, moral, social and cultural education is very effective, often because of the very strong partnerships with external agencies, specialist visitors, local businesses and different community groups.

The good quality teaching and learning is central to pupils' time in school, and the starting point for many of these experiences. There is some outstanding teaching, notably in the Early Years Foundation Stage and Year 6. However, teaching quality does not drop below good in all classes. The curriculum provides all the necessary subjects and activities to help pupils develop good basic skills and prepare effectively for their next stage of education. It also encourages pupils to build independence, self-reliance and discipline, and the necessary confidence to succeed in life outside school. Work is usually well matched to the needs of pupils of different abilities and there are some good opportunities to stretch pupils' achievement and imaginations. The school has invested heavily in hardware and programs for information and communication technology (ICT) and these are used with confidence and expertise. The use of computers and other technology to extend pupils' writing skills is not yet extensive, although senior leaders recognise the potential for this to aid pupils' greater achievement.

Staff provide good academic guidance for pupils. Pupils with learning difficulties and/or disabilities make good progress because their needs are identified quickly and work is tailored to support the step-by-step building of essential skills and knowledge. Teaching assistants turn the good planning into effective lessons that are productive and purposeful for these pupils. Most lessons have opportunities for the discussion of the work completed in the session and pupils know their targets. Within these times they do not have enough chances to self-assess their success in meeting their targets and they do not always know what they have to do next to move up a level.

Skilful management and determined leadership have brought the school the successes found in the inspection. The headteacher sets high expectations, makes sure improvements are completed within an appropriate timescale and ensures all staff are very well motivated in their work. For their part, staff take on their responsibilities with enthusiasm and place the improvement of achievement at the heart of their work. Staff know that to become an outstanding school, pupils' progress has to be brisker still and standards even higher. They are working well towards meeting the renewed and even more challenging targets set for pupils' achievement.

The educational direction and ethos of the school are amongst its main strengths. Another is the way all pupils are given equal chances to succeed. Senior leaders are building their expertise in running the school and clearly have the qualities to take it on to even better things. Governors know the school well and are heavily involved in promoting improvement. Their good understanding of school performance enables them to ask challenging questions to ensure pupils are doing as well as they can. The capacity for future improvement is good.

## **Effectiveness of the Early Years Foundation Stage**

### **Grade: 2**

The Nursery and Reception classes provide good opportunities for children to learn and develop. The children build a good sense of adventure and one of the strengths of provision relates to the carefully controlled and safe opportunities for them to take simple risks. This is very helpful in helping them grow in confidence and self-esteem and to make great strides in their personal, social and emotional development. Reception children are alert to safety matters and are able to tell their teacher how they should keep safe when moving planks of wood or rolling small tree trunks up the slope in the Forest School.

The children progress well in the Early Years Foundation Stage and their above average level of skills and knowledge at the end of Reception give them a secure grounding for work in Year

1. The Nursery and Reception classes are extremely well resourced. These resources are used with flair. Children are confident to choose between the many rich experiences provided and they work very well together on tasks such as filling a bottle with water from a pipette and painting designs in the orange and black of a logo displayed on their outdoor wear. Work is well planned and there is regular and accurate assessment of children's progress that keeps a close watch on their achievement in all the different activities enjoyed during the day.

Whilst there is fun and enjoyment in abundance in the self-chosen and self-regulated activities, there are also effective sessions for more formal work to develop early skills of literacy and numeracy. Calculation for numeracy and some aspects of boys' early writing are the two areas where achievement, although satisfactory, is not yet at the same good rate as in aspects such as creative and physical development. Staff are working effectively to overcome this slower achievement. There is good capacity to build on the existing strengths because leadership of the Early Years Foundation Stage is well focused on sensible priorities and can already show good improvement to provision and results since the school opened.

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

- Improve the use of ICT across the curriculum to raise achievement in writing.
- Make sure that there are consistent opportunities for pupils to self-assess their work and to identify how to reach their next target.

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## Annex A

## 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?	2
Effective steps have been taken to promote improvement since the last inspection	NA
How well does the school work in partnership with others to promote learners' well being?	1
The capacity to make any necessary improvements	2

### Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	2

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
The extent to which learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

## The quality of provision

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
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

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

Dear Pupils,

Inspection of Wilden All Saints CofE Primary School, Stourport on Severn DY13 9LP

Thank you for making us so welcome when we visited your school recently. You were very helpful in sharing your ideas and thoughts about the school. We enjoyed being with you and seeing the different things you do. Like your parents and carers, we think you go to a good school. It has many strengths; the chief ones are:

- You make good progress and reach above average standards.
- Children in Nursery and Reception have fun in their learning and are given lots of interesting activities.
- You are extremely well behaved, very polite and friendly, and help each other to work well.
- You are taught well and all staff look after you carefully.
- Your school is well led and managed and Mrs White makes sure everyone tries their best to improve what they do.
- The breakfast and after school clubs include many activities to help you do well in school.

Since it opened, the school has improved well. There are two things in particular that your teachers can do to make it even better.

- Computers and other technology could be used even more to help improve your writing.
- You could be given more chances to tell your teachers how well you think you are learning and they could explain more often how you can reach your next target.

We know you will do well at school and that you have many good ideas to help your teachers make these improvements. You can start by sharing with your parents and carers and the staff your thoughts about the technology that can help you to write more successfully.

Yours faithfully

David Carrington Lead inspector