

# Wolvey CofE Primary School

## Inspection report

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<b>Unique Reference Number</b>	125677
<b>Local Authority</b>	Warwickshire
<b>Inspection number</b>	328378
<b>Inspection dates</b>	25–26 November 2008
<b>Reporting inspector</b>	Alison Grainger

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	173
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>	Jonathan Waters
<b>Headteacher</b>	Richard Moore
<b>Date of previous school inspection</b>	2 November 2005
<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>	Bulkington Road Wolvey Hinckley LE10 3LA
<b>Telephone number</b>	01455 220279
<b>Fax number</b>	01455 221708

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

The school draws its pupils not only from the village of Wolvey but also from further afield, with some children travelling to school by bus. About half the pupils are White British. Approximately a quarter of the pupils are from Traveller communities. A significant number of Nepalese and other minority ethnic groups are also represented. The amount of movement of pupils in and out of the school, other than at the customary times of joining or leaving, is high. Pupils who travel with their families often have long absences of several months. For many of them, this means being out of the country and not attending a school. About a quarter of the pupils, including those who are Nepalese, come from a military establishment and attend this school for only part of their primary education. An above average proportion of pupils speak English as an additional language. Often, these pupils are at an early stage of learning English when they join the school. The percentage of pupils with learning difficulties and/or disabilities is a little above average. These pupils' needs are varied and most of them have moderate learning difficulties.

Children of Early Years Foundation Stage (EYFS) age are taught in a Reception class. Many have attended the privately run Wolvey Preschool provision on the school site. At the start of November 2008, the school introduced a before school breakfast club and an after school tea club.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

This is a good school. The welcome it extends to each individual pupil is outstanding. It works with determination and considerable success to provide equal opportunities for all. Community cohesion is promoted exceptionally well. The diversity of cultures is celebrated, as seen in the opportunity for pupils to learn Nepalese dancing. Relationships are exceptionally good among pupils and adults from all backgrounds.

Pastoral care is excellent. When new pupils join the school, which is happening all the time, they settle in very easily no matter which year group they enter. A parent with two children who started school in September commented on their good start. 'Both children settled in very well and very quickly. They are happy going to school in the morning.' Pupils readily support new entrants. Many know what it feels like to be new and so they empathise with and include others very well.

As a result of high quality attention to their welfare, pupils' personal development and well-being are good. Behaviour is excellent, helping to make the school a calm and safe place. Pupils feel safe at school and are sure that they have an adult to whom they can turn should the need arise. They have a good understanding of how to keep fit and healthy through a well-balanced diet and regular exercise. Pupils make a valuable contribution to the school community. Those who are peer mediators, for example, enjoy their roles and say that other pupils will come to them should they need a friend at playtime. It is no wonder that pupils enjoy school a lot. This enjoyment is reflected in the good attendance of many pupils. However, the school recognises that it is essential to continually work with parents and community leaders to raise the very low attendance rate of a number of pupils who travel and are absent for long periods.

Pupils make good progress over their time in the school and achieve well in relation to their starting points and capabilities. There is a wide range of individual starting points among children beginning in the Reception Year and later. Considering the intake as a whole, attainment on entry is below the level expected. Standards across the school are below average overall. They are affected by the continual movement of pupils in and out of the school and, in particular, by the long periods that some pupils have away from school. Even so, it is clear from the school's data and inspector's observations of the school's work, that most pupils who stay in the school for a good amount of time reach at least the level expected for their age. Those who are capable of doing so, generally get to the higher levels.

Achievement is good in Years 1 to 6 because teaching is good. Teaching in these years is closely matched to pupils' individual needs. In Reception, however, children's progress is slower and only just acceptable. This is because teaching and activities in Reception are not firmly focused enough on children's individual learning needs. The curriculum has a good influence on pupils' progress in Years 1 to 6. However, it does more to support progress in all aspects of English than in mathematics and science. The school recognises that it needs to develop better opportunities for practical and investigative activities in these subjects. Provision in mathematics lessons is good, but opportunities for pupils to use and develop their mathematical skills in other subjects are too infrequent. Academic guidance makes a good contribution to pupils' progress.

As one parent commented, 'the school is constantly improving' and this is the direct result of good leadership and management. The school has moved on well since its last inspection.

Self-evaluation is accurate. The school knows what it does well and recognises that aspects of its work need to be better. It has good capacity to improve.

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

### **Grade: 3**

Induction procedures are good. Parents appreciate how well their children settle into school. Children are happy and confident, behave well, and form positive relationships with each other and the adults in school. They learn to take turns and to share well. However, their skills in working together and making decisions about how to organise their activities are not promoted fully. As a result, their personal development is only satisfactory.

The curriculum covers all of the areas of learning adequately. Children are given an appropriate balance of adult-led activities and those that they select from a range provided both indoors and outside. Adult support ensures that, for example, children are able to maintain involvement and develop basic skills when using computers. While teaching helps children to make acceptable progress over time, it is not good enough to raise standards. This is because there is not a firm enough focus on children's individual learning needs. This is the case in whole-class sessions, in activities provided and in the adults' interactions with children. While regular assessments are undertaken, assessment information is not used fully to support planning for the next steps in each child's learning.

The school's leadership and management of Reception provision are satisfactory. There is appropriate liaison with the pre-school on site. Development of the provision for Reception children is identified as a main priority for improvement. Some satisfactory action has been taken to draw on good practice in other EYFS settings.

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

- Ensure that all teaching, activities and interactions with children in the Reception Year are firmly focused on meeting their individual learning needs.
- Improve opportunities for practical and investigative activities in mathematics and science and for pupils to use mathematical skills across the curriculum.
- Work closely with parents and community leaders to improve attendance.

## **Achievement and standards**

### **Grade: 2**

Although standards across the school are below average, pupils' achievement is good. There is compelling evidence that all groups of pupils make good progress during their time in the school. In 2008, for example, almost all of the pupils who had been in the school since the start of Year 3 reached the level expected for their age at the end of Year 5 and a reasonable number got to the higher level. This good achievement was evident in reading, writing, mathematics and science.

Throughout Years 1 to 6 all groups of pupils make good progress day by day as a result of strong attention to their individual needs. Pupils from all backgrounds and of all abilities achieve equally well. Even so, pupils' progress over time is not quite as marked in mathematics and science as it is in English.

## Personal development and well-being

### Grade: 2

A parent of a Reception child observed that, 'The older children seem to look out for the younger ones and they are always really polite.' Pupils are friendly and caring towards others. They have a good understanding of the difference between right and wrong. Spiritual, moral, social and cultural development is good. Pupils' sensitivity and ability to reflect is evident, for example, in their comments written on poppies that were displayed for Remembrance Day. Pupils contribute much to their school community through the responsibilities they take on and through the school council. They are becoming increasingly involved in the wider community.

Although pupils enjoy school a good deal, the overall attendance rate is low. Many pupils have good attendance, but those who travel tend to have very long absences. These lengthy periods out of school limit the extent to which the pupils concerned develop skills in literacy and numeracy. Even so, pupils' many good personal attributes and the progress they make while in the school prepare them well for the next stage of education and beyond.

## Quality of provision

### Teaching and learning

#### Grade: 2

Good teaching that is well matched to individual needs ensures that pupils make good progress in Years 1 to 6. Good account is taken of more able pupils, those with learning difficulties and/or disabilities and those new to learning English. Planning clearly identifies what different groups of pupils are expected to learn in each lesson and over a longer period. Additional adults, such as teaching assistants and a member of the traveller support service, are very well deployed to promote good learning.

All lessons in Years 1 to 6 are focused, well organised and well paced with each activity building securely on the previous one. Examples of outstanding practice were observed. In a mathematics lesson for pupils in Year 4, for example, the teacher worked relentlessly to progress learning for different groups, by ensuring that any lack of understanding was picked up and rectified. Occasionally, however, the impact of teaching on learning is satisfactory, rather than good. Sometimes this is because not all the pupils are challenged fully and sometimes it is because of missed opportunities to develop learning in a part of the lesson.

### Curriculum and other activities

#### Grade: 2

Since the last inspection, developments to the curriculum have added to pupils' enjoyment and broadened their experiences. The range of activities such as clubs has increased and pupils now have the opportunity to go on a residential visit. Modern foreign languages have been introduced. The use of intervention groups to boost pupils' achievement is now a strong feature. Changes to the Year 1 curriculum are meeting pupils' developmental needs well through hands-on experiences that take good account of how young children learn best.

All aspects of English are given good attention, contributing significantly to pupils' good progress in speaking, listening, reading and writing. To ensure that the provision for mathematics and science is as strong, the school has identified that opportunities for practical and

investigative activities require improvement. Mathematical skills are not used and developed across the curriculum as well as those in English.

## **Care, guidance and support**

### **Grade: 2**

The school is a very caring community that provides an exceptionally high quality of pastoral care. This contributes greatly to pupils' personal development and well-being. Each pupil is known very well and included fully. Thorough attention is given to ensuring pupils' safety and child protection procedures are robust. Pupils who go to the new breakfast and tea clubs are well looked after. The school works extremely hard to monitor and improve pupils' attendance and to reward good attendance and it recognises that it cannot relax its efforts to improve the attendance of pupils who travel with their families.

Pupils' progress is tracked carefully. The personal and learning needs of new entrants are identified quickly and the school is swift in responding to them. Pupils have clear targets for English and mathematics that support their learning well. Marking is usually good, with some examples of outstanding feedback to pupils to help them to improve their writing. Feedback through marking is not as effective in mathematics as it is in English.

## **Leadership and management**

### **Grade: 2**

The headteacher provides a clear educational direction and is well supported by the deputy headteacher, particularly in the leadership of English and in the use of assessment data. The shared commitment of all staff and governors to meeting pupils' needs is tangible. Outcomes are evident, for example, in the many common features and strengths in teaching throughout Years 1 to 6. The provision for pupils with learning difficulties and/or disabilities is very well led and managed. The contribution of subject coordinators to leading initiatives and checking on how well pupils' needs are met is sound. Some improvements that the school has identified as necessary, such as strengthening provision for practical and investigative mathematics and science, are slowed by coordinators not having a stronger role.

The school reaches out to involve the families of all its pupils and to work jointly with them in supporting their children's learning and development. Governors have identified that there is potential to work even more closely with the Traveller community by, for example, ensuring that this group has representation on the governing body.

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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	Yes
How well does the school work in partnership with others to promote learners' well being?	2
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?	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?	3
How effectively is provision in the EYFS led and managed?	3

### Achievement and standards

How well do learners achieve?	2
The standards <sup>1</sup> reached by learners	3
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>	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	3
The behaviour of learners	1
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	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	2
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?	1
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**

27 November 2008

Dear Pupils

Inspection of Wolvey Church of England Primary School, Hinckley, LE10 3LA

Thank you for being so friendly and welcoming when we visited your school. We enjoyed watching your lessons, looking at your work and talking with you. You told us that you enjoy school a lot. We are not surprised because yours is a good school. The adults work hard to make sure that you make good progress and look after you very well. They do everything they can to help you settle in well no matter when you join the school.

Your behaviour is excellent. We saw that you behave extremely well in lessons, around the school and on the playground. You all get on very well together. You know a good deal about how to stay fit and healthy. You contribute well to your school community, for example, by taking on responsibilities and through your school council. You develop many good qualities that will help you in your later lives.

You achieve well because teaching is good. Teachers and the other adults who help you in lessons work well together to meet your needs. They give you good support when you need extra help. They also push on those of you who learn quickly. Many interesting activities are provided for you in lessons and through clubs. Teachers give you good advice to help you to improve your work.

All the adults in the school want to make the school even better. To help them we have asked them to do three things.

- Make sure that children in the Reception Year are helped to learn as well as they can.
- Give you more opportunities for finding things out through practical activities in mathematics and science and to use mathematical skills in different subjects.
- Work closely with your parents and important people in your communities to make sure that all of you come to school as often as you can.

Thank you again for all your help and best wishes for the future.

Yours sincerely

Alison Grainger Lead inspector