

Great Witley CofE Primary School

Worcester Road, Great Witley, Worcester, WR6 6HR

Inspection dates 12–13 June 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- In a relatively short time, the sterling work of the headteacher, well supported by the staff team, the local authority and the governing body, has led to considerable improvements in the quality of teaching, assessment and tracking systems and, hence, in pupils' progress.
- Teachers promote learning well and demonstrate good subject knowledge.
- Pupils generally achieve well and standards at the end of Year 6 are frequently above average in English and mathematics.
- Pupils' behaviour and attitudes are outstanding, and these contribute strongly to the good learning in most lessons. Pupils say they feel safe in school and are aware of the different forms bullying can take and how to avoid it.
- Pupils thoroughly enjoy school and this is reflected in their above average levels of attendance.
- Provision in the Reception class is good and children make a good start in the Early Years Foundation Stage. Children are confident, inquisitive about the world around them and respond well to the good range of stimulating activities provided.
- Pupils are treated with respect and as individuals in an atmosphere of care and support.
- Pupils enjoy a variety of exciting additional activities throughout the school year, often linked to their class topic, including visits, visitors and residential stays.
- The significant improvements made in the last year by the new headteacher gives the school a good capacity for sustained improvement in the future.

It is not yet an outstanding school because

- Just occasionally, teachers do not provide work at the right level for all pupils and, in a small minority of lessons, the pace of learning slows after a good brisk start.
- Staff with responsibility for subject areas are not yet sufficiently involved in improving standards in their subject.

Information about this inspection

- The inspector observed nine lessons, two of which were joint observations with the headteacher.
- Meetings and discussions were held with governors, members of staff, a representative of the local authority and groups of pupils.
- The inspection took into account the 30 responses to the online questionnaire for parents and carers (Parent View) and the outcomes from the school's recent consultations with parents.
- The inspector observed the school's work and looked at a number of documents, including the school's own data on pupil mobility, pupils' current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

Inspection team

Clive Lewis, Lead inspector

Additional Inspector

Full report

Information about this school

- The school is much smaller than most other primary schools.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for pupils eligible for free school meals and other specific groups) is below the national average.
- An above-average proportion of pupils join the school at other than the normal time, mid-year and mid-key stage. Half of the current Year 6 cohort of 16 pupils, for example, joined the school after Reception, with a significant proportion joining in Key Stage 2.
- Pupils are organised in mixed year group classes across the school.
- The proportion of disabled pupils and those who have special educational needs who are supported at school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is broadly average, although particularly high in some year groups.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The headteacher took over responsibility for leading the school in September 2011.

What does the school need to do to improve further?

- Raise the quality and consistency of teaching to outstanding by making sure that:
 - all learning in lessons proceeds at a brisk pace throughout
 - teachers consistently provide suitably challenging work for all pupils in their classes.
- Strengthen the role of subject coordinators by providing opportunities for them to observe teaching in their subject.

Inspection judgements

The achievement of pupils is good

- Teaching has been significantly improved in the last year and ensures pupils are now making good progress throughout the school. Standards dipped to average in 2012 and few pupils made really rapid progress, but in most years standards and progress are above average. The good quality of learning seen in lessons in pupils' books confirms that achievement is set to rise again this year.
- Children's experiences and skills on entry to the Reception class vary from year to year but are generally equivalent to those typically found for this age group. Children get off to a good start in the Early Years Foundation Stage and make good progress during their first year in school.
- In Key Stage 1, pupils quickly learn the sounds letters make to support their writing, as well as the mathematics skills they need to complete simple calculations. Pupils in Key Stage 2 continue to build on these good achievements and, by the time they leave the school at the end of Year 6, attainment in English and mathematics is at least in line with, and frequently above, the national average.
- The small number of pupils eligible for the pupil premium make progress that is at least as good as their peers. Their needs are fully identified and the school uses the funding well to provide carefully matched additional support, for example, through frequent small-group or one-to-one work. It also allocates extra resources to ensure that they can join in extra activities made available to all other pupils. As a result there is no difference in the attainment of these pupils, provided they had been in the school throughout Key Stage 2, in either English or mathematics. For pupils who joined the school late, the gap has remained as it was.
- Pupils make particularly good progress in reading. This starts with the school teaching younger pupils to read by linking letters to the sounds that they make (phonics). The teaching of reading, through daily phonics lessons and regular guided reading activities continues through all age groups. As a result, pupils throughout the school read confidently and well, and older pupils read fluently and with a good understanding of their texts.
- Disabled pupils and those who have special educational needs make good progress. The good support provided by class teachers, teaching assistants and outside agencies ensures that work is set at the right level for them, enabling them to make small but progressive steps in their learning.

The quality of teaching is good

- Improvements made in teaching enable pupils of all backgrounds and abilities to learn successfully. Lesson planning has been sharpened, with learning goals that are routinely shared with the pupils. Marking is more regular and typically gives pupils good guidance about how well they have done and how to improve their work. Not all teachers, however, provide pupils with sufficient opportunities to respond to their marking.
- Good use is made of resources, including information and communication technology, to motivate pupils and enhance their learning.
- In one good lesson, Year 1 and Year 2 pupils were presenting information about their visit to an aquarium in a poster or leaflet. The teacher set a good pace, which was maintained throughout

the lesson. She demonstrated high expectations of pupils, constantly reinforced subject vocabulary and key facts, and changed activities frequently to maintain pupils' interest. As a result, pupils were motivated and worked with great enthusiasm, and this led to good progress throughout the lesson. Particularly good use was made of a 'visualiser' to display pupils' work in progress and demonstrate WAGOLL – 'what a good one looks like'.

- Teaching is not yet outstanding. In most cases, pupils who need extra help are supported well and those who find learning easy are given more demanding work. However, in a small minority of lessons, pupils of different abilities spent too much time working on the same activity. In other lessons, often after a brisk introduction, pupils are left to work at their own pace without work or time targets.
- Teachers are well supported by a strong team of teaching assistants, who provide good support for groups and individuals within classes.
- Strategies for managing the behaviour of pupils are very effective, with the result that lessons are very calm and purposeful. Pupils work hard and remain on task without the need for constant adult intervention.
- As a result of changes in the school's approach, each pupil's progress in reading, writing and mathematics is now rigorously checked and tracked as they move through the school. Termly meetings about pupils' progress are held to discuss the information gained. These meetings, a new development under the current headteacher, ensure that teachers now have a good understanding of how well the pupils in their charge are doing and the action they should take to support and help them to reach their challenging targets.

The behaviour and safety of pupils are outstanding

- Behaviour in class, around the school and in playground areas is outstanding. The school promotes positive relationships and tackles discrimination very effectively. As a result, relationships are extremely positive between pupils, and between pupils and adults.
- Pupils cooperate well and contribute eagerly, and this is a major factor in the good progress made in lessons. They respond very well to the many opportunities planned for them to discuss their ideas with other pupils, either with a partner or in small groups.
- Pupils greatly enjoy being in school and are very proud of their school. This is reflected in their consistently high levels of attendance.
- Pupils are confident that if there is something they cannot sort out themselves, then an adult will be on hand to help. Older pupils readily accept responsibilities, such as operating audio and video equipment in assemblies.
- Pupils have a good understanding of different forms of bullying, including any that might be encountered through internet sites. They have a good understanding of how to keep safe and say they feel 'very safe' in school. Through the school council, they demonstrate their pride in the school community and take their responsibilities very seriously.
- Pupils respond extremely well to the school's good promotion of spiritual, moral, social and cultural development. They have a very clear sense of what is right and wrong.

The leadership and management are good

- The headteacher provides strong and determined leadership. Her high expectations are a significant factor in the good improvements made under her guidance. As a result, most aspects of the school have been quickly improved and the school's self-evaluation has accurately identified the most appropriate areas for further development.
- Staff are a very well motivated team and demonstrate a shared sense of responsibility and commitment to the school's continued improvement.
- Following the introduction of more regular monitoring and support, teaching is now good across the school. Senior leaders are aware of the need for more teaching to be consistently outstanding. Together with careful tracking of pupils' progress, the detailed information about teaching that comes from checks on teachers' work by the headteacher and subject-advisors ensures that planning for improvement is founded on good evidence and accurate data. However, subject coordinators do not play a sufficient part in the evaluation of teaching in their subjects.
- Pupils' spiritual, moral, social and cultural development is promoted very effectively. The school's promotion of equality of opportunity in all its work is good. Leaders are constantly alert to any variation in achievement and new ways to overcome any weaknesses in provision of achievement.
- The school has very good relationships with parents and carers and the overwhelming majority of parents who responded to the online Parent View questionnaire said they would recommend the school to others.
- Fully supported and monitored by the governing body, the school makes full and effective use of the money derived from the pupil premium to support frequent small-group and one-to-one work. This helps to ensure that eligible pupils make good progress in their time in school.
- The school provides high-quality care for its pupils. The small size of the school ensures that families and pupils are known very well by staff. The school's positive relationships with parents and carers, and its very good links with a range of partners contribute significantly to improvements in pupils' wellbeing and achievement.
- Staff ensure that pupils benefit from a good balance of interesting and exciting activities. The recent strong focus on supporting literacy and mathematics across all subjects, tied in with imaginative links developed between different subjects, has had a positive effect on pupils' progress, enthusiasm and ability to learn and work on their own.
- The local authority has supported the school well in helping the school raise the quality of teaching and, hence, achievement.
- **The governance of the school:**
 - Governors gather, check and discuss a wide range of reports about the school as well as visiting regularly to see for themselves how the school is operating and being led. As a result, they have an accurate view of the strengths and weaknesses in teaching. Governors are rigorous in checking that safeguarding systems are secure and that they meet all current regulatory requirements.
 - The governing body has been effective in overseeing the arrangements for relating teachers' pay to performance. It plays a fully active role in the school's self-evaluation, monitoring and improvement planning processes and maintain a good oversight of the budget. Governors

understands the data describing how well pupils do and have taken note of the comparative performance of the school in relation to similar schools. They ask probing questions, know what is happening in the school and are well aware of what has and is being done to improve provision.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	116881
Local authority	Worcestershire
Inspection number	413114

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	140
Appropriate authority	The governing body
Chair	Peter Hill
Headteacher	Karen Banford
Date of previous school inspection	5 October 2009
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