

Wolverley Sebright Primary School

Inspection report

Unique Reference Number	135059
Local Authority	Worcestershire
Inspection number	319606
Inspection date	3 February 2009
Reporting inspector	David Driscoll

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.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	114
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
Appropriate authority	The governing body
Chair	Derek Hughes
Headteacher	Peter Mountford
Date of previous school inspection	Not previously inspected
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Franch Road Wolverly Kidderminster DY11 5TP
Telephone number	01562 850 268
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Age group	4–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This small school was opened in September 2007 and takes pupils within a five mile radius of Wolverley. The proportion of pupils eligible for free school meals is well below average. Almost all pupils are White British. The proportion of pupils with learning difficulties and/or disabilities is below average. The school is very popular, with more parents wishing to send their children than there are places available. Most children in the Early Years Foundation Stage come from the privately owned Nursery, which is housed in the same buildings.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Wolverley Sebright provides a satisfactory education for its pupils. Children join the Reception class with skills that are typical for their age. Boys and girls of all abilities make satisfactory progress in the Early Years Foundation Stage and in all other years as they move through the school, as a result of the satisfactory teaching and curriculum they receive. Standards on leaving school in Year 6 are average, which represents satisfactory achievement. Standards in information and communication technology (ICT) are above average because pupils have many opportunities to develop their skills and teachers make frequent use of computers in lessons. The school has many extra adults in lessons, either teaching assistants or parent helpers, and their effectiveness varies from class to class. Sometimes they are not briefed well enough by the teacher. This leads to them ensuring that children and pupils are engaged in the lesson, but not necessarily learning effectively enough. There is also too much variation in the way that targets for pupils are used throughout the school, so the quality of academic guidance is no better than satisfactory. Some pupils are clear about their next steps in learning, but others do not know what they are aiming for or how to get there. So, despite the good quality of pastoral care, the overall care, guidance and support that pupils receive is satisfactory.

The good pastoral care has a significant impact on pupils' good personal development. Pupils feel very safe at school. They are confident that staff will take any problems seriously and do something about them. Bullying, they say, is very rare indeed. Many parents comment on the school's good ethos, where 'old fashioned values' are at the heart of what the school does. As a result, pupils have a very good understanding of right and wrong, and put these principles into practice in their dealings with others.

Leadership and management are satisfactory. Checks on teaching provide the headteacher and governors with an accurate picture of where the school's main strengths and weaknesses lie. The school's capacity to improve is satisfactory but is held back by the lack of opportunity for subject coordinators to monitor the quality of provision and contribute fully to tackling variations in practice. One reason for the school's popularity is the good links that are forged with parents. Many parents rightly praise the school for the quality of its communications and welcoming atmosphere.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Children look forward to joining the Reception class because they are well prepared for the transition from Nursery. Good links are maintained with the Nursery and with parents. Parents are very happy with the access they have to staff and know that they can discuss any concerns they may have about their child. Children are quick to settle and make friends because of the good care they receive. Their achievement is satisfactory in all areas of learning because provision for learning and development are satisfactory. Children join and leave Reception equipped with knowledge and skills that are typical for their age. They are given a good mix of adult- and child-led activities, but sometimes staff are not quick enough to adapt the activity if it becomes clear that it is too difficult for an individual. Children's progress is assessed by the teacher, but not recorded until the weekly meeting with other adults. This means that the other adults are not brought up to date on an individual's progress quickly enough, so are not always aware of what they need to do to help the children learn at the best rate. Leadership and management

are satisfactory. Checks provide an accurate picture of what works well and what needs improvement, but the latter do not always feature in the development plan.

What the school should do to improve further

- Ensure that subject coordinators play a greater part in monitoring what the school provides in order to reduce the variation in practice across the school.
- Ensure that teaching assistants and other adults are given clear guidance on how best to help pupils learn in lessons.
- Provide pupils with clear targets for the next stage in their learning and ensure they know what they have to do to reach them.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils join and leave the school with standards that are average, having made satisfactory progress in all years. Pupils who left in 2008 made satisfactory progress in English and science, but did not do as well as they should have in mathematics, where standards were below average. The school has taken effective actions to raise standards and achievement in mathematics, by ensuring that pupils are taught to apply their mathematical knowledge in different situations. Progress in mathematics is now satisfactory throughout the school. Pupils make good progress in ICT in all years. By Year 6, standards are above average and pupils have a very good understanding of how to use computers to control other devices.

Personal development and well-being

Grade: 2

Pupils very much enjoy coming to school, where they get on well with their friends and the staff. Pupils' attendance is above average and none are persistent absentees. From the Reception class onwards, children play and work happily together. Behaviour is good because pupils respond well to the school's expectations of a sensible and thoughtful approach to relationships. They well understand how to keep themselves and others safe, and put this into practice in the playground by looking out for one another. Pupils have a good understanding of the local community and play a good part in it. For example, the school council have taken part in local working parties set up to make the community a better and safer place. Pupils have a good knowledge of different religions. Their understanding of the different cultures represented in Britain today is satisfactory. Pupils have a very good awareness of environmental issues, and this also helps their good understanding of how to lead a healthy lifestyle. They grow their own fruit and vegetables and make their own compost, for example. Although the selling of some of the produce contributes to pupils' satisfactory economic awareness, such opportunities are inconsistent.

Quality of provision

Teaching and learning

Grade: 3

One reason for pupils' good enjoyment is the way that teachers make learning interesting. Learning to calculate the mean, median and mode using a game of cards was much more interesting than just adding up a list of numbers, for example, and especially appealed to boys' competitive spirit. Lessons are planned with activities to meet the needs of all abilities. However, sometimes, work is not well enough matched to pupils abilities, so they can find the work too hard or too easy. This is put right when spotted by the teacher, but sometimes the other adults in the classroom stay with a particular group when they would be more effective in checking on or supporting others. Their role in lessons is also not always clear enough, so they are not sure of how best to help pupils learn. Good use is made of ICT in lessons, not only to enhance pupils' skills but also to make lessons more interesting.

Curriculum and other activities

Grade: 3

The school has a good curriculum for personal, social and health education that promotes pupils' good personal development. Religious education is planned to provide pupils with a good understanding of other cultures. However, pupils do not have enough opportunities in other subjects to find out about the cultures represented in Britain today. The pupils very much enjoy the wide range of extra clubs and activities on offer. Over half the school are learning to play an instrument and even more take part in sport, which adds to their achievement.

Care, guidance and support

Grade: 3

The school provides a safe and caring environment for pupils. Child protection and current safeguarding requirements are met. Parents rightly feel that their children are well looked after and safe in school. Staff provide good support when pupils have concerns and are quick to act on any incidents of bullying. Pupils know that bullying is wrong and that teachers will deal with it firmly, so any such incidents are very rare. Academic guidance is satisfactory. The school has good systems for tracking pupils' progress and identifying any who may be falling behind in the longer term. These pupils are swiftly helped to catch up. Targets are used in English in all years and in mathematics in some. However, the targets are often too vague or are the same for the whole class so pupils are not sufficiently aware of what they need to do in order to improve their work.

Leadership and management

Grade: 3

The headteacher took swift actions to improve the teaching of mathematics after the disappointing results in 2008. The progress of pupils is now checked more frequently, so the school's senior leaders, including governors, know that the actions they have taken are proving successful. Checks on teaching paint an accurate picture of its main strengths and weaknesses, and identify clear areas where teachers can improve their performance. However, the performance of other staff, notably teaching assistants, is not monitored so they are not as

effective as they could be. Subject coordinators do not have enough opportunities to monitor the work of the school, so variations in practice, such as the setting of targets, are not identified and addressed quickly enough. Communications with parents are good. The school has an excellent website and staff, especially the headteacher, are always available for parents. However, governors have not ensured that the school profile has been completed. The good links with parents and others ensure that the school understands their needs well. The school correctly evaluates the provision for community cohesion as satisfactory.

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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?	3
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?	2
The capacity to make any necessary improvements	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
How good are the overall personal development and well-being of the children in the EYFS?	3
How effectively are children in the EYFS helped to learn and develop?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

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/or disabilities make progress	3

¹Grade 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

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of 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?	3

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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination eliminated	3
How well does the school contribute to community cohesion?	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

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

4 February 2009

Dear Pupils

Inspection of Wolverley Sebright Primary School, Wolverley, DY11 5TP

Many thanks for making us welcome and for helping us when we visited your school. We were very impressed with your good behaviour and your ICT skills. You told us that you enjoy coming to school because you all get on so well with one another and your teachers. You like the extra clubs that you can go to, especially sports. We didn't really see your garden at its best, given all the snow, but we could tell that you know a lot about the environment and how to stay healthy.

Your school is giving you a satisfactory education. You make steady progress in all years and leave the school with standards that are similar to most other schools. Your teachers let you use computers whenever they can, and they use them to make lessons more interesting. There are often quite a lot of grown-ups to help you learn in lessons. We think they could help you even more if they always knew, before the lesson started, exactly what they were going to do. You all know your targets when you are given them, but sometimes these don't really tell you exactly what you are aiming for. So we have asked the teachers to make them more precise, and then to tell you how to reach them. You can help here, by asking whenever you are not sure what you need to do next, or what your target means.

All the grown-ups take good care of you, so you feel safe at school. Your mums, dads and carers told us that they are very happy with the way that the school looks after you, and with the website and other ways they can find out about what is going on. The people who run the school are making it a better place to learn. They know the most important things that they can improve to help you learn better. The headteacher and his deputy check to make sure things are getting better, but more staff could help with these checks, to see if guidance is being followed.

With all best wishes for your futures.

Yours sincerely

David Driscoll

Lead inspector