

Wellesbourne Church of England Primary School

Inspection report

Unique Reference Number	125651
Local Authority	Warwickshire
Inspection number	340811
Inspection dates	17–18 November 2009
Reporting inspector	Barbara Atcheson

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

The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	2–11
Gender of pupils	Mixed
Number of pupils on the school roll	334
Appropriate authority	The governing body
Chair	Larry Granelly
Headteacher	Lindsey Oscroft
Date of previous school inspection	8 March 2007
School address	Mountford Close Wellesbourne Warwick
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Age group	2–11
Inspection dates	17–18 November 2009
Inspection number	340811

Registered childcare provision	Wellesbourne CE Primary Nursery School
Number of children on roll in the registered childcare provision	103
Date of last inspection of registered childcare provision	Not previously inspected

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Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 18 lessons, and held meetings with governors, staff and groups of pupils and parents. They observed the school's work, and looked at the quality of monitoring, improvement planning and other key documents. Inspectors also considered the 148 questionnaires received from parents.

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

- the achievement of all pupils, particularly the more able, to determine whether teaching is sufficiently challenging
- the effectiveness of the teaching of reading and mathematics in Key Stage 1 and English in Key Stage 2
- how well the new leadership team and governors have secured the continued improvement of the school
- the effectiveness and reliability of the safeguarding of children, including during after-school childcare provision.

Information about the school

This is a large primary school on two sites. Almost all of the pupils are of White British heritage. A quarter of the pupils have special educational needs, which is just above the national average. Their needs mainly relate to speech, language and communication difficulties, behavioural, emotional and social difficulties. There is also an onsite Nursery which, together with an out-of-hours club, is run by the governors. The headteacher was appointed in September 2009. There is a major building project on the main school site.

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

The school is successfully emerging from a difficult period when it has had to cope without a headteacher for one term and has had major building work on the main site. However, the school now has a new headteacher who has quickly got to grips with what needs to be done. She has motivated staff, governors and senior leaders, all of whom share her passion to improve progress and raise attainment.

Achievement is satisfactory and pupils make satisfactory progress throughout the school. Attainment is average at the end of Year 6. Writing is the weakest area because pupils do not always have sufficient opportunities for extended writing and to improve their spelling skills. Pupils enjoy school and this is reflected in the above average rate of attendance. They behave well and have good relationships with adults and other pupils and respect each other's achievements. They say that they feel safe in school and have a good understanding of how to live healthy lifestyles. Pupils feel secure and able to make the best of the opportunities that are available to them because of the good care, guidance and support that they receive.

There are examples of good teaching which is effective in securing good progress in learning. However, this is not consistent across the school. In some lessons, teachers concentrate more on completing the activity than accelerating learning. In others, the pace of learning is slow and repetitive tasks do not provide sufficient challenge, particularly for the more able pupils. Teachers have worked hard to improve marking and ensure that pupils are given the next steps in learning. However, this is not consistent across the school. Teachers are not always rigorous enough in correcting pupils' spelling mistakes.

Children benefit from the good provision of the on-site Nursery. Pupils enjoy the wide range of activities provided by a well organised before and after school club which successfully meets their needs. Children in the Early Years Foundation Stage make good progress from below expected levels of skills and knowledge on entry. The majority reach the goals expected of them by the time they reach Year 1.

The school has secure procedures for ensuring the safeguarding of pupils and takes appropriate action to promote equality of opportunity. Although senior leaders regularly monitor and evaluate the school's work, they recognise the need to be more rigorous in order to ensure that there is more good teaching. There are not enough opportunities for staff to work together and share good practice so that the quality of teaching improves at a faster rate. Pupils' progress is conscientiously tracked but the data is not used to its full effect in order to gauge the performance of different groups and the impact of strategies for improvement. However, the school has an accurate view of its

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own strengths and weaknesses. It has addressed the key issues of the previous inspection. Through the recent improvements in behaviour and its well considered plan for development, the school shows a sound capacity to sustain further improvement.

What does the school need to do to improve further?

- Improve attainment and accelerate progress in writing by:
 - increasing opportunities for extended writing
 - increasing the rigour with which spelling is marked.
- Raise the quality of teaching by:
 - ensuring that all teachers focus on improving the rate of pupil progress and the pace of learning
 - increasing the challenge for more able pupils
 - ensuring that all marking gives pupils clear guidance on what they need to do to improve their work.
- Improve leadership and management by:
 - ensuring that all leaders are focused on raising the quality of teaching through rigorous monitoring and evaluation and modelling and sharing good practice
 - ensuring that tracking is used to identify the rate of progress of different groups of pupils and the impact of strategies 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**

Pupils are keen and enthusiastic learners. They value the good support they receive and enjoy their lessons. Consequently, the majority make the expected rate of progress or better. When the work planned for them is challenging and well matched to their different abilities, pupils work with sustained concentration and make good progress. For example, a group of pupils who were working well together to create a wealth of ideas for a historical story said that they relished the challenge. In some lessons, pupils, particularly the more able, do not make as much progress because work is too repetitive and they are not sufficiently challenged.

Attainment in 2009 was average but too few able pupils reached the higher Level 5 at the end of Year 6. However, the current Year 6 is on track to do better in 2010. Writing is the weakest subject. Errors in spelling and insufficient opportunities for extended writing affect the quality of pupils' work. The focus in Years 1 and 2 was to ensure that the majority of pupils reached average levels. This was successful but the school recognises that the emphasis must now be on challenging more able pupils to reach Level 3 in reading, writing and mathematics.

Pupils' spiritual, moral, social and cultural development is good. Pupils are very

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knowledgeable about how to stay safe, for example when using the internet, and they say they feel safe in school. Pupils have a good understanding of how to lead a healthy lifestyle. They were consulted when the school started to cook its own meals and this has resulted in an increased take up of school meals. The recently introduced 'Five Golden Rules', formulated by the school council, together with the 'Six Golden Tickets' for a seat on the headteacher's table at lunchtime has had a noticeable impact on improving behaviour, which is now good. These are just two of the many examples of pupils' good contribution to improving the school community. Pupils take an active part in village life, particularly through the school's strong links with the church.

These are the grades for pupils' outcomes

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	3
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	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Good relationships, enthusiastic teachers and a curriculum that is based on pupils' interests and makes good links between subjects ensure that pupils enjoy their learning. Pupil consultation has led to an increased number of visits and visitors and days like the 'Viking Day', which have had a positive impact on improving writing, particularly for the boys. However, the curriculum is not always sufficiently focused on improving pupils' key

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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skills in literacy and numeracy. Where the pace of teaching is brisk and a close check is kept on pupils' learning, progress is good. For example, Year 6 pupils enjoyed the challenge of using metric conversion to add and subtract decimals. They made good progress because the teacher monitored their work and used questions well to secure their learning. However, there are lessons where repetitive tasks provide insufficient challenge for pupils, particularly the more able, and teachers place too much emphasis on completing the task rather than focusing on improving pupils' learning. Pupils find teachers' comments useful in helping them to improve their work. However, some teachers' marking is not as thorough in this respect. Teaching assistants are well deployed and support learning well. Vulnerable pupils receive good support which enables them to make good progress in developing social and life skills. Despite major building works, the learning environment is warm and welcoming. Most parents appreciate the good care, guidance and support that enable their children to enjoy the opportunities provided by the school. Good links with external agencies provide pupils with expert help and advice and also provide the school with training in how to deal with specific disorders. Pupils speak highly of the well organised out-of-school club which is a thriving, well attended facility. The out-of-school staff have clear roles and responsibilities. There are secure procedures for ensuring the safeguarding of pupils and all those who attend are well cared for and supported.

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 headteacher has quickly got to grips with what the school needs to do. She has brought new thinking, instilled confidence and motivated staff. Governors, senior leaders and staff share the headteacher's enthusiasm to seek further improvement and raise achievement. Although there has been insufficient time to see impact on all major priorities, behaviour has already improved as a result of the involvement of pupils in setting clearer rewards and sanctions. Teaching is regularly monitored and staff are given helpful feedback, but there are still some lessons where pupils, particularly the more able, are not sufficiently challenged to make good progress. The school keeps track of pupils' learning but does not always use this information effectively to identify the varying rates of progress across the school or to monitor the impact of the strategies introduced to raise standards. The school actively seeks to promote equality of opportunity. However, more able pupils are not always sufficiently challenged.

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Governors have worked hard to develop their role in monitoring and evaluating the work of the school. They are well organised and visible in the school. Last year, results were not as good as they would have liked and they recognise the priority to challenge more able pupils. A significant turnover in membership of the governing body has limited governors' impact.

The school meets all the requirements for safeguarding, and procedures and practices are satisfactory. Information in the child protection policy is not explicit and the school has yet to produce a physical restraint policy. Links between the school's log of misbehaviour and the subsequent follow up and outcomes are not always clear. Risk assessments are undertaken regularly and there are good procedures for vetting and appointing staff. There are clear and accessible channels for parents to communicate with the school. Relationships are positive and partnership is being increasingly strengthened.

Well established links with a school in Mumbai, through British Council funding, gives pupils a good understanding of the lives and beliefs of others. Pupils eagerly awaited news from the teacher who recently visited the school and are now developing inter-school connections through information and communication technology. Links with a multicultural school in Nuneaton help pupils understand what life is like in different parts of the country. Partnerships with the local church are strong, as are links with the emergency services. The impact of this work is reflected in the school's caring cohesive community and the way in which it is increasing pupils' appreciation of life in communities in different parts of the United Kingdom and overseas.

These are the grades for leadership and management

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	3
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	3

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Early Years Foundation Stage

Most children join the Reception class with knowledge, skills and understanding that are below the expected level. They make good progress in most areas of learning because:

- relationships are good and children are happy and feel secure
- accurate assessment ensures that teachers have a good understanding of the learning and development needs of the children, so activities are planned which build upon what children already know, understand and can do
- exciting activities such as the opportunity to 'hot seat' a character from books they have been reading help children to consolidate language development effectively
- teaching assistants are well informed about children with special educational needs and/or disabilities, so they are able to provide focused support
- leadership and management are effectively focused on helping children to make good progress, promoting their welfare and ensuring that partnerships with parents are good
- children are very well cared for, and safeguarding procedures are good.

Children achieve well in all areas of learning so that the majority attain the levels expected for their age by the end of the Reception Year.

The Nursery provision meets all requirements for registration. The management of this provision is good. The welfare of children is promoted well. There is continuous provision for indoor and outdoor learning which successfully meets the needs of all children regardless of gender, ethnicity or ability.

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 have positive views of the school. They are particularly pleased with the welcoming, caring ethos. Evidence from the inspection supports parents' views that children enjoy school and that care for children's health and safety is good. A small minority of parents expressed the view that the school does not deal effectively with unacceptable behaviour. However, behaviour during inspection was found to be good. The team's view concurred with that of the pupils who said that the school sorted out any problems quickly and effectively.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wellesbourne Church of England 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 148 completed questionnaires by the end of the on-site inspection. In total, there are pupils 334 registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	94	64	52	35	1	1	0	0
The school keeps my child safe	85	57	60	41	0	0	0	0
The school informs me about my child's progress	63	43	77	52	4	3	1	1
My child is making enough progress at this school	60	41	80	54	3	2	1	1
The teaching is good at this school	71	48	72	49	1	1	0	0
The school helps me to support my child's learning	62	42	79	53	4	3	0	0
The school helps my child to have a healthy lifestyle	69	47	76	51	2	1	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)	53	36	80	54	2	1	0	0
The school meets my child's particular needs	58	39	80	54	3	2	1	1
The school deals effectively with unacceptable behaviour	40	27	86	58	11	7	3	2
The school takes account of my suggestions and concerns	47	32	87	59	4	3	3	2
The school is led and managed effectively	57	39	80	54	2	1	1	1
Overall, I am happy with my child's experience at this school	79	53	67	45	1	1	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 pupils' 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.



19 November 2009

Dear Pupils

Inspection of Wellesbourne Church of England Primary School, Warwick CV35 0QG

Thank you for being so friendly when we visited your school. We enjoyed visiting

- your lessons and talking to you. You really helped us. We think your school gives you
- a satisfactory standard of education and there are quite a lot of good things about your school. These are the main things that helped us come to this conclusion.

Children in the Nursery and Reception class get off to a good start.

You enjoy school, behave well and come to school regularly.

Teaching is satisfactory. Some of your lessons really help you to do your best but there are some which don't help you so much.

You achieve the levels expected for your age.

The school provides interesting lessons and a wide range of extra activities.

You have a good understanding of healthy lifestyles and how to keep safe.

The teachers look after you well.

You have given the school some good ideas about school lunches and the 'Golden Rules' for playtimes.

Your headteacher and staff are working hard to make learning better for you.

We have asked the school to do three things.

Help you to do better in writing by making sure that:

- there is more time for you to do longer pieces of writing
- you have more help with your spelling.

Make sure that all teaching is good by ensuring that:

- teachers help you to learn quickly and always do your best
- work is not too easy for you
- marking shows you exactly how you can improve your work.

Make sure that senior leaders help to improve teaching by:

- checking to see that improvements to make all teaching good have been carried out
- keeping a close eye on how much progress you are making and sharing ideas for

good lessons with all of the teachers.

We hope that you will all continue to enjoy coming to school, to practise your spellings, and to try your hardest so that you are successful in the future.

Yours sincerely

Barbara Atcheson

Lead inspector

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