

Wolborough Church of England (Aided) Nursery and Primary School

Inspection report

Unique Reference Number	113477
Local Authority	Devon
Inspection number	357364
Inspection dates	11–12 January 2011
Reporting inspector	Mark Lindfield HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	245
Appropriate authority	The governing body
Chair	Mitzi Belsher
Headteacher	Tracy Hoare
Date of previous school inspection	19 November 2007
School address	Union Street Newton Abbot TQ12 2JX
Telephone number	01626 202050
Fax number	01626 202054
Email address	admin@wolborough-primary.devon.sch.uk

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M2 7LA

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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. Inspectors observed 14 lessons and 12 teachers and held meetings with groups of pupils, parents, governors and staff. They observed the school's work, and looked at assessment and pupil tracking data, minutes of meetings, improvement plans, monitoring records, safeguarding policies and arrangements, curriculum planning, local authority and consultancy reports and 67 questionnaires from parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas:

- the current rates of progress and attainment of all pupils and, in particular, boys and more-able pupils .
- the quality of teaching and assessment and whether they are sufficient to raise standards and achievement .
- the extent to which the recently introduced systems to monitor and track pupils' progress are effective in identifying strengths and weaknesses and bringing about improvement .
- the effectiveness of the governing body in providing support and challenge .
- the effectiveness of leadership and management at all levels and their capacity for sustained improvement.

Information about the school

Wolborough is an average-sized primary school. The majority of pupils are White British, with a small proportion from minority ethnic backgrounds. The proportion of pupils who have statements of special educational needs is larger than average, as is the proportion who have less severe special educational needs and/or disabilities. A small proportion of pupils speak English as an additional language.

The school provides Early Years Foundation Stage education in a large open plan Nursery and two Reception classes, with 74 children currently on roll. The governing body manages breakfast, lunch and after-school childcare on the school site. This is registered for 24 children.

The school has achieved the Healthy School Award.

Since September 2010 the school has appointed five new members of teaching staff.

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 circumstances it could reasonably be expected to perform. The school is therefore given a notice to improve. Significant improvement is required in relation to pupils' attainment and achievement. The standards in English and mathematics at the end of Year 6 have been significantly below average in recent years. The school's most recent assessments, supported by inspection evidence, show that this trend is set to continue, despite improvements in the quality of teaching.

Senior leaders have shown strong determination in tackling weaknesses in teaching and learning. In addressing these key areas and by improving provision and outcomes in the Early Years Foundation Stage, they have shown a satisfactory capacity to drive the school forward and to secure necessary improvements. The relatively new leadership and management team is committed to providing equal opportunities for pupils. However many of the school's improvements have been too recent for them yet to have resulted in a sustained rise in attainment across the school to expected levels. Although satisfactory overall, teaching is not yet of a consistently good quality to compensate for pupils' previous underachievement or to raise standards sufficiently.

Increased monitoring has provided staff with clear guidance and support on improving their practice. Where learning is good, teachers are specific about what they expect pupils of differing abilities to learn. In these lessons, teachers use their observations to adapt their planning to provide greater levels of challenge for more-able pupils. A focus on marking has led to pupils receiving more regular praise and encouragement but opportunities are missed to identify the improvements that pupils have made in writing in their other subjects.

The school's self-evaluation systems are increasingly effective in identifying the school's overall strengths and weaknesses. With local authority support, leaders at all levels are developing a more rigorous approach to monitoring and evaluating the work of the school. Senior leaders are developing a more detailed tracking system to monitor pupils' progress across the Early Years Foundation Stage and main school, and so raise teachers' expectations. They recognise that previous assessments of progress have lacked accuracy and painted an over-generous picture. This has hampered the school's ability to evaluate the effectiveness of interventions and precisely identify pupils' learning needs and abilities.

What does the school need to do to improve further?

- By May 2012 improve pupils' learning and progress especially in English and mathematics by:

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- increasing the number of lessons in which pupils make good or outstanding progress
 - raising teachers' expectations and providing greater challenge for more-able pupils
 - ensure all teachers are specific about the intended learning and progress that will be made by pupils of differing abilities in lessons
 - ensure marking gives advice to pupils on how to improve their work and, where appropriate, their writing skills.
- Ensure the systems to track pupils' progress in the Early Years Foundation Stage and main school are based on accurate assessments and are used effectively to meet the needs of all pupils and raise attainment

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

The school's assessments for 2010 show that standards in English and mathematics at the end of Year 6 were well below average. Similarly the proportion of pupils in Year 2 in 2010 attaining higher levels in reading and mathematics was below average. No pupils attained a higher level in writing. However, as a result of recent improvements in the quality of teaching, pupils' previously variable rates of progress across the school have become more consistent and are now satisfactory overall. Observations of teaching and learning found progress was at least satisfactory. However these improvements are too recent to fully rectify pupils' previous underachievement. For example, the school's assessments for the current Year 6 show pupils' progress in English and mathematics has increased since September but, on the basis of the results they achieved in Year 2 and despite recent improvement, few pupils are in line to make expected rates of progress by the time they leave. A smaller than average proportion of pupils is on track to attain higher levels in writing and mathematics.

The school's support staff get to know individual pupils well and use this knowledge to help them learn and make progress by adapting activities carefully to meet pupils' needs. For example, well-trained support staff enabled a pupil with communication difficulties to offer their opinion in a class discussion, this was typical of the good support seen that such pupils receive. Consequently, pupils with special educational needs make at least satisfactory progress, and some good progress, especially in their personal development. Pupils who speak English as an additional language are supported to read, write and speak in English enabling them to make satisfactory progress and be integrated into school life.

Pupils enjoy school life and report that they generally feel safe in school. In a good history lesson on the Victorian period a child was heard to exclaim 'that was fun'. Pupils show good awareness of healthy exercise and participate enthusiastically in a wide range of physical exercises. In discussions with the school nurse, pupils in Year 5 and 6 showed a mature approach and a good understanding of what constitutes a healthy lifestyle. Their behaviour around school is satisfactory, in lessons they work well together in small groups and pairs but a lack of attention to their work was evident on occasion. In assemblies, pupils show satisfactory spiritual awareness and join in enthusiastically singing Christian songs. In assemblies and at other times during the day, pupils compose and present thoughtful prayers.

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These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	4
Taking into account:	
Pupils' attainment ¹	4
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	3
Pupils' behaviour	3
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

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

The quality and standards of teaching and learning have improved across the school, and during the inspection lessons were satisfactory overall, with some examples of good and outstanding teaching. In the better lessons, teachers moved pupils' learning on at a good pace and used a range of strategies, including information technology, to capture pupils' interest. Teachers have developed their planning so that lessons follow a clear sequence of activities and build on pupils' understanding from day to day. They use questions in lessons well to develop pupils' responses and regularly allow opportunities for pupils to discuss and develop their ideas for creative writing. Although not fully embedded, a more consistent approach to assessments is helping to provide the school with a clearer picture of individual pupils' progress against national benchmarks and raise teachers' expectations. Where pupils' progress is more rapid, it is because teachers have used this information to provide specific learning tasks which closely match the needs of pupils of all abilities. However, this is not consistent practice across the school and in the majority of lessons more-able pupils are not provided with sufficient challenge. Similarly, although the marking of pupils' work is undertaken regularly, the identification of what pupils next steps in their learning should be is not always evident in their books. Nor is encouragement to develop their literacy skills

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The school provides a welcoming environment and staff take care to get to know pupils and they form good working relationships. Pupils know which adults they could go to for first aid or for emotional support, if necessary. Through supportive relationships between teaching assistants and pupils with special educational needs, the school has helped to overcome barriers to learning for a number of pupils. Pupils' attendance in 2010 was low. As a result of the school's actions, and involvement with local agencies, this has risen slightly and is now satisfactory. After-school clubs and activities are popular with pupils from an early age and residential trips are provided regularly for older pupils. These help to enrich the curriculum and develop pupils' understanding beyond the local community. The curriculum is well-planned with half-termly themes, which alternate between a single question linked to literacy and a specific scientific focus, and are designed to capture pupils' interest. This imaginative approach provides opportunities across a range of subjects for pupils to develop their information and communication technology (ICT) and writing skills.

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	3

How effective are leadership and management?

Senior leaders have worked with a clear focus to improve the quality of teaching and learning across the school and are determined to bring about further improvements. As a result they have successfully promoted equal opportunities by narrowing the gap in achievement between boys and girls and maintaining the progress of pupils with special educational needs. Governors have not flinched from tackling key weaknesses in teaching and have responded well to local authority support to provide increasing levels of challenge. They have ensured that safeguarding procedures meet requirements and have developed the school's promotion of community cohesion.

With local authority support, leaders and managers at all levels are involved in a clear annual monitoring and review cycle. These evaluations are being used more effectively to refine and develop action plans and address key weaknesses. The school is gathering a range of assessment information to more closely monitor pupils' progress.

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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	3
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	3
The effectiveness with which the school deploys resources to achieve value for money	4

Early Years Foundation Stage

Children enter the Nursery at different ages and times during the year, the majority with levels of skill lower than expected for their age. The teaching they receive is carefully designed to take these variations into account and they therefore make good progress. The structure of the children's day gives them good opportunities to extend their learning and persevere at an activity which interests them. The well-equipped learning environment and improved outdoor area promote independence. As a result, the majority of children move into the Reception Year with improved skills and abilities, although overall these are still lower than expected for their age. Good progress continues during the Reception Year so that by the time they enter Year 1 the proportion of children working at a level appropriate for their age is above the national average, and well above in communication, language and literacy, and personal, social and emotional development.

Great care is taken to ensure that children's welfare is promoted in the breakfast and after-school provision. Close partnerships with outside agencies and skilled intervention by staff enable children with additional needs to make similar progress to their peers. Parents are closely involved with their children's education through a well-structured induction process. Children behave well and talk confidently about keeping healthy.

The current leader has developed a strong and cohesive staff team. Weekly planning meetings involve all staff and their accurate evaluations of children's needs have led to increasing rates of progress. This reflects good leadership and management as well as their good capacity to bring about improvement. Monitoring of pupils' progress on a day to day basis is good, but leaders recognise that formal systems to record and track individual children's progress from arrival in the Nursery to leaving Reception are under-developed.

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

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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 very large majority of parents and carers were positive about the school and agreed that their children enjoy school and that the school keeps their children safe and encourages healthy lifestyles. A small minority of parents felt that their children were not making enough progress at the school and this was confirmed by inspectors' evidence. A very small minority of parents and carers feel that the school does not meet their child's needs and this, too, was borne out by inspection evidence where inspectors judged that the school was not consistently challenging more-able pupils. A small minority of parents and carers feel that the school could provide them with more information about their child's progress and could be more effective in dealing with unacceptable behaviour. Inspectors looked at these areas carefully and judged that the school's work overall in these areas was satisfactory.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Wolborough Church of England Primary 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 67 completed questionnaires by the end of the on-site inspection. In total, there are 245 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	28	42	36	54	2	3	0	0
The school keeps my child safe	29	43	35	52	2	3	1	1
My school informs me about my child's progress	16	24	35	52	12	18	2	3
My child is making enough progress at this school	12	18	30	45	13	19	4	6
The teaching is good at this school	20	30	31	46	4	6	4	6
The school helps me to support my child's learning	12	18	35	52	7	10	6	9
The school helps my child to have a healthy lifestyle	14	21	44	66	5	7	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)	8	12	44	66	5	7	0	0
The school meets my child's particular needs	14	21	34	51	9	13	2	3
The school deals effectively with unacceptable behaviour	18	27	24	36	8	12	6	9
The school takes account of my suggestions and concerns	15	22	39	58	1	1	5	7
The school is led and managed effectively	16	24	35	52	4	6	5	7
Overall, I am happy with my child's experience at this school	22	33	33	49	3	4	6	9

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 all 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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



13 January 2010

Dear Pupils

Inspection of Wolborough Church of England (Aided) Nursery and Primary School, TQ12 2JX

Thank you for talking to us and letting us know what you think of your school. You enjoy coming to school and most of you take part in some of the many after-school clubs and activities. You clearly enjoy doing topic work and using computers in lessons. In the assembly we visited you were sensible and listened carefully to the advice on keeping yourselves safe.

You get off to a good start in the Nursery and Reception classes where you take part in a wide range of interesting activities, both indoors and outside. However, the speed that you learn new skills and develop your understanding is not as fast across the rest of the school. We have asked the school's leaders to improve this as quickly as possible and make sure that you do the best that you possibly can by the time you leave. We have judged that the school needs a 'notice to improve' which means that other inspectors will visit the school to check on its progress.

Your headteacher and teachers have worked hard and are helping you to learn more quickly in lessons. You enjoy lessons when teachers set interesting work that is not too difficult and not too easy, but this does not happen in every lesson. We have asked the school to try and make sure this happens more often by asking staff to check how well you are understanding the work in lessons and when they mark your work. When teachers make sure that you are clear about what they expect you to learn, you do much better.

Senior members of the staff have begun to regularly check how well you are doing. They have used this information to set you targets in literacy and numeracy lessons to help you learn more quickly. You can all help the school by working as hard as you can and doing your best, especially in your English and mathematics.

Yours sincerely

Mark Lindfield

Her Majesty's Inspector

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