

Willenhall Community Primary School

Inspection report

Unique Reference Number	134745
Local Authority	Coventry
Inspection number	341523
Inspection dates	21–22 October 2009
Reporting inspector	Melvyn Hemmings

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	356
Appropriate authority	The governing body
Chair	David Chater
Headteacher	Caroline Kiely
Date of previous school inspection	8 February 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons, and held meetings with governors, staff, groups of pupils, parents and the school's improvement partner. They observed the school's work and looked at policies, records of meetings, assessment information and curriculum planning. In addition, 183 parent questionnaires were received and analysed.

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

- the effectiveness of strategies introduced to develop writing, reading and science across the school
- how well pupils who are more able are challenged in Years 1 and 2
- how successfully leaders are working to improve the quality of teaching and learning
- the extent to which the skills of senior and middle leaders are being developed.

Information about the school

This larger than average school has Early Years Foundation Stage provision in Nursery and Reception classes. Since the last inspection, when the school operated on two sites, staff and pupils have moved into a purpose built new building. Building work is currently taking place to provide enhanced facilities for children in the Early Years Foundation Stage. The percentage of pupil's eligible for free school meals is well above average, as is the proportion of pupils with special educational needs and/or disabilities. A large majority of pupils are White British. The school has gained a number of national awards, which include Healthy Schools status and Activemark.

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

This is a satisfactory school. It is improving and provides a very caring and friendly setting in which to learn.

The strong leadership of the headteacher has been the key to the school's improvement in recent years. She has been fundamental in motivating staff and pupils to aim high and take the school forward. As a result, pupils now make satisfactory progress and are now close to reaching the national average in English, mathematics and science by the end of Year 6. This represents satisfactory achievement from their starting points on entering school and much improvement on pupils' performance in previous years. More able pupils in Years 1 and 2 are making improved progress because their needs are being better met. Progress is satisfactory, rather than better, because the quality of teaching and learning between classes is inconsistent. This stems from some teachers not being as adept as others in providing suitably challenging work for the different abilities of pupils and in modifying their style of teaching to meet pupil's individual needs.

A good range of enrichment activities enliven the satisfactory curriculum and extend pupils' learning. These include extracurricular activities and visits to places of educational interest. The school is at the early stages of revising its curriculum planning to make better links between subjects. Good personal development means pupils are polite and respectful towards others. Their behaviour is exemplary and makes a strong contribution to the progress they make. Outstanding pastoral care, as part of good care, guidance and support provided for pupils, ensures the safety and well being of all pupils and leads to them being cherished as unique individuals. As one pupil commented, 'I think I am looked after very well and feel very safe and secure in school.'

Accurate self evaluation enables the school to correctly identify and prioritise areas for development. This is exemplified in the emphasis, over the last year, on improving progress and standards in writing, reading and science. The action taken by leaders has proved successful in meeting the challenging targets for improvement set in these areas. This has centred on improving teachers' skills in accurately evaluating the level at which pupils are working, to enable them to set the next steps to develop pupils' learning. The skills of leaders in monitoring and evaluating ongoing provision are being developed well. Out of necessity, the headteacher has shouldered much of the responsibility for the long term planning for school improvement. She rightly acknowledges the need to develop the skills of all leaders to ensure they play a full part in this aspect of the school's provision. Leaders have a clear understanding of the school's strengths and areas for development. This is shown in the way the school has focussed on improving areas of weakness in teaching and learning over the last year

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and, as a result, there is a trend of improvement in the progress that pupils make. This indicates that the school has satisfactory capacity to improve further.

What does the school need to do to improve further?

- Improve the quality and consistency of teaching and learning by:
 - ensuring teachers always use assessment information effectively to plan the next steps of learning and to set challenging work for all groups of pupils that reflect their capabilities
 - extending the range of teaching styles of some teachers.
- Focus planning of the curriculum on establishing links between subjects so that pupils can transfer the skills that they learn between lessons.
- Develop the skills of leaders in planning strategically for long term school improvement.
- About 40% of 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**

The progress pupils make and the standards pupils reach by the end of Year 6 have improved, particularly in writing, reading and science, because of strategies introduced over the last year. In writing, the work provided is better matched to individual needs and there are more opportunities for pupils to write purposefully in other subjects. Consequently they show confidence and enjoyment when writing in a range of situations. Guided reading sessions are now more structured and more regular. Pupils engage fully in these sessions and show increasing interest and enjoyment in reading. Progress in science is improving because pupils have more opportunities to develop and practice their investigational skills. Pupils show enthusiasm, maintain their concentration and are keen to do well.

During the inspection there was no significant difference in the progress made by different groups of pupils. Previously, few pupils have reached the higher level by the end of Year 2. Action taken by leaders means that staff in Years 1 and 2 now have accurate assessments on which to base the level of work given to more able pupils. As a result, their progress is improving and tracking data points to increased numbers attaining the higher levels in the future. Pupils with special educational needs and/or disabilities make the same progress as other pupils because of the extra support they receive.

Pupils' moral and social development is good. Pupils behave in an exemplary manner and are kind and considerate to others. They willingly take on responsibilities and carry them out seriously, such as being a member of the school council. In so doing, they make a good contribution to the life of the school. They contribute satisfactorily to the wider community. The majority of pupils are adopting healthy lifestyles well and show a

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good understanding of the need to eat healthily and take regular exercise. They show a good knowledge of the actions to take to stay safe in school and in the wider community. Pupils' enjoyment of school is reflected in their significantly improved attendance in recent years. Pupils are prepared satisfactorily for the next stage of education and their future lives.

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	1
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	3

How effective is the provision?

Teachers have secure subject knowledge and so are able to explain new ideas clearly and confidently. They usually give pupils activities that are interesting and motivating so they are able to maintain their concentration for lengthy periods. This is especially the case when teachers use a variety of learning styles in lessons to meet the individual needs of pupils. Teachers use a range of resources well to add interest to lessons. Some teachers are not as adept at varying their teaching styles but are keen to develop their expertise in doing so. Teachers have a clearer view of the levels pupils are working at because of improved procedures for assessment. Nonetheless, assessment information is not always used effectively to set suitably challenging work for pupils of different

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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abilities. Teaching assistants are deployed well in lessons and provide valuable support for all pupils, especially those with special educational needs and/or disabilities.

A strong feature of the curriculum is the wide range of extra-curricular activities available, in which the large majority of pupils enthusiastically participate. The good links with other providers effectively widen pupils' experiences. The school's commitment to providing a variety of good quality sporting experiences is reflected in it gaining Activemark. Curriculum planning ensures that work given to pupils builds on systematically from previous work. The school is beginning to develop links between subjects so that pupils can use skills gained in one subject to support their learning in others. Planning for this is at an early stage, particularly in the use of information and communication technology in other subjects. The programme for personal development is good.

The school provides a welcoming and safe learning environment for individuals and groups of pupils. Safeguarding arrangements meet statutory requirements fully. All staff are aware of the steps to take if they have any concerns about the well being of a pupil. The good links with outside agencies means that extra support for individual pupils is readily available when required. The school can point to striking examples of where it has helped individual pupils overcome significant barriers to their education.

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 been the driving force behind a range of improvements over the last two years. These include introducing more rigorous procedures for assessing the levels at which pupils are working and for checking their progress, raising teachers' expectations of what their pupils can attain and strengthening the role of senior and middle leaders. This has had a positive impact on pupils' progress and the standards they reach. The headteacher provides focussed educational direction and a clear vision for school improvement. This vision is shared by all involved in the life of the school and a strong team ethos is evident. Leaders are not complacent, knowing there is more to do to further raise pupils' attainment. Senior and middle leaders carry out their individual responsibilities diligently. They evaluate what needs doing and take action to bring about improvement in the short term. They are not as effective in having a collective, long term vision of whole school improvement, though, because the headteacher has necessarily led this aspect of provision whilst developing their other

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leadership skills. Governors are supportive of the school and keen to further develop their skills in influencing its development. They oversee safeguarding arrangements well and ensure they are effective.

The promotion of community cohesion is satisfactory, being particularly strong within the school community. Everyone is treated equally and fairly and this is reflected in the good relationships evident throughout the school and the respect adults and pupils show to others. The school is beginning to reach out to other communities but this is at an early stage. The school's commitment to promoting equality of opportunity is evident by the introduction of an improved assessment system to better monitor and evaluate the progress of different groups of pupils. The school has very positive relationships with parents and carers. They are kept well informed about their children's achievement, well being and development.

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	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	2
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

Children start in the Nursery class with levels of skills that are below those expected for their age. The arrangements for introducing them into Nursery are good and enable them to quickly settle into everyday routines. The quality of care is good with children's well-being promoted well. Children make satisfactory progress across all areas of learning and they enter Year 1 with standards that are below average. Writing is a weaker aspect of children's attainment in communication, language and literacy. This stems from there being insufficient opportunities for children to develop and practice their writing skills throughout the day. Staff work well as a team and relationships

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between adults and children are good, which impacts positively on the progress children make. Children's behaviour is good because of the strong emphasis on promoting their personal, social and emotional development. They have positive attitudes, being keen to learn and working and playing harmoniously. Adults know their children well and set them tasks that are interesting and often linked to their own experiences. This is backed up by staff using children's individual learning journals to support their learning and strengthen links between home and school. There is a suitable balance between activities led by the teacher and those chosen by children.

Leadership and management are satisfactory and have set in place improved procedures for checking the progress that children make. The information collected, however, is not always used by staff to set them work that is sufficiently challenging. This is particularly the case in independent activities, in which planning tends to emphasise what children are to do rather than what they are to learn. This makes it difficult to effectively plan the next steps for learning. The way the outside area is set out does not effectively develop children's skills across the areas of learning, particularly in writing and creative 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

The very large majority of parents and carers who responded to the questionnaires were positive about the school's work and the efforts of all staff. One said, 'I am very happy with the school as my child has made good progress. I am also very pleased with the way the teacher helps me get involved in my child's development and gives me things at home to help this.' Another parent wrote, 'It's a good school, as my daughter's attitude has improved and she enjoys coming to school every day. I shall be very sad when the time comes for her to leave.' A few parents did not agree that the school is led and managed effectively. However, inspection evidence shows leadership and management is satisfactory overall, with the headteacher being the driving force behind recent improvements in the progress pupils make.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Willenhall Community 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 183 completed questionnaires by the end of the on-site inspection. In total, there are 356 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	110	60	71	39	1	1	1	1
The school keeps my child safe	102	56	75	41	4	2	0	0
The school informs me about my child's progress	97	53	75	41	4	2	0	0
My child is making enough progress at this school	100	55	76	42	3	2	0	0
The teaching is good at this school	102	56	76	42	4	2	0	0
The school helps me to support my child's learning	98	54	76	42	6	3	2	1
The school helps my child to have a healthy lifestyle	82	45	87	48	10	5	2	1
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)	83	45	88	48	3	2	0	0
The school meets my child's particular needs	85	46	85	46	12	7	0	0
The school deals effectively with unacceptable behaviour	79	43	85	46	14	8	1	1
The school takes account of my suggestions and concerns	74	40	90	49	12	7	3	2
The school is led and managed effectively	92	50	69	38	10	5	7	4
Overall, I am happy with my child's experience at this school	108	59	70	38	4	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 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.



23 October 2009

Dear Pupils

Inspection of Willenhall Community Primary School, Willenhall, CV3 3DB

Thank you for the very friendly welcome you gave us when we visited your school. We enjoyed meeting you and seeing the many exciting things you do. Your school is satisfactory and getting better. As a result of improvements, you make better progress and are close to reaching average standards in English, mathematics and science by the end of Year 6.

What we found about your school.

It provides a welcoming and stimulating setting in which to learn.

Your behaviour is excellent and you work well with others in pairs and small groups.

Adults look after you very well and make sure you are safe, in and around school and on visits.

Your skills are improving, especially in reading, writing and science.

The contribution you make to the life of the school is good, such as being a member of the school council.

You show a lot of enjoyment in coming to school and are keen to learn.

The headteacher and teachers are working hard to help you do even better.

What we have asked your school to do now.

Make sure all of you are always given work that challenges you to do your best.

Develop the curriculum so you can use skills gained in one subject to better support your learning in others

Make sure all those who lead the school are fully involved in planning its future development.

You can all help your school improve further by continuing to try your best in your activities and keep attending regularly. All of you are a credit to your school.

Yours sincerely

Melvyn Hemmings

Lead Inspector

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