

Wollescote Primary School

Inspection report

Unique Reference Number	103800
Local Authority	Dudley
Inspection number	336161
Inspection dates	22–23 March 2010
Reporting inspector	Mary Hinds

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	492
Appropriate authority	The governing body
Chair	Soraya Rowlands
Headteacher	Steve Eales
Date of previous school inspection	12 September 2006
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Introduction

This inspection was carried out by four additional inspectors. They observed 21 lessons and 17 teachers were seen at least once. Inspectors also observed the school's work, and looked at a wide range of documentation, including safeguarding, the school's self-evaluation form, the school improvement plan and assessment information.

Inspectors looked at pupils' books. They met with governors, groups of pupils and the School Improvement Partner. Inspectors received 118 questionnaires from parents and carers. The responses from the pupil and staff questionnaires were also taken into account.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the effectiveness of provision in the Early Year Foundation Stage
- the effectiveness of provision in raising attainment, particularly that of boys
- the effectiveness of leaders at all levels to ensure that the school has the capacity for sustained improvement.

Information about the school

Wollescote is a larger than the average sized primary school. The school serves an urban, culturally diverse population with a large majority of pupils of Asian heritage and a small minority of White British heritage and other ethnic backgrounds. A large proportion of pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is well above the national average, while the percentage of pupils with special educational needs and/or disabilities is average. The school has gained a number of awards including the Healthy Schools Award, Active Mark and the Silver Eco Award. The Early Years Foundation Stage consists of a Nursery which has up to six places for children with severe and complex special educational needs and/or disabilities and two Reception classes.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

4

The school's capacity for sustained improvement

4

Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Since the previous inspection, the school has been unsuccessful in improving provision, particularly in raising the quality of teaching in order to improve pupils' achievement. Although the school has implemented some potentially effective strategies for improvement, this is too recent for any impact to be evident. Pupils enter the school with below average attainment and, by the time they leave school at the end of Year 6, their attainment in all subjects is significantly below average. This is because progress throughout the school is variable. Pupils in Key Stage 1 make broadly satisfactory progress. In Key Stage 2 all groups of learners make inadequate progress in all subjects. This is because the quality of teaching is too variable and is inadequate overall. Teachers do not use assessments to match work accurately to the different abilities of their pupils and as a consequence pupils make only limited progress. Neither targets nor marking provide pupils with enough guidance on how to improve their work. Pupils' progress is hindered by below average attendance.

Although the school has begun to redesign the curriculum, currently this does not meet the needs and interests of all pupils. There is no coherent overview to ensure progression in pupils' learning, with only limited opportunities for pupils to practise key skills in a range of subjects. However, the school does provide a wide variety of extra curricular activities and these contribute well to pupils' experiences. The good promotion of pupils' personal, social and emotional development is a strength of the school. Pupils appreciate how to live a healthy lifestyle. They have a good understanding of different cultures and show considerable empathy for others less fortunate than themselves; for instance, by enthusiastically raising funds for charities locally, nationally and internationally.

The Early Years Foundation Stage is also a strength of the school. Children enter the Nursery with skills well below national expectations. A very large majority of them have poor language skills and speak English as an additional language. The bilingual nursery nurses support both the children and their parents. This good care and support, together with effective assessment procedures, ensures that all groups of children are fully included and make good progress.

School leaders have begun to tackle weaknesses in provision as they have a good

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understanding of the school's strengths and areas for development. However, the drive to improve lacks a sense of urgency. Expectations are not high enough to ensure that all pupils make rapid progress in order to eradicate significant underachievement. There is a lack of accountability by teachers because leaders do not monitor rigorously how well strategies for improvement are being implemented. This is further exacerbated by new assessment procedures which are not fully embedded and do not give the school an accurate picture of achievement. Almost all school improvement processes are driven by the headteacher and deputy headteacher because other leaders' roles are less well defined, with no clear responsibility for raising achievement. The governing body has not held leaders to account for their performance. As a consequence, the capacity for sustained improvement is inadequate.

What does the school need to do to improve further?

- – Ensure that the quality of teaching is good or better and eliminate all inadequate teaching so that all pupils make good or better progress throughout both key stages, but particularly in Key Stage 2, by:
 - ensuring learning activities are precisely matched to the learning needs of individual pupils through regular assessment within lessons so that planning is adjusted to challenge all learners
 - raising teachers' expectations of the accelerated progress pupils can make
 - providing clear guidance to pupils, through careful marking and target setting, so that they know how to improve their work
 - ensuring that new strategies to improve the quality of teaching and learning are consistently implemented particularly in developing pupils' independent skills and active involvement in learning
 - maximising learning opportunities by engaging pupils in their learning through a more creative curriculum that ensures progression for pupils to develop their basic skills within relevant contexts
 - raise attendance to average to eliminate gaps in pupils' learning.
- Strengthen the quality of leadership and management by:
 - developing the roles of leaders at all levels, particularly the roles of senior and middle managers, to increase the capacity of the school to improve
 - raising expectations by ensuring tracking and target-setting systems are used effectively and contain accurate information about what pupils know and can do
 - sharpening the school's improvement planning so that there are precise targets by which progress can be measured
 - establishing a professional development plan for all staff and building on the good practice of in-house coaching

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- developing the governing body's role in challenging and holding the school to account so that the school's performance improves.

Outcomes for individuals and groups of pupils**4**

Levels of skills on entry to the Nursery are well below national expectations, particularly in early reading, writing and speaking and listening skills. Progress throughout the Early Years Foundation Stage is good as a result of good teaching. Children leave Reception with attainment which is below expectations for their age, especially in writing and early calculation skills. Progress for all groups of learners throughout Key Stage 1 is satisfactory. Attainment in writing is average but it is below average in reading and mathematics. At Key Stage 2 attainment is well below average in all subjects and achievement is inadequate. Inspection evidence shows that too many pupils are not achieving what they are capable of because teachers do not plan effectively for all abilities. Assessment is not used to gauge pupils' understanding, inform planning or to make adjustments in lessons. All pupils are given similar work which does not challenge or inspire them. Opportunities for active learning which would motivate learners, particularly boys, to maintain their concentration are limited. As a consequence, pupils have learned to be passive in lessons and often lose interest and make only limited progress.

Pupils feel issues are dealt with effectively and say they feel safe in school most of the time. Nevertheless, there are a small minority of pupils who sometimes feel intimidated by older pupils at lunchtime. Pupils' behaviour in classes and around school is satisfactory. They cooperate well together and respond well to all adults. There are insufficient opportunities to develop their independence and this adversely affects pupils' approach to their learning. Pupils have a good understanding of how to live a healthy lifestyle. They make healthy choices at lunchtime and can discuss how to keep healthy. The school council takes an active role in fund raising for a local hospice, a hospital in Pakistan and a school in Gambia. Pupils have a clear sense of right and wrong, take responsibility for their actions and there is racial harmony in the school. The school also provides some enterprising experiences with the support of the local Rotary Club; this enables pupils to engage in work-related activities. Despite this, pupils are not developing their basic skills well enough to adequately prepare them for the next stage of their education. Although most pupils enjoy school and have positive attitudes towards learning, their attendance remains too low.

These are the grades for pupils' outcomes

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
The extent to which pupils feel safe	3
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	4
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

The quality of teaching is inadequate overall so pupils do not learn effectively and make the progress they are capable of. Although the school has begun work to improve the quality of teaching, monitoring is not rigorous enough to ensure strategies are being consistently applied. Too many lessons lack pace and challenge because planning does not match precisely what pupils need to learn. In lessons teachers do not regularly assess pupils' learning or deepen their understanding through effective questioning. Some teachers are adept at meeting the needs of their pupils and provide useful guidance on how to improve their work, with clear targets on what to do to improve. However, they are in the minority and most pupils are unaware of how well they are doing and what they need to do to improve, this slows down their progress. Lessons are often too dominated by teachers and do not provide opportunities for pupils to learn actively through investigation, and applying and practising their skills. Teaching assistants are not always deployed effectively, particularly at the beginning of lessons. Although there are medium term plans for literacy and mathematics, they are not sufficiently well organised to meet the needs of all ability groups. This, together with a lack of clear progression to develop pupils' basic skills in other subjects, means that provision for literacy, mathematics, information and communication technology (ICT) and science is weak. The wide range of extra-curricular activities, together with the curriculum for pupils' personal development and well-being, contribute well to other areas of pupils' learning such as living a healthy lifestyle.

Pastoral care is effective in supporting the needs of all pupils especially in ensuring the welfare of the most potentially vulnerable pupils as there are effective procedures and

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strong partnerships with other agencies.

These are the grades for the quality of provision

The quality of teaching	4
Taking into account: The use of assessment to support learning	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	4
The effectiveness of care, guidance and support	4

How effective are leadership and management?

Senior leaders have implemented new strategies for improvement. They now have an effective system to track pupils' progress. However, although leaders have used this data to target underachievement, they have not tackled inadequacies in teaching and learning robustly enough. The introduction of a new cycle of coaching has had limited success because strategies are not being monitored rigorously enough to ensure that they are being implemented consistently. Furthermore, because all groups of learners make inadequate progress in Key Stage 2, the school is inadequately promoting equality of opportunity. The urgent need for significant improvement has only recently been discussed with staff and, as a consequence targets for improvement are not challenging enough; together with teachers' low expectations this limits progress. Planning for improvement does identify the correct areas for development but lacks measurable targets with which to assess the impact of actions. Senior and middle leaders do not have clear roles and responsibilities so they are unable to monitor and evaluate their phase and/or subject effectively. The governing body is very supportive of the school. However, the governing body does not challenge and hold leaders to account for the school's performance. Because outcomes are inadequate overall, the school gives inadequate value for money.

At the time of inspection, all safeguarding procedures met statutory requirements. The school has good relationships with parents and the local community. Parents are well informed about their children's learning. The school runs several family learning initiatives, for example 'Ready Teddy Go' swimming sessions, at their on-site swimming pool. There are effective plans and relevant actions that promote the engagement with other communities both locally and beyond the school. Community cohesion is promoted well; for example through effective links with local places of worship and using pupils' own experiences of moving to the locality from a different continent. As a consequence pupils from different cultural backgrounds get on very well together.

These are the grades for leadership and management

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The effectiveness of leadership and management in embedding ambition and driving improvement	4
Taking into account: The leadership and management of teaching and learning	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	4
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	4
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Almost all children enter the Nursery with skills that are significantly below those typical for their age especially in their communication and language skills. By the time children enter Year 1 most are working below the expected levels. However, this represents good progress. This is because the quality of leadership and management and teaching is good. There are high levels of pastoral care. All children are very well supported including those with severe and complex learning difficulties and those who speak English as an additional language. The bilingual nursery nurses provide good support in developing children's language skills. Children settle in well and quickly develop positive attitudes to other children and adults. The environment is stimulating, well organised and exciting. Children in the Nursery and Reception are able to play together outside the classroom. There is a good balance between free choice and adult-led activities. However, adult-focused activities in the Nursery are not always well enough developed to make the maximum impact on children's learning. The leader of the Early Years Foundation Stage has a good understanding of strengths and areas for development. She has developed a very effective team who are all committed to excellence. Assessment is good in Reception. Staff monitor children's development closely and make good use of the data they gather to track progress and inform planning. However, this is less well developed in the Nursery.

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These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The majority of parents who completed the questionnaire are happy with the school. A small minority of parents have reservations about: whether the school takes into account their suggestions and concerns; whether the school deals effectively with unacceptable behaviour; whether their child makes enough progress; and how well the school helps children to have a healthy lifestyle. The inspection team investigated these issues during the inspection. They found that the school promotes healthy lifestyles well. Behaviour was found to be satisfactory, although there have been isolated incidents which have not always been dealt with at lunchtime. The school does take account of parents' suggestions, but the inspection team support the view that a large majority of children are not making enough progress.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wollescote Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 118 completed questionnaires by the end of the on-site inspection. In total, there are 492 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	63	53	52	44	3	3	0	0
The school keeps my child safe	65	55	50	42	2	2	0	0
The school informs me about my child's progress	57	48	58	49	2	2	0	0
My child is making enough progress at this school	45	38	66	56	6	5	0	0
The teaching is good at this school	49	42	65	55	3	3	0	0
The school helps me to support my child's learning	45	38	67	57	5	4	0	0
The school helps my child to have a healthy lifestyle	45	38	65	55	8	7	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	40	34	56	47	11	9	0	0
The school meets my child's particular needs	37	31	73	62	6	5	0	0
The school deals effectively with unacceptable behaviour	36	31	70	59	8	7	1	1
The school takes account of my suggestions and concerns	28	24	75	64	9	8	0	0
The school is led and managed effectively	50	42	64	54	3	3	0	0
Overall, I am happy with my child's experience at this school	57	48	56	47	2	2	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> ■ The school's capacity for sustained improvement. ■ Outcomes for individuals and groups of pupils. ■ The quality of teaching. ■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships. ■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



24 March 2010

Dear Pupils,

Inspection of Wollescote Primary School, Stourbridge, DY9 8YA

Thank you so much for the warm welcome you gave us when we visited your school. We enjoyed talking to you, looking at your work and watching you learn. We were all really impressed by your politeness and the way you care so much for others who are less fortunate than yourself. You enjoy school and the staff work hard to make sure that you are healthy, responsible learners with a good understanding of other cultures and ways of life. Children in the Early Years Foundation Stage make good progress.

Although there are some good things about your school, we think it is not doing as well as it should be in helping you to reach higher standards. We have judged that your school requires 'special measures'. This means that your school will get extra help to improve as quickly as possible. Another inspector will visit the school in the next few months to see how well it is doing.

We have asked the headteacher, teachers and governors to make some urgent improvements. These are:

- improve teaching and assessment, especially at Key Stage 2, so that you all make good or better progress
- make sure that all of you are given work that challenges you to do your best
- make sure that the curriculum is more interesting and helps you to practise your literacy, numeracy and ICT skills to support your learning even further
- make sure that all of you know what you need to learn next, especially in English and mathematics
- raise your attendance.

You can help by attending school regularly and continuing to try your very best.

Best wishes for the future.

Yours sincerely

Mary Hinds

Lead inspector

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