

Willersey C of E Primary School

Inspection report

Unique Reference Number	115661
Local Authority	Gloucestershire
Inspection number	338634
Inspection dates	16–17 September 2009
Reporting inspector	Mary Harlow HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	55
Appropriate authority	The governing body
Chair	Rev Fred Dawson
Headteacher	Mr Mark Jackson
Date of previous school inspection	3 September 2006
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and an additional inspector. The inspectors visited 11 lessons and held meetings with staff, governors, and pupils. They observed the school's work and looked at a wide range of documentation, including 38 parental questionnaires.

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

- Attainment, learning and progress, particularly: - the progress of boys and more able pupils - pupils' achievement in writing.
- The quality of teaching and learning and the extent to which lessons meet the needs of all pupils.
- The effectiveness of the Early Years Foundation Stage provision.
- The systems and processes that leaders use to monitor, develop and improve the quality of teaching and learning to raise the attainment and achievement of the pupils.

Information about the school

This is a very small rural village school. Pupils come both from the village itself and from the surrounding area. The vast majority of pupils are of White British Heritage and all pupils have English as their home language. A significant minority of pupils have special educational need. Most of these pupils have moderate learning difficulties or behavioural, emotional and social problems. The school has gained the International School Award, Healthy School Award, Artsmark Silver and Activemark. There have been significant changes in the leadership of the school during the past three years.

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?

3

The school's capacity for sustained improvement

2

Main findings

Willersey Primary School provides a satisfactory and improving education. There are a number of good features. It is a welcoming, harmonious community where both pupils and adults want to be. All at the school know the pupils exceptionally well and provide good levels of care. As a result, many aspects of pupils' personal development are good. Monitoring by the headteacher and governors is rigorous. They evaluate the school's work accurately; this is enabling the school to set the right targets to get better. The school has made some significant improvements recently, particularly in relation to the effective use of performance data to check the pupils' progress and set challenging targets for those at risk of underachieving. Staff are dedicated and keen to improve. All are ambitious for the future and this demonstrates the school's good capacity to improve further and sustain improvement.

Children settle into Reception well and make satisfactory progress. This satisfactory progress continues across the school; it accelerates in Years 5 and 6 where the pupils make good progress. Boys do not achieve as well as girls and more able pupils are underachieving at Key Stage 1. Test results at the end of Year 6 are generally average in English, mathematics and science, although in 2008, pupils achieved above the national average in all subjects. Nonetheless, underdeveloped writing skills are a barrier to more rapid progress in lessons in a number of subjects. Pupils enjoy their learning, and their good attitudes and behaviour are key factors in their progress. Teaching is satisfactory and sometimes good. Nevertheless, teacher expectations of what pupils can achieve are not consistently high enough. Too often work set is insufficiently challenging, particularly for the younger pupils in Key Stage 1. Some teaching lacks a sense of urgency and the pace of learning is slow. Curriculum plans for the Early Years Foundation Stage are insufficiently detailed due to the limited leadership time available. About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Raise standards and achievement in writing by ensuring that: - more opportunities are created in other subjects for pupils to write - teachers plan tasks using resources that inspire boys to write - there is a sharper focus on boys' ongoing progress in writing and all other subjects.
- Raise the quality of teaching and learning in Key Stage 1 and in lower Key Stage 2 from satisfactory to good by ensuring that: - assessment data is used more rigorously to plan challenging work, particularly for the more able pupils - teachers

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raise their expectations of what pupils can achieve, particularly boys - teachers increase the urgency and pace of learning in lessons - pupils are encouraged to work independently and take responsibility for their learning.

- Improve the quality of curriculum documentation in the Early Years Foundation Stage by ensuring that: - all planning and recording for children's learning and development are sufficiently detailed - time is allocated for the curriculum leader and practitioner to plan and record assessments together.

Outcomes for individuals and groups of pupils**3**

The progress pupils make in lessons and in their work is satisfactory overall. In Years 5 and 6, pupils make good progress because of consistently good or better teaching. Pupils know what they are expected to achieve, both in individual lessons and over time, through the personal targets they are given. They try hard to meet their teachers' high expectations and take delight in their accomplishments. This is not always the case in other year groups. Although pupils' progress is satisfactory and they show enthusiasm for their learning, some work set does not sufficiently challenge the pupils, particularly the younger ones in Key Stage 1.

Pupils who struggle with aspects of their work make good progress in the light of their difficulties because of support that is carefully tailored to their needs. The school's recently improved systems for tracking pupils' progress, coupled with better use of data by staff to identify pupils who are falling behind, is ensuring earlier effective interventions to help pupils catch up.

Boys' writing is a particular weakness across the school and a significant factor in the generally lower rates of progress they make. The school is addressing this underachievement through providing interesting creative learning topics such as 'Charlie and the Chocolate Factory'. However, planning is at an early stage of development and there has been insufficient time for the initiative to yield the necessary improvements.

Pupils undertake duties around the school diligently and the older pupils show high levels of care for the younger ones. They have a good knowledge of the need for a balanced diet and throw themselves energetically into the excellent 'Wake and Shake' sessions. Most pupils play harmoniously together and, as a pupil reported, 'if there is a wobble in behaviour, it is quickly sorted out by the monitors or the adults supervising'.

The school is quite right to be proud of its thoughtful assemblies which contribute to pupils' sensitive understanding of social, moral and global issues. The impressive 'Share to Learn' project with Shamenei School in Kenya is contributing significantly to the pupils' genuine concern to help those less well off than themselves.

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

How effective is the provision?

Whilst teaching is satisfactory overall, there are some good aspects throughout the school. Positive, caring relationships characterise all teaching. Teaching assistants play a full part in this and form good partnerships with the teachers and the pupils. Their carefully planned role ensures that pupils with additional needs are fully engaged and challenged appropriately to succeed, which they do.

Older pupils are given motivating, practical activities that capture their interest, such as mathematical work on estimation and addition of decimals. Together with high expectations of behaviour and an exacting work ethic, a brisk teaching pace keeps these pupils on their toes. Consequently they learn swiftly, with commendable levels of enjoyment making up for lost ground lower down the school.

In other classes, some teaching lacks challenge, particularly for the more able pupils; there is not enough urgency and the pace of learning drops. Teachers talk for too long and opportunities are missed to involve boys in whole-class discussion. Pupils' books show that marking and assessment practices are becoming more consistent across the school and pupils' targets are in evidence for English and mathematics. However, these are not written in child-friendly language and not all pupils know them.

Pupils are confident in expressing their views in class and collaborate well in pairs and small groups when given the opportunity to do so, such as discussing opinions about sport and school uniform. That said, there are not enough opportunities for pupils to work independently and take responsibility for their learning, particularly in Key Stage 1. Teachers are being challenged appropriately by leaders to use data more effectively to check the progress pupils make. The headteacher has an accurate view of the quality of

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teaching and learning across the school. Records of monitoring are assiduous. He is rightly holding teachers to account to accelerate pupils' progress.

The curriculum gives proper weight to the teaching of basic skills in literacy, numeracy and information and communication technology, but also gives appropriate time to other subjects. There is a reasonable range of extra-curricular activities, although provision for sporting activities is limited by the lack of on-site play space.

Educational visits and visitors make an important contribution to pupils' appreciation of the curriculum's relevance to everyday life. Good examples of this are links with Hidcote, the village horticultural society, a local cook and the nearby secondary school.

Increasingly, writing is being planned across the curriculum, although this remains a weaker aspect. Sometimes, opportunities are missed to design activities that excite the pupils, encourage their curiosity and fire their imagination.

The school's commitment to the care, support and guidance of all pupils is at the heart of its philosophy. Pastoral care is a strength in this nurturing family community. Pupils are cared for sensitively. They in turn feel safe and protected.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The new headteacher is providing quietly determined leadership with a strong focus on raising achievement. A good team spirit is developing within the school and all are ambitious to improve. Leaders, including governors, have an accurate picture of the school's strengths and weaknesses and are setting the right targets to make it better.

Monitoring by governors is rigorous. Excellent use is made of their professional knowledge and expertise to evaluate the work of the school to hold it to account. Most subject leaders execute their role diligently but their involvement in monitoring is not as yet sufficiently systematic.

Needs of individuals are analysed carefully and, although early days, appropriate strategies are in place to ensure all groups of pupils progress at a swift pace.

Robust steps are taken to safeguard children and there are strong partnerships with parents and agencies. Although the school reaches out to other communities successfully, evaluation of the impact of this work on pupils' achievement is at an early stage of development.

These are the grades for leadership and management

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

Early Years Foundation Stage

I have been very happy with my child's introduction to primary school.' 'Willersey has a very positive and caring atmosphere.' 'The staff have made our child feel very welcome and secure in coming to school.' Indeed, at such an early stage in the children's lives at school, these are fitting tributes to the good quality care the children receive in the Early Years Foundation Stage. The children are settling in to school life extremely well due to appropriate induction procedures and the friendly encouragement they receive from all the adults in the Reception and Key Stage 1 class.

The children are happy and confident to move around the classroom despite the cramped accommodation and limited space for play and learning outdoors. This restricts the opportunities available for the children to have regular access to large play equipment. Already most display a good awareness of the daily routines, which is a testament to the good teaching they receive from the lead practitioner. Some children are able to use the planning board to pursue their own learning interests independently and they can point accurately to the activities they have completed

Most children play and work well together although on occasions, in the sand pit and the outside role play area, several are a little boisterous. This area is carefully monitored by the lead practitioner to ensure the children's safety.

Adults interact sensitively with the children and this promotes good quality learning in language, mathematical development and social skills. There is a good emphasis on the teaching of letters and sounds and the manipulation of numbers. A satisfactory balance of whole-class, group and individual activities ensures that all the children are involved in their learning and concentrate well, although some find it difficult to do so for sustained periods. Daily observations and focused assessments of children's learning

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and development are diligently carried out and recorded thoroughly.

Leadership is caring and supportive. Nevertheless, curriculum documentation to guide the teaching, learning and development of the children in all aspects of the provision lacks sufficient detail. Formal monitoring of provision by the leader of the Early Years Foundation Stage is not fully developed.

Scrutiny of assessment information for the current Year 1 shows that by the end of the Early Years Foundation Stage, most children make at least satisfactory progress in all aspects of learning from their starting points, which are broadly at the expected levels for their age. That said, some children start school with both above and below the expected levels, particularly in communication, language and literacy and personal, social and emotional development.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

Parents' views of the school are overwhelmingly positive. All parents who responded felt that their children enjoyed school and were kept safe. 'I love the caring, friendly, family atmosphere' was typical of a number of parental comments. Other parents noted the approachability of staff. A few parents had concerns about a small minority of pupils' disruptive behaviour but inspectors judge the school to be diligent in dealing with these incidents.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Willersey 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 12 statements about the school.

The inspection team received 38 completed questionnaires by the end of the on-site inspection. In total, there are 55 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	68	12	32	0	0	0	0
The school keeps my child safe	32	84	6	16	0	0	0	0
The school informs me about my child's progress	14	37	21	55	2	5	0	0
My child is making enough progress at this school	12	32	25	66	0	0	0	0
The teaching is good at this school	13	34	22	60	2	5	0	0
The school helps me to support my child's learning	15	40	21	55	1	3	0	0
The school helps my child to have a healthy lifestyle	13	34	24	63	0	0	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)	18	45	17	45	1	3	0	0
The school meets my child's particular needs	18	47	19	50	0	0	0	0
The school deals effectively with unacceptable behaviour	10	37	16	42	5	13	0	0
The school takes account of my suggestions and concerns	15	40	20	53	0	0	0	0
The school is led and managed effectively	15	40	20	53	2	5	0	0
Overall, I am happy with my child's experience at this school	22	58	16	42	0	0	0	0

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.



18 September 2009

Dear Pupils

Inspection of Willersey C of E Primary School, Broadway, WR12 7PN

I am writing to say thank you very much for giving us such a warm welcome during our recent visit to Willersey Primary School. We were impressed with the way you greeted us so courteously with lovely friendly smiles. We enjoyed talking with you about your work, watching the excellent 'Wake and Shake' session and seeing you eat healthy lunches. Your school is satisfactory overall, and good in many ways. Here are some of the special things that it does well.

- Your school looks after you well and the adults want to do their best for you.
- Your behaviour is good; at times it is exemplary. Everyone in the school cares for each other and the older pupils look after the younger ones very well indeed.
- In Reception, you get off to at least a satisfactory start in all aspects of your learning; you make satisfactory progress as you move up through the school and good progress in Years 5 and 6.
- Your teachers plan interesting trips and fun activities such as the trip to Cadbury World which help you to enjoy school.
- You have a well-developed understanding of moral, social and global issues by the time you leave.
- There are lots of visits, which you participate in enthusiastically. You contribute well to the local community and care for those who are less well off than you.
- You have a committed headteacher, caring adults and dedicated governors at your school. We have asked them to help some of you to improve your writing, ensure the boys do as well as the girls and for all the teachers to challenge you to learn at a swift pace. We have also asked for the curriculum plans in the Reception to be more detailed.

It was a real privilege to visit your school. Continue to work hard and, most importantly, enjoy your learning. Best wishes for the future. We hope that you achieve great things!

Yours faithfully

Mrs M Harlow

Her Majesty's Inspector

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