

# Wilnecote Junior School

## Inspection report

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<b>Unique Reference Number</b>	124157
<b>Local Authority</b>	Staffordshire
<b>Inspection number</b>	340502
<b>Inspection dates</b>	23–24 June 2010
<b>Reporting inspector</b>	Doris Bell

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	240
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Karen Manuel
<b>Headteacher</b>	Mr Jonathan Keay
<b>Date of previous school inspection</b>	6 December 2006
<b>School address</b>	Smithy Lane Wilnecote Tamworth
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## Introduction

This inspection was carried out by two additional inspectors. They observed 12 lessons and nine teachers. They also met with parents, groups of pupils, members of the governing body and staff. They observed the school's work, and looked at a range of documentation including teachers' planning, the school improvement plan, assessment, monitoring and evaluation records, records for pupils with special educational needs and/or disabilities and safeguarding policies. The responses to the pupil and staff questionnaires were analysed, as were the responses from 54 parents and carers.

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

- progress in this academic year, to determine whether teaching is sufficiently robust to accelerate it and therefore halt the decline of the past three years, focusing especially on writing
- how well teachers assess, track and improve pupils' progress, and how effectively basic skills, especially writing, are promoted in different subjects
- the effectiveness of leadership and management at all levels in improving teaching and learning so that pupils can make much better progress

## Information about the school

Wilnecote Junior School is larger than the average primary school. The proportion of pupils with special educational needs and/or disabilities is well above average. Pupils' needs are mostly related to moderate learning or speech and language difficulties, but they also include behavioural difficulties and a small number of pupils have specific learning difficulties. The proportion with statements of special educational needs is broadly average. The proportion of pupils from minority ethnic backgrounds is below average and none are at the early stages of speaking English. The school has its own breakfast club and a privately run after-school club uses its premises. The senior leadership team has changed completely since the previous inspection. The present headteacher was appointed in April 2009.

**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**

**3**

### 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 significant improvement because it is performing significantly less well than in all the circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to raising the quality of teaching so that it is at least good across the school in order to accelerate pupils' progress.

The school is not providing a satisfactory quality of education for its pupils. Pupils' progress over time is inadequate and attainment in Year 6 is too low, given pupils' starting points in Year 3. However, systems and procedures introduced in the past year are leading to improvement. The clarity of purpose and direction that the headteacher has brought to the school is improving the currently inadequate teaching and learning. Supported by key members of the senior leadership team, the headteacher has worked hard to deal with the underachievement of the past few years. While it is too soon to see the full impact of what has been done so far, there is clear evidence of improvement in pupils' progress in Years 5 and 6. The school's evaluation of its work is broadly accurate but because it focuses mostly on recent improvements, its view of progress, attainment and teaching is more positive than is evident from its own data, from lessons seen and from pupils' books.

Checks on teaching and learning are robust, areas for improvement are followed up, and a programme of coaching is beginning to improve teaching. This has resulted in mostly effective teamwork that is now focusing staff more securely on the needs of individual pupils. Changes in teachers' planning and improvements in how data about pupils' progress are collected and analysed are also helping. However, the information from the data is not used as effectively as it could be in all classes, especially to support learning on a daily basis. Nevertheless, taken together, all of the above demonstrates that the school has satisfactory capacity for improvement.

Attainment is improving in mathematics, where it is now broadly average, but in writing it is still too low. This is holding back pupils' overall attainment in English. Pupils do not write at length in literacy or in other subjects, and, although satisfactory overall, the recently introduced curriculum is not explicit enough about how to include opportunities for extended writing. In literacy, pupils do not always start their writing tasks until well into the lesson. This sometimes results in a lack of attention and low-level disruptive behaviour as pupils fidget and murmur amongst themselves instead of listening carefully to their teachers. The strategies teachers use to manage such behaviour and refocus pupils on their tasks are not always effective enough. Overall, pupils' behaviour is satisfactory, although all behaviour observed outside of lessons was good. While

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teachers' marking has improved over the year and now usually contains guidance for pupils on how to improve, not all pupils are secure about how to reach their targets. Targets are reviewed termly, but for some pupils, this interval is too long and means that learning is not always supported or moved on as quickly as possible.

Pupils enjoy school and they say they often learn in 'a fun way'. Their good understanding of what constitutes a healthy lifestyle is successfully underpinned by the Healthy Schools Award. This ensures that pupils understand the importance of eating healthily and taking regular exercise, as well as avoiding dangers such as smoking and taking drugs. Pastoral care is good, especially for those whose circumstances make them more vulnerable, and pupils feel safe and well cared for. The provision for pupils with special educational needs and/or disabilities supports their behaviour and social development satisfactorily but it does not support their learning well enough. This is because targets for learning are not well developed and when they are taught away from class, their progress is not always evaluated rigorously enough to check the impact of the support they are given.

**What does the school need to do to improve further?**

- As a matter of urgency, raise the quality of teaching to good across the school by:
  - making even better use of the coaching and leadership programmes to raise teachers' expectations of different groups of pupils in all subjects
  - achieving consistency in the way all assessment information is used in planning and target setting
  - adapting lessons to meet pupils' different needs at all times, and reviewing pupils' targets more frequently so that the pace of learning is accelerated as quickly as possible
  - ensuring pupils with special educational needs and/or disabilities have targets to develop their learning and their progress is rigorously evaluated.
- Raise attainment in writing by:
  - moving pupils onto writing tasks sooner in lessons and giving them more opportunities to write at length in literacy and in different subjects
  - modelling writing more precisely for pupils, including in marking, and giving them time to consolidate their skills within different types of writing
  - helping pupils to understand their targets better, and how they can achieve them faster by using their writing skills in every piece of writing they do.

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

In most years, pupils start school with broadly average attainment. The current Year 6 is an exception because here, attainment was below average on entry to Year 3. However, taking this into account, Year 6 pupils have not made enough progress, especially in writing. Although their progress is satisfactory this year, it is too little too late, because

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their progress in previous years was inadequate and attainment in writing is low. Pupils' work in lessons and in their books contains similar errors in spelling, punctuation and grammar, despite oft-repeated reminders from their teachers. Additionally, handwriting and presentation are often untidy. More recently, pupils have started to record the time spent on writing but they do not produce enough work within the given time. They too often confuse different styles of writing, for example, mixing up formal and informal language and adding direct speech into a narrative report. Their books show that they are sometimes moved on too quickly with insufficient time to consolidate their understanding of how to write in different styles, for different purposes and with a secure sense of audience.

There is evidence of satisfactory and improving progress in Year 5, but pupils in Years 3 and 4 are not making the consistently good progress needed to ensure their attainment reaches the levels expected given the skills with which they came to the school. Pupils make better progress in mathematics than in English, although they report that they find some of their work hard because it is not always explained well enough. This was seen in lessons when, for example, Year 6 pupils became confused when instructed to use counters to move within a grid. Similarly, confusion about the tasks set for Year 4 pupils resulted in their setting out their work in different ways, unrelated to the success criteria discussed at the start of the lesson. Pupils with special educational needs and/or disabilities do not make enough progress in their learning. The targets in their individual education plans do not focus well enough on improving, for example, basic literacy and numeracy skills.

Pupils say they have 'good, watchful teachers' who look after them well, and report that there is always someone they can turn to if they are worried. They feel safe in school and on school trips, and have a good awareness of internet safety. Pupils readily accept responsibility, for example, as school councillors, young leaders and peer mediators. They are proud of their contributions to the school community, through for example, getting a computer for the library and a bicycle shed to encourage more exercise, as well as helping to select the decor when the toilets were refurbished. They know that each class has gold, silver and bronze targets and which type of target they are aiming for. However, they are less secure about how to reach those targets because they are not informed precisely of the steps they need to take.

A large number of pupils appreciate and participate in the wide range of extra-curricular sporting and other activities that contribute effectively to their personal development. Pupils' satisfactory spiritual, moral and social development is reflected in their care and respect for themselves and others and in their understanding that actions have consequences. Their understanding of the range and diversity of cultures in the United Kingdom and abroad is underdeveloped, although the school has started to consider this in relation, for example, to the new curriculum and the plan to promote community cohesion. Nevertheless, the pupils' low attainment, particularly in writing, means that overall, they are not well enough prepared for their future.

*These are the grades for pupils' outcomes*

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

### How effective is the provision?

Although some good teaching was observed during the inspection, evidence from other lessons seen, pupils' work and the school's data show that overall, too much teaching is inadequate or barely satisfactory. In the best lessons, teachers check and adjust pupils' learning during lessons, give them clear guidance, through marking, on how to improve their work, and use the information effectively to plan subsequent work. Elsewhere, tasks are not always best suited to pupils' different levels of ability. This is because some teachers stick too rigidly to what a scheme of work says pupils should be doing at a given age instead of taking account of the stage pupils are at in their learning. Where account was taken of this, as in a Year 6 mathematics session, pupils demonstrated an enthusiasm for learning, and time-limited tasks and practical activities increased their levels of concentration, spurring them on to achieve more.

Having analysed past test papers, staff rightly assessed that pupils had limited experience of writing in different styles for different purposes. However, pupils' work shows that, in trying to extend the range of writing, staff sometimes rush pupils, limiting the opportunities they have to secure their learning. The curriculum does not promote writing skills enough because it does not identify, for example, how basic skills can be consolidated and extended in different subjects. There are too many missed opportunities to develop writing, including handwriting in lessons through, for example, showing pupils good examples of writing and guiding them on how to improve theirs

<sup>1</sup> 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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further.

Teachers do not always make best use of support staff to enhance pupils' learning, especially that of pupils with special educational needs and/or disabilities. For example, they do not require all support staff to evaluate pupils' learning, keep accurate records of how well they are doing and pass them on at the end of a session so they can inform subsequent planning. Nevertheless, staff know the pupils well and they make good provision for social and behavioural skills in the pupils' individual education plans. This leads to mostly good progress in these areas, particularly because the pupils concerned are fully integrated into school life. Nurturing provision forms part of this as does the breakfast club, which gives pupils a good start to their day.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## **How effective are leadership and management?**

The monitoring and evaluation undertaken by senior leaders are driving improvements in teaching and learning and embedding in most staff a determination to raise pupils' attainment and accelerate their progress. Specific areas for development are followed up with individuals, for example in meetings to discuss pupils' progress, where teachers are left in no doubt as to their collective responsibility for pupils' attainment at the end of Year 6. However, not all staff are following agreed procedures with the same degree of rigour, for example, by using assessment information effectively in all lessons on a daily basis.

Governance is satisfactory. The governing body has a good grasp of the issues facing the school and, under the guidance of the headteacher, has become better at asking challenging questions about the school's work. Partnerships with other schools and external agencies are good in relation to pupils' well-being, and they are strengthening in relation to learning. The close links developed with the infant school mean that staff in the two schools are now working together to try to ensure continuous learning for the pupils.

Safeguarding procedures are good and the school readily tries out new initiatives to strengthen them. For example, it holds termly safeguarding workshops for parents and it is a pilot school for the county's anti-bullying pledge scheme. Equality of opportunity is satisfactorily promoted. Although all pupils are included in everything the school has to offer, not enough is done to ensure that all ability groups make as much progress as they can. The school has audited its provision for community cohesion and produced an



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action plan. It understands the local context and reaches out to the community, actively seeking its views. A newsletter keeps the community informed about the school's work. Understandably, the school is currently focused on raising attainment and accelerating progress. Nevertheless, opportunities are missed to develop pupils' awareness of the diversity of culture in the United Kingdom and abroad within the new curriculum.

*These are the grades for leadership and management*

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

## Views of parents and carers

Parents and carers are overwhelmingly satisfied with what the school does for their children. They are particularly pleased with the changes introduced in the past year, which, they report, have improved several aspects of the school's work, not least the communication with parents and carers, the welcome given to them and the speed with which any issues are resolved. They describe the school as getting 'better by the day' but they also note that there are some inconsistencies between classes in the same year group that affect their children's progress. Inspectors endorse all of these views.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wilnecote Junior 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 54 completed questionnaires by the end of the on-site inspection. In total, there are 240 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	48	25	46	2	4	0	0
The school keeps my child safe	36	67	18	33	0	0	0	0
The school informs me about my child's progress	21	39	30	56	3	6	0	0
My child is making enough progress at this school	24	44	25	46	2	4	1	2
The teaching is good at this school	28	52	25	46	1	2	0	0
The school helps me to support my child's learning	25	46	27	50	1	2	0	0
The school helps my child to have a healthy lifestyle	27	50	25	46	1	2	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)	27	50	24	44	0	0	0	0
The school meets my child's particular needs	23	43	29	54	1	2	0	0
The school deals effectively with unacceptable behaviour	21	39	28	52	2	4	1	2
The school takes account of my suggestions and concerns	22	41	29	54	0	0	1	2
The school is led and managed effectively	36	67	17	31	1	2	0	0
Overall, I am happy with my child's experience at this school	38	70	15	28	1	2	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



Dear Pupils

Inspection of Wilnecote Junior School, Tamworth, B77 5LA

Thank you for the very warm welcome you gave us when we visited your school, and for talking to us. It was good to hear that you enjoy school, that you feel safe there and that you have 'good, watchful teachers' to whom you can turn if you have any worries. We agree with you and with your parents and carers that the school keeps you safe, and you clearly understand what it means to follow a healthy lifestyle. We noted that your behaviour is satisfactory. While we saw only good behaviour around the school, we found that in some lessons, some of you are too ready to chat to other pupils, and do not always pay attention quickly enough when your teachers try to get you back on track. This stops you making as much progress as you might in lessons and is something you can improve on yourselves.

Your parents are right to praise the improvements that have taken place this year because they are helping to make lots of things better in your school. However, we found that, although those of you in Years 5 and 6 have made satisfactory progress this year, you have not made enough progress since you started in Year 3. Also, not all of you in Years 3 and 4 are making satisfactory progress. When we put everything together, it means that the school is not providing you with a satisfactory quality of education at this point in time, although we do recognise how hard your headteacher is working with everybody to try to remedy the situation. We have therefore given the school what is called a 'notice to improve' and asked it to:

- ensure that all teaching is equally good, and that teachers use everything they know about how well each one of you is doing when they plan your work
- start you on to your writing tasks much sooner in lessons, encourage you to do longer pieces of writing more often, and help you understand your writing targets and how to reach them as quickly as possible.

You can all help by working hard and trying to improve your learning yourselves. We wish you well for the future.

Yours sincerely

Doris Bell

Lead inspector

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