

Wilmcote CofE (Voluntary Aided) Primary School

Inspection report

Unique Reference Number	125696
Local Authority	Warwickshire
Inspection number	328380
Inspection date	22 January 2009
Reporting inspector	Marion Wallace

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	5–11
Gender of pupils	Mixed
Number on roll	
School (total)	91
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	Helen Yeomans
Headteacher	Mark Burrows
Date of previous school inspection	14 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Church Road Wilmcote Stratford-upon-Avon CV37 9XD
Telephone number	01789 204395

Age group	5–11
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

The school is smaller than the average primary school and is situated in the centre of Wilmcote village. The majority of pupils are White British. The percentage of pupils with learning difficulties and/or disabilities is above average, but there are no pupils with statements of special educational needs. Pupils from Years 1–6 are taught in mixed age classes. There is Early Years Foundation Stage (EYFS) provision in the school. A significant number of children joining the Reception class in the last two years have had no pre-school education. A new headteacher has been in post since September 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The school's overall effectiveness is satisfactory. The vast majority of pupils enjoy school and have a positive attitude to their work because the school is a caring and safe community that values and respects all individuals. Parents and pupils support this view. One parent summarised the views of many: 'Children enjoy school; it is a very safe, caring environment.'

Children in the EYFS make the expected gains in all areas of learning. From Reception to the end of Year 6, pupils experience satisfactory teaching and their achievement is satisfactory. The match of work to meet the needs of all pupils, especially the more able, is not yet sharp enough to ensure they make consistently good progress. Teachers track pupils' progress but do not always use the information to adapt their planning enough to meet the individual needs of pupils on a daily basis. Not enough pupils, therefore, reach the higher levels, especially in writing and science. Pupils with learning difficulties and/or disabilities make satisfactory progress.

By the end of Year 2, standards are average overall, but better in mathematics and reading than writing. By the end of Year 6, standards are broadly average, better in English and mathematics than science. Standards in science are not as high because opportunities to investigate and record scientific activities have not been developed well in the past. Preparation for pupils' future economic well-being is satisfactory. Whilst pupils develop good personal qualities and social skills, progress in the basic skills of literacy and numeracy is adequate.

Teachers are organised and plan interesting lessons where good relationships, positive attitudes and first-class behaviour create a purposeful climate for learning. Teaching assistants support individual and groups of pupils satisfactorily and ensure the pace of learning is maintained. The curriculum is satisfactory. Opportunities to develop writing skills in other subjects are sometimes missed. Pupils are well cared for and the school's focus on equality and inclusion is satisfactory. Tracking of pupils' progress has recently been introduced, and identifies clearly those who need additional support. The school works successfully to support pupils with learning difficulties and/or disabilities, which help them make sound gains in their learning. All statutory requirements for child protection, risk assessments and safeguarding procedures are in place.

Pupils' personal development and their spiritual and social development are good, moral development is outstanding, cultural development is satisfactory. Relationships are very strong and behaviour is exemplary. Pupils clearly know how to stay safe and healthy because there is a strong focus on maintaining healthy and safe lifestyles. Pupils make a good contribution to the school and local community.

Leadership and management are satisfactory. The new headteacher has a clear vision and understanding of the school's strengths and areas for development and he is well supported by all staff and governors. There is a determination to improve. The school has made satisfactory progress since the last inspection and has sound capacity for further improvement.

Effectiveness of the Early Years Foundation Stage

Grade: 3

The overall effectiveness of the EYFS is satisfactory. Children develop a positive attitude to their learning in Reception because they enjoy the activities offered to them and they respond well to their teacher, relationships are good. Staff ensure that the welfare of children is promoted

well and children make good progress in their personal and social development. They learn to work and play happily with others.

The numbers in Reception vary from year to year and children's overall starting levels of skills and knowledge differ. This year, the children started with skills and knowledge below the expected level. Children's progress is satisfactory and as they enter Year 1, many work at levels below those expected.

Teaching is satisfactory overall; music and songs are used well to reinforce learning sounds and letters. Opportunities are sometimes missed to involve children more in their own learning. The outdoor area is used adequately but activities are not always challenging for more able children. There is an appropriate balance between teacher-led and child-initiated learning. The local area is used well to enhance learning. The EYFS teacher works closely with parents and the Year 1 teacher to ensure a smooth induction and transition. Leadership and management of the EYFS are satisfactory. Leaders are committed to improving provision, especially the outdoor area, and through regular assessment, tracking and additional support.

What the school should do to improve further

- Improve standards in writing by providing better opportunities for all pupils to write more frequently and develop their writing skills.
- Raise standards in science by providing better opportunities for pupils to investigate and record scientific observations.
- Make sure that work is closely matched to the needs of all pupils especially the more able, through a more rigorous use of assessment information and target setting.

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

Standards are broadly average and pupils' achievement is satisfactory. Most pupils are making sound progress towards their targets in English, mathematics and science. Provisional data for 2008 show that whilst results in Year 6 were broadly average, not enough pupils reached the higher levels, and the more able pupils are not always challenged sufficiently, especially in science.

In 2008 national tests, standards in Year 2 were broadly average in reading and mathematics but below average in writing. Rigorous assessment and tracking have been introduced since September 2008. These are being used appropriately to focus additional support for pupils who find the work difficult. This is helping them improve their progress successfully. Pupils with learning difficulties and/or disabilities make satisfactory progress.

Personal development and well-being

Grade: 2

Pupils enjoy school activities and they are keen to learn. Their behaviour is exemplary because they learn to respect and consider the feelings of others. Relationships are good and pupils work well with others in small or large groups. They are polite and have a positive attitude to learning because work to develop these aspects has been successful.

Pupils feel very safe and secure and say that any rare instances of bullying are dealt with effectively. Pupils learn to make a good contribution to the school and local community. They take responsibility seriously, for example as members of the school council, buddies or peer mediators. Pupils say that their views are considered and that the school council represents them well. They have a good understanding of how to maintain a healthy lifestyle, taking part in sporting activities and enjoying healthy food at lunchtime. Pupils develop confidence and social and physical skills through well-planned after-school clubs, such as football, netball and cookery.

Although their spiritual, moral, social and cultural development is good overall, pupils' awareness of global issues and life in multicultural society is less well developed. Attendance is satisfactory and the school is working hard to eradicate the poor attendance of a few families.

Quality of provision

Teaching and learning

Grade: 3

Lessons are well organised and pupils make satisfactory gains in their learning. Strong relationships, good attitudes and excellent behaviour contribute to a positive climate for learning. Teachers plan activities that are matched to the needs of pupils in the mixed age classes but there is not a sharp enough challenge for more able pupils, who say that work is too easy. Teachers use a range of methods to encourage effective learning; there is a brisk pace and a determination to improve standards for all pupils. They sometimes miss opportunities to use a variety of methods and the pace of learning can slow down when tasks are not consistently matched to the needs of all pupils. Teaching assistants provide good support for those who need extra help.

Curriculum and other activities

Grade: 3

Curriculum planning is satisfactory but is not always closely matched to pupils' abilities. Pupils use computers well to enrich learning in other subjects. During the inspection, Year 3 and 4 pupils successfully researched information for their Aztec projects. Mathematics is used adequately in science but there are not enough opportunities to improve pupils' writing skills in lessons other than English. Too many worksheets are used, especially in science, and opportunities to investigate and record science in a systematic way are limited. Curriculum enrichment is satisfactory and covers a broad range of interests. Visits to the local Mary Arden Centre and involvement with the village Folk Festival are broadening pupils' knowledge and understanding of their local area. Parents and pupils appreciate the wide range of popular and well-attended clubs, for example engineering, choir and football. Personal, social and health education is planned well and ensures pupils have a good understanding of how to stay safe and be healthy.

Care, guidance and support

Grade: 3

Good relationships ensure pupils enjoy their work and develop confidence to make progress in all aspects of their school life. Pastoral support is strong; pupils say they feel safe and can use the 'Worry Box,' and talk to adults if they have any concerns. Links with external agencies are developing well. Pupils with learning difficulties and/or disabilities receive satisfactory support,

which contributes to their growing confidence. Support for the more able pupils is less well developed.

Academic guidance is satisfactory. Teachers track individual achievement and progress but not all pupils know their targets and they are not always clear about what they have to do to improve. Marking is not yet consistently good throughout the school. The best marking clearly informs pupils and challenges them to improve their work but in some subjects such as science, guidance on how to improve is not clear.

Leadership and management

Grade: 3

The new headteacher has worked hard with the staff to develop a clear vision for the school, focused on improving standards and achievement for all pupils. The vast majority of parents are pleased with the leadership of the new headteacher and feel the school is developing well. He is successfully supported by all staff who work effectively together. The roles of staff have been redefined to focus on key priorities but they are at an early stage of making the vision a reality. The school knows its strengths and weaknesses well but the use of assessment procedures, tracking and the setting of challenging targets to raise standards are not yet sharp enough to ensure good progress. Subject leaders have clear roles but they have not had sufficient time to contribute fully to the improvement of standards and achievement of more able pupils. Governors know the school well and hold it to account appropriately. The school's promotion of community cohesion is satisfactory. Pupils' good personal development and good links with the local community contribute positively but pupils' understanding of other faiths, ethnicity, culture and socio-economic aspects is an area the school recognises as underdeveloped.

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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	Yes
How well does the school work in partnership with others to promote learners' well being?	3
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?	2
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?	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	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	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**

23 January 2009

Dear Pupils

Inspection of Wilmcote C of E Primary School, Stratford-upon-Avon CV37 9XD

Thank you all very much for welcoming us to your school. We enjoyed talking to you and your teachers. We agree with you that Wilmcote is a caring and safe school and it provides you with a satisfactory education.

These are the things that we found during our visit to your school.

- You make satisfactory progress and reach the expected standards for your age.
- When you first come to the school in Reception, you make a sound start to your education and you enjoy the activities offered.
- You are taught satisfactorily.
- You all enjoy your learning and get on very well with each other.
- Your behaviour is excellent.
- You enjoy all the out-of-school activities, trips and visits. These all help to make learning fun.
- Your new headteacher and all the staff know what needs improving in school and have started to make changes.

What we have asked the school to do next:

- improve standards in writing throughout the school and give you more opportunities to write and enjoy your writing
- ensure all teachers give you challenging work at the right level so that you learn as quickly as you can, especially those of you who manage the work easily
- improve standards in science by providing better opportunities for you to investigate and record scientific observations.

You can all help your teachers make these improvements by continuing to work really hard, especially in your writing. Thank you for a very enjoyable visit to your school, and best wishes for your future.

Yours faithfully

Marion Wallace

Lead inspector