

Warton Nethersole's CofE Primary School

Inspection report

Unique Reference Number	125650
Local Authority	Warwickshire
Inspection number	340810
Inspection dates	12–13 November 2009
Reporting inspector	David Driscoll

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	126
Appropriate authority	The governing body
Chair	Susan Mason
Headteacher	Margaret Knuckey
Date of previous school inspection	0 March 2007
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Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, and held meetings with governors, staff and pupils. They observed the school's work, and looked at records of pupils' progress, the school's development plan, a range of policies, records of checks on teaching and the 50 responses to the parental questionnaire, together with responses to the staff and pupil questionnaires.

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

- Whether pupils are getting off to a good enough start in Year 1
- How well pupils with special educational needs and/or disabilities make progress compared to other groups of pupils
- Whether provision for community cohesion is sufficiently effective.

Information about the school

This small school serves a mainly rural area to the north east of Tamworth, where very few pupils are eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities has fallen since the last inspection and is now low. Few pupils come from a minority ethnic background and very few speak English as an additional language.

The head teacher was absent from school for a relatively long period during the last academic year as a result of a serious accident.

The school holds the Activemark and Healthy Schools awards, together with awards for its work with teaching assistants. The school has met the required standard for financial management in schools.

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

3

Main findings

Warton Nethersole's provides a satisfactory education for its pupils. After a good start in the reception class, they make satisfactory progress in Years 1 to 6 as a result of satisfactory teaching and leave Year 6 with standards that are above average. Progress is good in mathematics, and satisfactory in English. The difference is largely caused by pupils' slower progress in writing, as they do not have enough opportunities to write at length in subjects other than English. Another key reason for the difference lies with the teaching. Teachers are very good at enthusing pupils at the start of a piece of work. In mathematics, this enthusiasm is built upon, but in writing the impetus is often lost and so pupils do not learn as quickly. Pupils with special educational needs and/or disabilities make good progress. They receive better guidance and support than most pupils, because their individual education plans provide very clear guidance for teaching assistants, who follow this particularly well.

The strengths in personal development that were evident at the last inspection, such as good behaviour and care for the environment, have been maintained because care, guidance and support are good. Some aspects have been improved. Attendance, for example, is now high as a result of the good systems used to discourage absenteeism, and this, together with their good punctuality and above average standards, helps pupils to be well prepared for the next stage of their education. One aspect that still lags behind is pupils' understanding of other cultures represented in Britain today. They have visits from representatives of other cultures, but do not meet, play or work with others from communities different from their own. This weakness limits pupils' overall spiritual, moral, social and cultural development to satisfactory, despite strengths in aspects such as their spiritual awareness, relationships and their strong understanding of right and wrong.

The head teacher provides good leadership. Staff morale is high and all seek to improve the education that the school provides. The school's capacity to improve is satisfactory because much of the drive for improvement relies on the head teacher. During her absence, the status quo was maintained but the rate of improvement slowed. The school's own evaluation of its performance is satisfactory. Subject coordinators play a sound role in monitoring provision and progress through checking teachers' planning and the work in books. However, their role in assessing teaching through direct observation is too limited to allow them to pinpoint those areas which, if improved, would have the greatest impact on the quality of lessons.

What does the school need to do to improve further?

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- Ensure that pupils make consistently good progress in their writing by:
 - providing them with more opportunities to write in subjects other than literacy
 - building on the enthusiasm generated by teachers during the introduction to tasks.
- Improve pupils' understanding of life in multicultural Britain by providing them with more opportunities to engage with others from different backgrounds.
- Improve the systems for monitoring and evaluating the school's work, and thus the capacity to improve, by developing the role of middle managers in observing teaching so they are better equipped to identify areas for improvement.
- 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.

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

Some groups of pupils were not making enough progress in mathematics at the time of the last inspection. The school has worked hard on improving the teaching of mathematics and the work seen during this inspection, together with the records of their progress, confirms that pupils are now making consistently good progress in mathematics in almost all years and standards are improving rapidly. Inspectors also saw improved progress in reading, where many pupils are now doing well, although there is more variation between classes than there is in mathematics. While most pupils make satisfactory progress, those with special educational needs and/or disabilities do well. The proportion of pupils on the register of special educational needs is falling rapidly, because the assessment of their needs has improved and because they are catching up with their peers and they no longer require extra support.

Pupils enjoy coming to school, where they have lots of friends and get on well with one another. Pupils are polite and well behaved, although even they point out that some are a bit 'chatty' in lessons. It is very rare for teachers to have to reprimand pupils, although they are quick to do so when the need does arise. Older pupils take a leading role in resolving disputes in the playground, so arguments are rare and pupils are soon playing together happily again. Pupils are very active at playtime, and some boys can be a bit rough in Years 1 and 2. This aside, pupils have a good understanding of how to keep themselves and others safe. The great majority understand what constitutes a healthy diet, but not all put their understanding into practice.

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

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	2
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	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

Teachers make good use of resources, including information and communication technology, to motivate pupils. This is particularly effective in mathematics. In one lesson, for example, pupils were collecting information on favourite foods. The pupils carried out surveys and then worked very hard on presenting their information in different ways. In writing lessons, the pupils are equally as enthused by watching animations or short video clips, for example. However, instead of getting straight down to work, the teacher either continues talking to them for too long, or gives them an unrelated task to do, so pupils' interest wanes and the pace of learning drops. Information from assessments is used well to accurately place pupils in groups according to their ability. The groups receive very clear guidance, so all know what they have to do, and how to go about it. Sometimes, an individual may finish early or need extra help and this is not always picked up quickly enough in order that the task can be modified to better suit the pupil.

The curriculum is well planned to educate pupils about leading a healthy and safe life. Pupils particularly enjoy the many trips available to them and many say their favourite thing in school is the extra specialist sports coaching they receive. Assemblies are particularly good, and play a significant part in pupils' spiritual development, especially their thoughtfulness and ability to reflect. The academic curriculum is not as effective. Short-term plans for each class build on what has been learnt in previous lessons, but longer-term plans are not as well coordinated, so pupils repeat some topics as they move through the school.

Pupils are well looked after. They settle quickly into school and are confident about

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transferring to secondary school because they have many opportunities to meet their new teachers before they move. Pupils rightly feel they have someone in school who will listen to their concerns and take them seriously. Particularly good attention is paid to supporting those who are vulnerable. The approach of 'nagging nicely' has worked wonders on attendance, which has improved from average to high since the previous inspection, although those who are absent are not always encouraged to make up the work they have missed. Systems for supporting pupils with special educational needs and/or disabilities are very effective. Thorough assessments are used to produce individual education plans, in language suitable for teachers, parents and the pupils, that detail exactly what support is needed in a wide range of subjects and activities. Teaching assistants follow these to the letter, adapting the support to the subject and the needs of the individual pupil as required.

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 school's leaders, including governors, set challenging targets for its performance, although these are not always met, especially in writing. The improved systems for tracking pupils' progress ensure that different groups can be targeted and any gaps in their performance are closing. Those with special educational needs and/or disabilities now do well as a result of the leaders' good promotion of equality and the way that strong partnerships have been developed with specialist services, such as those for speech therapy. The school makes satisfactory provision for community cohesion. Good work is carried out with the local community, building on links with groups such as the church and local allotment society. Links with other communities in Britain are more limited. The school ensures its pupils are safe by meeting all requirements for safeguarding, although best practice is not yet adopted in all areas of its work, such as defining the role of governors in some policies. Overall, this is a school that is improving. Leaders have concentrated on addressing weaknesses identified at the previous inspection, such as those in mathematics and in the monitoring of performance, and these areas have shown vast improvement. Other aspects are improving but not as quickly, because managers other than the head teacher only play a limited role in checking teaching. As a result, the whole-school priorities are appropriate, but this is not always the case for individual subjects.

These are the grades for leadership and management

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

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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	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
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

The Reception class teacher visits the pre-school nursery and attends the summer parents' evening, so children come to know the teacher before they start at school, and the children become known as individuals. As a result, children settle very quickly and are soon following the consistent routines that are a feature of daily life in the reception class. Assessments are thorough, and used well to plan a wide range of activities that promote good development in all areas of learning. Parents are not yet involved in such planning, so are not as aware of how to help their children learn at home as they might be. Inside, the classroom is an exciting and colourful space, where children love learning through play. Outside, the space is less inviting, with old equipment that children do not find as stimulating. Parents hold the provision in high regard. They point particularly to the emphasis on hygiene, which gets children off to a flying start in learning how to live a healthy and safe lifestyle. The provision is managed well. The manager has a good understanding of the requirements of the Early Years Foundation Stage, but does not yet play a full role in checking the quality of provision.

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

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Views of parents and carers

The large majority of parents are very happy with all that the school provides. A small minority raised concerns about leadership and management, specifically referring to financial issues and low staff morale. Inspectors investigated both of these concerns. They found financial management to be good. The school no longer has a large financial surplus because it has rightly been spent on improving the pupils' education. All of the staff interviewed and everyone who responded to the anonymous staff questionnaire said they felt valued by the management. Several went out of their way to say how happy they were at the school. Some parents feel that behaviour is not managed well enough. There were some incidents of poor behaviour in the last academic year, but the new system for promoting good behaviour is now working well and behaviour is good.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Warton Nethersole's CofE 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 50 completed questionnaires by the end of the on-site inspection. In total, there are 126 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	25	50	23	46	2	4	0	0
The school keeps my child safe	20	40	27	54	2	4	1	2
The school informs me about my child's progress	17	37	23	50	4	9	2	4
My child is making enough progress at this school	18	37	25	51	5	10	1	2
The teaching is good at this school	18	38	29	60	0	0	1	2
The school helps me to support my child's learning	14	29	28	57	6	12	1	2
The school helps my child to have a healthy lifestyle	21	42	29	58	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	38	27	56	2	4	1	2
The school meets my child's particular needs	17	35	28	58	3	6	0	0
The school deals effectively with unacceptable behaviour	14	28	24	48	6	12	6	12
The school takes account of my suggestions and concerns	11	23	30	64	5	11	1	2
The school is led and managed effectively	12	26	26	55	5	11	4	9
Overall, I am happy with my child's experience at this school	17	35	27	55	3	6	2	4

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.



16 November 2009

Dear Pupils

Inspection of Warton Nethersole's CofE Primary School, Tamworth, B79 0HP

Many thanks for all the help you gave us when we recently visited your school. We were very impressed by your good behaviour. Your parents and carers can be very proud of the way you spoke to us and your good manners. Overall, we found that you are getting a satisfactory education. You told us that you like coming to school, especially for the mathematics lessons and the extra PE lessons with the visiting teacher.

You do well in mathematics because your teachers get you excited about topics and then let you get your teeth into some difficult problems. You don't do as well in writing, because you have to wait longer between the exciting introduction and getting down to work for yourselves. So, we have asked your teachers to let you get straight on with your work as soon as the introduction finishes and to give you more writing to do in other subjects. You can help, by always starting your work as soon as you are told to, and working as hard as you can.

You have been taught well as to how to live a safe and healthy lifestyle. Your teachers and all the other adults look after you well, and you know that you have someone to turn to in school if you have a problem. Those of you who find learning more difficult do well, and quickly catch up when you have fallen behind, because you get the right type of help just when you need it most. You do a lot in the local community, but do not know as much about how other people live their lives in other parts of Britain. We have asked the people who run the school to give you more opportunities to meet people from backgrounds that are different from your own.

The people who run the school are making it a better place to learn. You help, by coming to school whenever you can. We were most impressed with your attendance, which is much better than in most other schools. Your head teacher does most of the checks on teaching, to find out what could be improved. So we have asked the other teachers to do more of this, so the school can get better even more quickly.

Yours sincerely

David Driscoll

Lead inspector

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