

Worcester, Nunnery Wood Primary School

Inspection report

Unique Reference Number	116754
Local Authority	Worcestershire
Inspection number	326443
Inspection dates	19–20 November 2008
Reporting inspector	Andrew Watters HMI

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	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number on roll	
School (total)	292
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	Joanne Rouse
Headteacher	Sue Mason
Date of previous school inspection	30 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Prestwich Avenue Worcester WR5 1QE
Telephone number	01905 354154

Age group	4–11
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Introduction

The inspection was carried out by one of Her Majesty's Inspectors and two Additional Inspectors.

Description of the school

Nunnery Wood Primary draws its pupils from a wide area and from varied social backgrounds. Many pupils live in privately owned accommodation and over half the pupils come from outside the school's immediate catchment. Most of these pupils live in areas identified as having high levels of social deprivation. Almost 50% of the children enter the school with significant weaknesses in language acquisition, particularly speaking, reading and writing. Almost 20% of the pupils are on the school's register of learning difficulties and/or disabilities. There is local authority funding for 10 pupils as part of the school's language development unit. There are currently three pupils at the school under this arrangement, each taught in mainstream classes. Ten per cent of the pupils speak English as an additional language. Early Years Foundation Stage (EYFS) provision is located in the Reception classes.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is a vibrant, confident and happy school community. Under the inspirational leadership of the headteacher, supported effectively by senior teachers and the governing body, the school has made excellent improvement since its last inspection. The school's mission statement says 'Everyone will have high expectations and aspirations for themselves and others. All will be treated fairly and listened to. All will have an opportunity to take responsibility, build their self-esteem and develop their self-confidence. Success will be promoted and progress, achievement and effort recognised and rewarded.' This statement embodies the school's ethos, which is a tremendous credit to all staff and pupils. It is not surprising that the school's overall effectiveness is outstanding.

Achievement is good and standards are above average, which reflects the pupils' good attendance. Most pupils make good progress and some achieve exceptionally well, for example in reading. The pupils who have learning difficulties and/or disabilities make good progress, as do the more able pupils and those who speak English as an additional language. Pupils from the language development unit are integrated successfully and make good progress. However, a minority of pupils do not achieve well enough, particularly in writing in Key Stage 2. The pupils' personal development and well-being and the quality of education in the EYFS are outstanding. From the youngest children to the oldest pupils, all are developing personal qualities that prepare them exceptionally well for the next stages in their life and education. Pupils are tolerant, fair and supportive of each other and have a strong sense of social justice. They are exceptionally good-humoured and have a great sense of fun. They also appreciate the value of working hard. Parents are overwhelmingly supportive. Here is what one parent said: 'Children know right from wrong and teachers make sure things are fair.' Another parent said: 'My daughter loves coming here. The staff are friendly and approachable, and there are lots of interesting and exciting things going on...'

The quality of teaching and learning is good, with some that is satisfactory and some that is exceptional. Teachers and other adults who help in lessons have high expectations. In outstanding lessons, teachers skilfully assess the pupils' responses and their contributions, and use questions effectively to promote further learning and enquiry. In all lessons, pupils are encouraged to contribute, secure in the knowledge that their opinions will be valued and appreciated. In the satisfactory lessons, there are a few occasions when pupils do not make enough progress, because their work does not challenge them enough.

The curriculum is exceptional because it is flexible, innovative and relevant to the pupils' experiences. It is rich and varied, and has a positive impact on raising achievement, ensuring that pupils enjoy school and achieve well. The curriculum contributes extremely effectively to the pupils' personal development. The quality of care, guidance and support is outstanding. Pupils are self-confident, articulate and at ease with themselves and others. This is because they feel safe, and know exactly how they should behave and treat others. Targets are challenging and most pupils have a clear understanding of what they need to do in order to improve their work.

The quality of leadership and management is outstanding because the school's collective leadership demonstrates its effectiveness on a day-to-day basis, continually evaluating the school's performance in order to seek further improvement. During a meeting with inspectors, when asked if the school's targets change to reflect shifts in the pupils' attainment levels, the

headteacher replied 'Yes, but always upward and never down.' This typifies the high aspirations that the school's leadership has for all pupils. The school has an excellent capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 1

When children enter the EYFS Reception classes, their attainment is generally below average. The attainment of a significant minority is well below average, particularly in communication, language and literacy. The children's overall achievement is outstanding because they make exceptionally good progress in their personal, social and emotional development and in speaking and listening. In all other aspects of learning, they make consistently good progress. They receive a high quality of care and are extremely safe and well looked after. One reason their personal development is so good, and they work so happily together, is that they work with learning partners as soon as they come into school. This encourages them to have fun sharing their ideas and appreciate the benefits of helping each other to work and play. Children thoroughly enjoy many imaginative and well-organised activities, including those that they choose for themselves and work which they do with adults. Children have many opportunities to explore the world around them both inside and outside the classroom. All adults know the children very well, and accurate assessments quickly identify those who need additional support and those that are ready to be more independent.

Outstanding leadership in the EYFS reflects well in the strong team of staff in Reception and Year 1. Together teachers and other adults regularly assess children's progress to ensure that both teaching and the curriculum fully meet the needs of all the children. The three classes, who play and learn together well, make good use of all shared areas, and each class has an excellent separate area for outdoor learning.

What the school should do to improve further

- Raise achievement and standards further, ensuring all pupils achieve well, particularly in writing in Key Stage 2.
- Ensure all teaching is consistently good or better.

Achievement and standards

Grade: 2

The majority of pupils make good progress and achieve well. Just over a quarter of the pupils make exceptional progress, and achievement in reading is outstanding. Standards are rising and there is an upward trend of improvement in each key stage. The results of the 2008 assessments in Key Stage 1 show that standards are slightly above the national average, with nearly all the Year 2 pupils reaching the level expected for their age. When they enter Year 3 the pupils' progress slows, and then accelerates rapidly as they move through the rest of Key Stage 2. The provisional results of the 2008 national tests show that standards are in line with the national average in English and mathematics and above in science. Over two thirds of the pupils in Key Stage 2 are currently attaining standards above the average for their age. In each key stage an increasing proportion of pupils are reaching the higher levels, particularly in reading. Despite this very positive picture, a significant minority of the pupils do not achieve well enough, for example in writing in Key Stage 2.

Personal development and well-being

Grade: 1

The pupils' personal development is outstanding. Pupils are eager and enthusiastic learners and greatly enjoy coming to school. All, even the most vulnerable children, feel safe and have confidence in the adults who work with them. They speak articulately and with enthusiasm about their work, and cooperate effectively as learning partners in lessons. They enjoy extremely positive relationships with each other and with adults. Their behaviour is excellent and usually impeccable. Pupils have a very good understanding about the importance of leading a healthy lifestyle. The youngest children learn the value of sharing sensibly. As they move through the school, pupils build on this very good start by extending their understanding of citizenship and demonstrating the importance of having positive relationships with people from all lifestyles and different backgrounds. Older pupils act as monitors in a variety of different curriculum and social areas. The school council represents pupils exceptionally well and actively supports the school's aims and values, for example when leading a whole-school assembly on how to deal with bullying, as part of the school's 'stay safe' week. During this assembly, it was impressive to see pupils and staff singing together, with great enthusiasm and enjoyment. Pupils have raised money for a variety of global and local charities and the school council understands how to manage its budget effectively. Very impressive! All this helps pupils contribute effectively to their school community, local and international communities, and provides skills that will be useful in their working lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning ranges from outstanding to satisfactory and is good overall. An overriding feature of all lessons is the excellent relationship between adults and pupils, together with a sense of fun and purpose. Teachers' lesson plans have a strong focus on raising achievement and ensuring pupils enjoy their work. Most lessons interest pupils, engage their thinking and motivate them to do their best. Expectations are generally high, both of the pupils' academic achievement and their behaviour. Most of the pupils' work matches their different starting points and capabilities, although in the satisfactory lessons this is not always a strong enough feature. Assessments of pupils' achievements are accurate and inform individual targets, which are always challenging. Teaching assistants make a very valuable contribution, and are deployed and trained effectively to support learning. A recent initiative to include adults as writers alongside pupils has been particularly effective in raising achievement.

Curriculum and other activities

Grade: 1

The curriculum is exciting, creative and diverse, which reflects well in stimulating displays of pupils' work around the school. It actively promotes spirituality, for example through high quality art and other creative work. An impressive feature of the curriculum is that pupils are involved in planning themes that reflect their interests, abilities and views. A wide variety of well-planned topic work inspires the pupils to produce work that is frequently of good quality and is sometimes of an exceptional standard. There is a strong focus on teaching literacy, numeracy and information and communication technology (ICT) to ensure that all pupils develop

the skills they need for the future. Provision for pupils with learning difficulties and/or disabilities is good and sometimes exceptional. As a result, these pupils make very good progress.

Activities to raise funds for a range of special events, visits and visitors extend the pupils' learning further. These events have a positive effect on pupils' interest in school and strengthen links with the local community, for example involving grandparents in a study of life during the Second World War. They enjoy their involvement in international fund raising, and have an increasingly sophisticated knowledge of world issues. Pupils enjoy an extensive range of after-school clubs. Attendance at these is very good and the clubs effectively support the pupils' learning. There is a strong emphasis on developing pupils' personal, social and health education skills. An outstanding element of this is the use of learning partners throughout the school, which extends individual learning and encourages pupils to work hard in lessons. Pupils also contribute extremely well to all aspects of the school community and make a very positive contribution to community cohesion.

Care, guidance and support

Grade: 1

The pastoral care given to pupils is outstanding, enabling them to grow in confidence and self-esteem. There are robust procedures for safeguarding pupils and risk assessments are secure. Adults know children very well and provide excellent role models, helping them feel secure and enjoy learning. Strong links with parents ensure pupils settle quickly, are happy and quickly involved in their learning. Early identification of the varied needs of children with learning difficulties and/or disabilities, leading to an extensive range of well-focused support, effectively promotes their personal and academic development. Staff work very closely with many local services, and this enhances pupils' well-being. The school values and appreciates the contribution of all adults and pupils. One parent commented, 'The school encourages children who are slower and they feel they are the same as everyone else.' A comprehensive range of assessment data and systems to track pupils' progress ensure that all staff are accountable for the pupils' achievements. Teachers are fully aware of the day-to-day progress made by their pupils. As a result, pupils' work generally extends their learning at a brisk pace. Pupils know their literacy and numeracy targets well, and are involved in assessing their own progress. Teachers' marking and explanations to pupils about their progress and how to improve are good.

Leadership and management

Grade: 1

The quality of leadership and management is outstanding because no stone is left unturned in the pursuit of excellence and enjoyment. There is a rigorous and relentless focus on raising standards and achievement, and ensuring pupils are well-rounded young people. The headteacher has high expectations and aspirations for all members of the school community. She effectively harnesses the many skills and qualities of all staff. The two assistant headteachers and senior leadership team provide exceptional quality support. All staff are empowered to do their best and form a strong team, where all are treated equally and fairly. There is a very clear sense of educational direction and purpose and strategic planning is exemplary. Monitoring and evaluation are excellent. When identifying areas for development, senior staff move swiftly to provide appropriate training and to check that improvements have been made. The governors, under

the exemplary guidance of the chair and vice chair, make an impressive contribution to school improvement.

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
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?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ 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	1

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?	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	1

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
How well are learners cared for, guided and supported?	1

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	1
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	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	1
How well does the school contribute to community cohesion?	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

21st November 2008

Dear Pupils

Inspection of Nunnery Wood Primary School, Worcester, WR5 1QE

Thank you so much for welcoming us to your school. We really enjoyed our time with you and seeing how well you all get on with each other. We appreciated the very sensible and enthusiastic way you talked to us about the things you enjoy doing. You told us how much you like your teachers and all the adults who work with you. We could see that happening in your lessons and on the playground. We had some great conversations with you! I really enjoyed my meeting with some of you, when you told me about your special days learning about the Second World War and Indian dancing. I could tell it was great fun and you certainly learned a lot!

You go to a fantastic school that is one of the best in the country! We were very impressed by all the interesting and exciting things you do, how well you behave and how well you are improving in your work. We think your work as learning partners is very special. It is helping you learn how important it is to support and care for each other.

Even though your school is so good, we have asked Mrs Mason and all the teachers and helpers to make it even better. We want them to make sure that all of you do as well as you can in your work, particularly in your writing as you get older. We have also asked the teachers to make sure every lesson is as good as it could possibly be.

One of my most special memories of your school is the assembly led by the school council. Councillors explained so well to you the importance of kindness and making it your business to speak up when you see something that is unfair or hurtful to others. To see and hear you all singing so well, along with your teachers, was a very special moment.

Thank you again for making us so welcome, for all your laughter and hard work.

Yours sincerely

Andrew Watters Her Majesty's Inspector